

STUDENT/PARENT COURSE CALENDAR & HANDBOOK

Grades 9 to 12
Secondary School and University Preparation
2017 – 2018



Bond International College



Bond Academy

MISSION STATEMENT:

To provide a challenging academic program, in a safe and secure setting, based on Canadian values that lead to a post-secondary education.

ADMINISTRATION AND OFFICE STAFF

Principal – Secondary
Principal – Elementary
Vice-Principal
Office Administrator
Student Services/Admissions/Local
Student Services/International

Admissions/International
Residence

Homestay/Human Resources

Mr. Jeffrey Farber
Mr. John Healey
Mr. Phil Davies
Mrs. Joan Passmore
Mrs. Jane Phillips, Head
Ms Charlotte Ge, Head
Mr. Herbert Li
Mr. Eric Wang
Ms Jane Cheng, Admin. Assistant
Ms Lily Midwinter, Head
Ms Ellen Guo
Mr. Fei “Ben” Yun, Manager
Mr. Shan “Ricky” Gao
Ms. Joanna Jin
Mr. Leon Shi
Ms Joy Li

Bond Academy/Bond International College Philosophy

The Ontario secondary school program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education and work, and will help them to become independent, productive, and responsible members of society.

The secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8. Courses offered in new ways intended to ensure that education is relevant both to the students' needs and interests and to the requirements of postsecondary institutions and employers. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students, but at the same time allow students to begin to focus on their areas of strength and interest and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended postsecondary destinations.

At Bond Academy/Bond International College we pride ourselves in promoting the academic, social, physical, and character development of our students by providing them with a challenging, varied and supportive learning environment.

We set high personal and academic standards for our students. We believe, with positive support and direction, that students will rise to the challenge of high expectations.

Our students are recognized and respected as unique individuals, and their successes reflect our own dedication to providing a high quality, well-rounded education. At Bond Academy/Bond International College, we remain committed to our students, our parents, and our philosophy.

We believe that a partnership of families is critical to maximizing the success of our students. Interactive communication between the classroom teachers, the school and our families are integral to our program.

Bond schools are private, co-educational, non-denominational, independent Private Schools, with students from Kindergarten to Grade 12. Our students are provided with the Ontario Ministry of Education Curriculum in small classes with high expectations, within an enriched, caring and secure environment. Our goal is to enable our students to pursue and achieve personal and academic excellence through their Secondary school experiences, in order to better prepare them to take on effective roles in their families, their communities and their careers.

Students whose birthdays are between September and December are required to stay in school until the last school day in June of the year that they turn 18. Students whose birthdays are during the rest of the year must stay in school until their 18th birthday.

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. Consultation with Student Services will be required prior to studying for or granting this certificate.

Course Calendar

This School Course Calendar will provide you with information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario Secondary School Diploma. While the calendar will provide you with important information about obtaining an Ontario Secondary School Diploma, you are strongly advised to consult with our Student Services Department to verify and confirm that your academic plan is the most appropriate and flexible for your career goals.

This Course Calendar is a public document. We encourage our students, parents and guardians to read it over and become acquainted with our programs and the policies and procedures as directed by the Ontario Ministry of Education. To gain access to Ontario curriculum programs and policies, go to www.edu.gov.on.ca.

The Ontario Ministry of Education's website address is www.edu.gov.on.ca for any further reference that may be needed.

Bond International College/Bond Academy Timetable

Time	Grade 9 - 11				Grade 12			
	Day 1 (Tuesday & Thursday)		Day 2 (Monday & Wednesday)		Day 1 (Tuesday & Thursday)		Day 2 (Monday & Wednesday)	
8:55 AM NATIONAL ANTHEM – ALL STUDENTS IN CLASS								
Period 1 (9:00 AM-10:20 AM)	A		D		A		B	
Break (10:20 AM-10:50 AM)	Break (10:20 AM-10:50 AM)		Break (10:20 AM-10:50 AM)		Break (10:20 AM-10:50 AM)		Break (10:20 AM-10:50 AM)	
Period 2 (10:50 AM-12:05 PM)	B		C		A		B	
Period 3 (12:10 PM-1:25 PM)	C		B		B		A	
Lunch (1:25 PM-2:25 PM)	Lunch (1:25 PM-2:25 PM)		Lunch (1:25 PM-2:25 PM)		Lunch (1:25 PM-2:25 PM)		Lunch (1:25 PM-2:25 PM)	
Period 4 (2:25 PM-3:40 PM)	D		A		B		A	
Grade 9-11								
Compulsory After School Class (3:50 PM-4:15 PM)	Mon. A	Tue. B	Wed. C	Thu. D	Grade 12			
Period 5 / 6 (4:00 PM-7:15 PM) Supper Break (45 mins)	/		/		C		C	

STUDY HALL: 4:00 PM – 5:15 PM both Voluntary and Involuntary.

FRIDAY: Alternate Day 1 and Day 2 each week.

TIMETABLE FOR:
SEMESTER 2 – FEBRUARY TO JUNE, TERM 3 – FEBRUARY TO APRIL & TERM 4 – APRIL TO JUNE

TIME	Grade 9 - 11		Grade 12			
	SEMESTER 2		SEMESTER 2	TERM 3 & 4		
	Day 1 (Tuesday & Thursday)	Day 2 (Monday & Wednesday)	Day 1 - Tuesday & Thursday Day 2 – Monday & Wednesday			
8:55 AM NATIONAL ANTHEM - ALL STUDENTS IN CLASS			DAY 1	DAY 2	DAY 1	DAY 2
Period 1 (9:00 AM – 10:20 AM)	A	D	A	D	A	B
Break						
Period 2 (10:50 AM – 12:05 PM)	B	C	B	C	A	B
Period 3 (12:10 PM - 1:25 PM)	C	B	C	B	B	A
Lunch						
Period 4 (2:25 PM - 3:40 PM)	D	A	D	A	B	A
	Grade 9 - 11		Grade 12			
Compulsory After School Class (3:50 PM – 4:15 PM)	Monday, Tuesday, Wednesday & Thursday		A, B, C & D	A, B, C & D	A & B	A & B
Period 5 / 6 (4:00 PM – 7:15 PM) with Break	/	/	E		E	

STUDY HALL: 4:00 PM – 5:15 PM both Voluntary and Involuntary.

FRIDAY: Alternate Day 1 and Day 2 each week.

Pathways to Graduation:

Bond provides programs catering to students' needs depending on grade and entry time. All courses are subject to enrolment.

Track I - For students of Grade 9, 10 and 11 **Two Entrances: Sept. - Semester I; Feb. - Semester II**

Including ESL G9, 10, 11
Half day DO or EO
Subject A
Subject B

Grade 9

Semester I. Full year: (1) MPM1D, PPL1O
(2) BBI1O, (3) ENG1D, (4) CGC1D
Semester II. Full year: (1) MPM1D, PPL1O
(5) SNC1D, (6) FSF1D, (7) AVI1O, (8) AMU1O, (9) ADA1O

Grade 10

Semester I. Full year: MPM2D
(1) PPL2O, (2) BTT2O, (3) CHC2D, (4) CHV/GLC
Semester II. Full year: MPM2D
(1) PPL2O, (2) SNC2D, (3) ENG2D, (4) AVI2O, AMU2O, ADA2O

Grade 11

Semester I.
(1) ENG3U, (2) MCR3U, Options
Semester II.
Options, Incl. ENG3U, MCR3U

Track II - For students of Grade 12 with ESLDO-EO and above **Three Entrances: Sept. - Term 1; Nov. - Term 2; Feb. - Semester II**

Grade 12 Three pathways upon entrance level

Semester I: Term 1 + Term 2

Term 1 Sept. – Nov.

- (1) ESLEO, SUBJ 1
- (2) ENG3U(T), SUBJ 1
- (3) ESLDO, ESLEO, SUBJ 1

Term 2 Nov. – Jan.

- (1) ENG3U, SUBJ 2
- (2) ENG4U 2, SUBJ 3
- (3) ENG3U(T), SUBJ 2

Semester II Feb. – Jun.

- (1) ENG4U 3, SUBJ 4, SUBJ 5, SUBJ 6, Evening Optional
- (2) SUBJ 4, SUBJ 5, SUBJ 6, Evening Optional
- (3) SUBJ 3, SUBJ 4, SUBJ 5, SUBJ 6, Evening Optional

Track III - For students of All Grades with ESLAO-BO-CO-DO

Three Entrances: Sept. - Term 1; Nov.- Term 2; Feb.– Term 3; Apr. – Term 4

Term 1 Sept. – Nov.

- (1) ESLAO, ESLBO
- (2) ESLBO, ESLCO
- (3) ESLCO, ESLDO

Term 2 Nov. – Jan.

- (1) ESLCO(FD), ESLDO(FD)
- (2) ESLDO(HD), SUBJ 1
- (3) ESLEO(HD), SUBJ 1
- * ESLAO, BO, CO(FD), DO, EO

Term 3 Feb. – Apr.

- (1) ESLEO(HD), SUBJ 1, Evening Optional
- (2) ESLEO(HD), SUBJ 2, Evening Optional
- (3) ENG3U, SUBJ 2, Evening Optional

Term 4 Apr. – Jun.

- (1) ENG3U 3, SUBJ 2, Evening Optional
- (2) ENG3U, SUBJ 3, Evening Optional
- (3) ENG4U 3, SUBJ 4, Evening Optional

November Entrance Track

Term 2 Nov. – Jan.

ENG3U + SUBJ 1 + Evening SUBJ 2

Semester II Feb. – Jun.

ENG4U 3, SUBJ 4, SUBJ 5, SUBJ 6, Evening Optional

July / August

- Subjects offered according to enrolment at the Principal's discretion.
- Students take one subject per month.

OLC Course

Apr. 1 – Jun. 30, Term 4 & Evening

IELTS Preparation

After school – sign up

Graduation Requirements for Secondary School

The Ontario Secondary School Diploma (OSSD)

- The secondary school program is based on the credit system. In order to graduate, students must successfully complete 30 credits of 110 hours each. In addition, they must meet the Ontario Secondary Literacy requirement and complete 40 hours of Community Service.
- Upon graduation, the student receives an Ontario Secondary School Diploma (OSSD).
- For students starting Grade 9 18 credits are compulsory credits that every student must take. The remaining 12 credits are optional credits that students may select from the many optional courses offered.

OSSD Requirements

Courses offered in four grades:
Grades 9, 10, 11, and 12.

30 credits required for graduation:
18 compulsory and 12 optional

- 4 English, one per grade
- 1 French as a second language
- 3 Mathematics, at least one in Grade 11 or 12
- 2 Science
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts (Dance, Drama, Media, Music, Visual Arts)
- 1 Health and Physical Education
- 0.5 Civics
- 0.5 Career Studies

In addition, you must complete:

- **1 additional credit** (group 1): additional credit in English, **or French as a second language, ** or a Native language, or a classical or an international language,** or social sciences and the humanities, or Canadian and world studies,

or guidance and career education, or cooperative education***

- **1 additional credit** (group 2): additional credit in health and physical education, or the arts, or business studies, **or French as a second language, ** or cooperative education*****
- **1 additional credit** (group 3): additional credit in science (Grade 11 or 12), or technological education, **or French as a second language, ** or computer studies, or cooperative education*****
- Ontario Secondary School Literacy Requirement – see p. 7
- Community Involvement – see p. 9

Plus 12 optional credits†

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned or a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Semester/Term System

Bond operates on a semester system, with two semesters in each year. Students must begin credit courses at the beginning of the semester (Fall - beginning of September, Winter - the end of January). In addition, we offer a one month Summer School Credit Program in July and August.

At Bond we offer a unique Grade 12 Term system. Every 10 weeks, the students are eligible to study two Grade 12 courses for 110 hours per credit. This allows the students to concentrate on only two subjects at a time. Our students have found this to be an excellent system for obtaining their diploma.

Bond provides ESL support and operates on a 12 month, continuous cycle. Students may enter at any time, but must meet the course requirements of 110 hours to be issued a credit.

Credits

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework.

Course Codes

Each course is worth one credit, unless otherwise indicated, which requires a minimum of 110 hours of study. All courses offered are at the academic, open, university or university/college preparation level. The codes for each course are 5 to 6 characters long. The first 3 letters represent the Ministry approved course title, the fourth position indicates the grade or language level, the fifth position indicates the course type and the sixth, the program or credit differentiation or the focus of the course.

For example: PPL2O: Healthy Active Living Education Grade 10 Open
 PPL 2 O

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take. The following three types of courses are offered in Grades 9 and 10:

- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences such as online learning and application to accredited courses at other institutions. The following five types of courses are offered in Grades 11 and 12:

1. **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
2. **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
3. **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
4. **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Prerequisites

Students are expected to complete the necessary prerequisites required for enrollment in identified courses in our Course Descriptions. The Principal, with the recommendation of a teacher with whom the student has completed, or is completing, a course in the same subject, may waive the prerequisite courses. The student must have consistently demonstrated the skills and knowledge at a level that will ensure their success in a course without completing the required prerequisite, and will require the written approval of a parent or guardian where the student is under 18 years of age.

Substitution for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses. A substitution is only made if the student's educational interests are best served by the substitution. The decision is the responsibility of the school Principal.

Ontario Secondary School Literacy Requirements

- All students entering Grade 9 must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma.
- International students entering the Ontario secondary school system for the first time, must meet the literacy graduation requirement to graduate.
- The literacy test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.
- The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have successfully completed the test have attained the provincial expectations for literacy.
- The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Bond Academy/Bond International College will provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.
- Students not successful on their first attempt may rewrite the test. There is no limit to the number of attempts that a student may make. Once students have successfully completed the literacy test, they may not retake the test.

- Students who have been eligible twice to write the Ontario Secondary School Literacy Test and have been unsuccessful at least once, qualify to take The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meet the literacy requirement.
- Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript. If the student completed the Ontario Secondary Literacy Course, the mark and credit earned will also be included.
- The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 12 requirement, the course is coded OLC4O. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

Deferrals

- English As A Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents or staff may request deferral for eligible students, and the school Principal may grant permission.
- Accommodations will be made for students with special needs, as required.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits. Consult the Student Services for further information.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

The Granting of the Diploma and Certificates

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, night school, summer school, or eLearning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record when the final credit is earned.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. For further details see the Student Services.

Community Involvement Requirement

There is a community involvement component as part of the diploma requirements. These students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during the student's years in the secondary school program.

The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to the student's personal development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

Bond Academy/Bond International College staff will discuss appropriate types of community involvement activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside the student's normal instructional hours. Specifically, the activities are to take place in the student's designated lunch hour, after school, on weekends, or during school holidays.

Students must maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include, for each activity, the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. A Community Involvement Planner is provided to assist parents and students in meeting this requirement. The Principal will decide whether the student has met the requirements of both the Ministry and Bond Academy/Bond International College for these activities.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

Advanced Placement Program

Advanced level students who wish to enrich their academic program may participate in the Advanced Placement Program (AP). Students must have the permission of the Principal before being admitted into the program. The AP program is also subject to enrolment and specific courses.

The AP examination results, if achievement is high enough, could result in a college credit or increased chances of admission to US colleges/university. It has the potential to also reduce tuition fees.

There is a fee for writing the exam. Register with the Principal if you are interested.

It is important for students to understand that they will be studying material at an advanced level but that all assessments will be on the regular high school curriculum. Your tests and exam will be based on the expectations of the Ontario curriculum and the mark you receive for your high school credit does not involve AP material. You will be evaluated on AP material on the AP exam.

Independent Learning

Independent learning offers a wide range of flexible and well developed credit courses from Grades 9 to 12. Everything is clearly structured. The teacher is assigned as the advisor and adjudicator. Students work in modules and are responsible to complete the course in a given period of time. The courses are defined by the Ministry guidelines and policies. The teacher at Bond Academy/Bond International College is available throughout the school day in an assigned room. This ensures the chances of academic success and facilitates instant problem-solving and support.

Prior Learning Assessment and Recognition (PLAR)

- a) Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school Principal, who grants credit.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

Foreign Credit Equivalency

- b) A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. For example, a student who has obtained good results on the HKCEE, GCE 'O' Levels, or SMP could be granted up to 23 credits.

Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) "U" or "M" or a combination of 4 "U" and a maximum of "2 M" credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin. For students from overseas and outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD.

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

eLearning Through Online Programming

The term *eLearning* refers to the use of electronic technologies to support learning and teaching. It includes the use of computer-based learning modules, Internet-based courses, threaded discussions, video conferencing, electronic whiteboards, digital projectors, chat rooms, e-mail and more. **Bond International College** uses eLearning to offer a variety of learning opportunities, including online credit courses and online resources for the classroom delivery of learning programs.

For each course delivered online, all of the curriculum expectations for the course will be accounted for, and assessment, evaluation, and reporting done in accordance with policies outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)* (see section 2.3).

The Bond International College eLearning program provides students with additional opportunities to earn credits toward their graduation diploma. Online learning supports students as they customize their learning plans to fit their educational goals by selecting from a wide variety of eLearning courses. Students enrolled in an eLearning course will complete all of the course requirements in an online environment where they will have access to high quality content delivered by dedicated Bond International College teachers. Throughout the course, teachers will provide assessment opportunities and feedback in a timely manner as they monitor student progress in the course by regular interaction with each student.

Permission to take eLearning courses will be given by the Principal or designate and students must apply and enroll through their home school. Students remain a student of their home school even while the course may be delivered by a teacher in another school. The schedule for reporting marks will be that of the school delivering the eLearning course.

Bond International College offers a unique eLearning program to students who are registered at Bond International College yet attend school in four (4) locations in China. These schools are Yinchuan, Oxstand (Shenzen), Jinling (Nanjing) and Hengshui. Students at each school are assigned a teacher for each course, in a classroom setting. Teachers are Ontario Certified and monitor, mentor and assist with assessment and evaluation. A certified teacher at Bond International College is the lead teacher for each student/class and is responsible for all policies and procedures related to the delivery of their respective Ontario Ministry of Education Curriculum.

An addendum to the course calendar is attached (*Grade 12 eLearning Course Calendar and Handbook*) providing additional policies, practices, procedures, record keeping, assessment and evaluation, as it pertains to the online division of Bond International College.

Please refer to the Grade 12 eLearning Course Calendar and Handbook or Addendum “A” at the end of this course calendar.

Ontario Student Record

The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario School system and moves with the student from school to school in Ontario. The OSR is kept for each student enrolled in an Ontario secondary school. The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. The parents and students (18 and older) may examine the contents of the OSR on request, with the assistance of the Principal or designated administrator. All OSR's are stored in a secure location within the school's office. The OSR folder contains achievement results, credits earned, and other information important to the education of the students.

Ontario Student Transcript

- The Ontario Student Transcript (OST) is a provincially standardized document, which provides a comprehensive record of a student's achievement in secondary school. Copies are available to students on request.
- The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST, regardless of how or where the credits were earned.
- In Grades 9 and 10 the student's achievement, with percentage grades earned and credits gained, are recorded only for successfully completed courses.
- In Grades 11 and 12, all attempts, withdrawals and repeats of courses are recorded on the OST, showing percentage grades earned, credits granted (if successful), or "W" for withdrawn before completion. (Students repeating a course for which they have already received a credit, will have marks from all attempts recorded, but only one credit is granted).*
- Identification of any course that has been substituted for a compulsory course will be made.
- Confirmation that the student has completed the Community Involvement requirement will be noted.
- Confirmation that the student has successfully completed the Literacy requirement will be noted.
- Any extraordinary circumstances affecting the student's achievement in the senior grades may be noted, if appropriate.
- Completion of a program of specialization in a subject area may be noted.

* Consistent with the **Ministry of Education’s Full Disclosure Policy** as follows:

Grades 11 and 12

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

School Policies

Assessment and Evaluation Policies

The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students’ strengths and those areas needing improvement, as well as program areas of strength and those needing improvement. It is important that teachers adapt their instructional methods to the needs of their students.

Assessment is the process of gathering information from a variety of sources, including but not exclusive to assignments, demonstrations, projects, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. As part of assessment teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of a student’s work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

At Bond Academy/Bond International College, our courses reflect well-designed assessment and evaluation based on curriculum expectations and achievement criteria, which allow our teachers to focus on high standards of achievement for all students. Our teachers employ a combination of assessments based on the provincial curriculum expectations and the achievement levels outlined in “Ontario Schools 2011”, the curriculum policy documents for each discipline and Growing Success, this ensures that their assessment and evaluation is valid and leads to the improvement for/of/and as student learning.

In recognition of the particular knowledge and skills that students are expected to demonstrate by the end of each course, our assessment and evaluation varies course by course. However, all assessment and evaluation is based on the established expectations and achievement levels. The culminating activities for each course are designed to reflect the particular course. It may or may not be an examination.

However, all students will be aware that this evaluation will be worth 30% of their final percentage grade. Seventy per cent of their grade will be based on their demonstrated level of achievement of the expectations of the course during the semester. For further details, consult the school's Homework and Deadlines Policy.

Report Cards and Marks

During the semester, each student will receive a mid-term report and a final report. The mid-term report will include a percentage mark with supporting comments, based on the work completed. At the end of the semester, the final report includes the final percentage mark for the student in each course, and indicates the number of credits gained in the semester. Each student has an Ontario Student Record folder in which copies of report cards are kept. Parents, and students 18 years of age or older, may see the folders upon a request to the Principal. Final marks are also available for each student and parent online. A secure ID and Password is issued to each student for their parents. It is the responsibility of the parent to secure the Password from their child.

Transfer, Change, or Withdrawal

Students wishing to transfer to Bond Academy/Bond International College from another school in Ontario during the semester may do so only if the courses selected at Bond have been started at the previous school. The transfer must be approved by the Principal after consultation with the previous school's Principal and will be allowed only if we believe that the student will be able to successfully complete the course at Bond.

Attendance

Regular attendance is crucial to success in the Bond programs. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. Bond Academy/Bond International College and the Bond Language Centre expect all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes.

Persistent absences will result in the following actions:

1st notice upon 3rd day of absence:

Warning letter to student and the development of a plan by student and staff to improve attendance.

2nd notice upon 5th day of absence:

Warning letter sent to parents or guardians with an interview, where appropriate, is required with the Principal.

3rd notice upon 8th day of absence:

Interview with the Principal.

Potential loss of credit.

Code of Behaviour

Total commitment to the learning process is expected of all our students and staff. Bond's goal is to promote a positive, caring and secure educational environment. The Bond Academy/Bond International College School's Code of Behaviour outlines Bond's expectations of students, staff and parents, the process for addressing concerns, and the possible consequences for failing to meet these expectations. The Bond Academy/Bond International College Code of Behaviour is included on pages 22 - 24.

Leave of Absence

In order to maintain eligibility for Student Authorization from the Canadian Government, students must follow certain guidelines before taking a Leave of Absence outside Canada. They must:

- Have attended a minimum of 2 semesters
- Have a tuition fee balance for 4 courses (or the number required for graduation)
- Have a signed letter from parents or guardian approving the application
- Have a round-trip air ticket
- Complete the school "Leave of Absence" form.

A Leave of Absence must be requested at least two weeks prior to the intended departure date. Leave of absence should coincide with scheduled holidays or times when the student's absence does not have an impact upon the completion of their courses. Students will not be granted a Leave of Absence if it will negatively impact their ability to successfully complete their program, unless the Leave of Absence is for compassionate reasons. The Principal will make the final decision.

External Credits

In the event that course(s) **critical to the graduation of a student** are not available at Bond Academy/Bond International College, we will assist our students in obtaining credit(s) through other agencies such as the Independent Learning Centre, Continuing Education Programs or Independent Study arranged at Bond Academy/Bond International College. The Principal or designate will make the final decision.

Equal Education Opportunity

Bond Academy/Bond International College is committed to the principles of gender, faith, race and ethno-cultural equity in the curricula, policies and practices of the school.

Student Counselling and Services

Our counselling department assists and advises students in a variety of areas during their stay at Bond Academy/Bond International College. Services include:

Academic:

- Course and academic counselling
- I.E.P. support
- University and college information
- Applications to universities and colleges
- Organizing extra-curricular activities
- Liaison with Bond Language Centre to personalize ESL & Bond programs
- Computer Lab
conference room

Personal:

- Opening bank accounts
- Application for transit cards
- Welcome to New Students
- Counselling for Personal Problems

Housing:

- Student Residence
- Home Stay Opportunities

Guidance and Career Education

The Guidance and Career Education program is a vital and integral part of the secondary school program. Through the program, students acquire the knowledge and skills they need in order to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue educational and career goals, and to carry out their social responsibilities. This program will be delivered in various ways, including orientation and exit programs, career exploration activities, and individual assistance and counselling.

Visa Renewal:

The International Office of the school will facilitate renewal of the Canadian Student Authorization, provided that the student is proceeding towards an OSSD or 30 credits at Bond Academy/Bond International College.

a) For students who have four or less courses to complete for the OSSD, a request for renewal will be issued upon the confirmation of the full payment of the remainder of the tuition fees.

b) For students who have more than four courses to complete for the OSSD, the confirmation will be issued only if the student has a tuition fee balance for four courses for the coming semester.

- student development (the skills and habits necessary for learning)
- interpersonal development (the skills and knowledge necessary to get along with others)
- career development.

All students are required to complete a half-credit course in career studies as part of the new diploma requirements.

Code of Behaviour

Goals

The Code of Behaviour has been established to ensure:

- that all members of this school community are treated with respect, courtesy and dignity.
- that teachers will have the opportunity to teach and that students will have the opportunity to learn.
- that all students will have the opportunity to participate fully and safely in school, whether it be in the classroom, the school yard, special events, sports, extracurricular activities or school trips.
- that the expectations for appropriate behaviour are identified and taught.
- that the process for ensuring that these expectations are followed is consistent and familiar.
- that everyone will develop an appreciation of the impact of their behaviour, both positive and negative, on others.
- that students learn that rules, policies and procedures provide guidelines for behaviour, but that control of behaviour will be internalized as self control.

Responsibilities

Everyone has responsibility for ensuring the success of Bond Academy/Bond International College's Code of Conduct. The general expectations are outlined below:

Students:

- Treat everyone with courtesy, respect and dignity.
- Learn the rules.
- Complete assigned work.
- Act in a safe manner.
- Accept and follow the rules and regulations of the school.
- Accept responsibility for their actions.
- Use acceptable strategies to resolve conflict. If necessary, students will be taught appropriate alternatives to resolving conflict.
- Promptly respond to the instructions of supervising staff.

Staff:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Communicate with parents.
- Design strategies that focus on and acknowledge positive behaviours.
- Ensure that they address inappropriate behaviours.
- Maintain a consistent approach and expectations, acknowledging positive behaviours and addressing negative behaviours.
- Teach the students alternatives to negative behaviour.

Parent(s):

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son/daughter

Dress Code

Students must be in full uniform coming to school and returning home, including proper shoes. Headgear such as hats, bandanas, etc., are not allowed and must be removed upon entering school property. Uniforms must be worn appropriately at all times. Other clothing accessories that are not a part of the uniforms are prohibited.

Athletes are to change into their gym uniforms in the appropriate change rooms. Team members and physical education students are required to wear their full uniform in the halls unless given permission by a coach or the Principal.

The overall appearance of our students has a direct reflection on the tone of our school and the general atmosphere of the school. As a result, the school has the right to make final decisions regarding all matters relating to dress or grooming.

Students not in full uniform may be sent home and repeated offences may result in suspension.

Drugs, Alcohol, Smoking, Gambling and Acts of Violence or Harassment

Under no circumstances is smoking, gambling, the use of alcohol and drugs, and/or acts of violence or harassment tolerated on school property. Any student caught smoking or in possession of or under the influence of drugs or alcohol will be removed from the school immediately which can result in a suspension.

Harassment can be found in any form of attitudes, beliefs or actions toward an individual or group that might reasonably be known as unwelcome (i.e.: racial, sexual, threats, physical assault, etc.). Harassment is not tolerated and will be dealt with according to the consequences outlined below.

PLEASE NOTE: THERE WILL BE A SUSPENSION FOR BRINGING A WEAPON (GUN, KNIFE OR REPLICA OF A GUN/KNIFE) ONTO SCHOOL PROPERTY. LASER POINTERS ARE INCLUDED UNDER THIS POLICY. SCHOOL PROPERTY INCLUDES ANY LOCATION OR TIME WHERE STUDENTS ARE PARTICIPATING IN A SCHOOL SANCTIONED ACTIVITY.

Process

A key component in the success of a Code of Behaviour is a clearly defined process for dealing with inappropriate behaviour. The steps are outlined below:

- Staff and students will be responsible for identifying and addressing inappropriate behaviour.
- In a conflict situation:
 - Supervising staff will intervene and issue instructions designed to terminate the conflict.
 - Students are responsible for responding immediately to those instructions.
 - Staff will determine a time and location to provide an opportunity for resolution of the conflict or to deal with inappropriate behaviour.
- The process for resolving the conflict is designed to:
 - provide an opportunity for the students involved to present their viewpoints.
 - assist students to identify:
 - the degree of their responsibility in the conflict situation.
 - the positive and negative components of their actions.
 - teach alternative behaviours with the clear expectations that students will accept responsibility for using the more appropriate behaviours in the future.
 - give the students ownership of the problem, actively involve them in determining a solution, and through this process, teach self discipline.
 - assist staff in assigning the most appropriate consequence(s).

Consequences

In general, a progression of possible consequences for persistent inappropriate behaviour is outlined below.

- A consequence determined by student participation in the conflict resolution process.
- Parental contact.
- Contact with the Principal.
- Removal of privileges and possibly school for a limited time.
- Unable to participate in events off of school property.
- In-school suspension.
- School suspension.
- School expulsion.

The above list of consequences is not definitive, nor would the consequences necessarily follow the steps in the order that they appear. For example, a student who deliberately injures someone could be suspended without having proceeded through the various steps. While it is the goal of the school to teach appropriate behaviours, the safety of everyone must be given priority.

SCHOOL SUPPORT/FACILITIES

COMPUTER FACILITIES:

Computer laboratories are available.

LIBRARY FACILITIES AND RESOURCES:

Secondary students have an optional time in our school library, at the request of the teacher. The library is open to all students after school.

PHYSICAL EDUCATION:

Physical Education classes include swimming at a pool located close to the school.

Our gymnasium is a state of the art facility which includes an auditorium.

CAFETERIA:

Our cafeteria is open from 8:00 a.m. to 7:00 p.m., each school day, for staff and students.

COMPREHENSIVE SERVICES FOR INTERNATIONAL STUDENTS:

Counselling services for all academic and personal reasons.
Visa services are available to our International students.
We offer a Residence close to the school, as well as Home Stay services.
A variety of translators are available on campus for assistance and support both academically and socially.

We also provide assistance with:

- Student medical insurance
- Medical contact
- Extra-curricular events and trips
- Transportation.

IELTS:

Official site for IELTS preparation and testing.

INTERNET:

Wireless environment at school and Residence.

CITY SERVICES:

Easy access to Toronto city services.

ALUMNI:

Alumni organization.

PERMISSION TO TAKE A COURSE(S) AT ANOTHER SCHOOL:

Written permission, on the appropriate form, is required for any course at any time or date.

LEAVING BOND PRIOR TO GRADUATION:

An Exit form must be completed to leave our school officially. This form must be filled in before Bond can release any official document, e.g., OSR.

COMPULSORY AFTER SCHOOL TUTORIAL PERIOD:

Monday, Tuesday, Wednesday and Thursday of each week will be an opportunity for students to work with teachers for assistance in their academic studies. All teachers will be in their assigned room. Teachers will be available each day until 4:15 p.m. Students who are required to report **must do so without failure**. **Students who do not report will be held accountable by the teacher and administration and marked absent.**

SCHEDULED TUTORIAL DAYS/ACTIVITY DAYS to be announced.

Course List 2017 – 2018

Bond provides programs to prepare our students for University or College entrance. The type of courses that we provide are Academic (indicated as “D”), Open (indicated as “O”), University (indicated as “U”) and University/College (indicated as “M”). Applied (indicated as “P”) and Workplace Courses (indicated as “E”) are not offered at Bond unless arranged by the Principal. Bond attempts to provide a wide range of courses that will meet the individual needs and interests of our students. A description of the courses currently being offered can be found below. Course outlines will be provided by the classroom teacher and are available through our Guidance Office. Please confer with the Guidance Department to ensure that the courses you wish to complete are available.

Grade Nine Courses

Code	Department	Course Name	Grade
ENG1D	English	English, Academic	9
MPM1D	Mathematics	Principles of Mathematics	9
SNC1D	Science	Science, Academic	9
FSF1D	Core French	French	9
CGC1D	CWS	Geography of Canada	9
PPL1O	Health/Physical Education	Healthy Active Living Education	9
BTT1O	Business Studies	Information and Communication Technology in Business	9
BB1O	Business Studies	Introduction to Business	9
AVI1O	Arts	Visual Arts	9
AMU1O	Arts	Music	9
ADA1O	Arts	Drama	9
GLS1O	Guidance/Careers	Learning Strategies 1: Skills of Success in Secondary School	9

Grade Ten Courses

Code	Department	Course Name	Grade
ENG2D	English	English, Academic	10
ELS2O	English	Literacy Skills: Reading and Writing	10
MPM2D	Mathematics	Principles of Mathematics	10
MFM2P	Mathematics	Foundations of Mathematics	10
SNC2D	Science	Science, Academic	10
CHC2D	CWS	Canadian History Since World War I	10
CHV2O	CWS	Civics	10
GLC2O	Guidance & Career Education	Career Studies	10
AVI2O	Arts	Visual Arts	10
ADA2O	Arts	Drama	10
AMU2O	Arts	Music	10
PPL2O	Health/Physical Education	Healthy Active Living Education	10
ICS2O	Computer Studies	Introduction to Computer Studies	10
BTT2O	Business Studies	Information and Communication Technology in Business	10

Code	Department	Course Name	Grade
BBI2O	Business Studies	Introduction to Business	10
FSF2D	Core French	French	10
GLE2O	Guidance/Careers	Learning Strategies 1: Skills of Success in Secondary School	10

Grade Eleven Courses

Code	Department	Course Name	Grade
ENG3C	English	English, College Preparation	11
ENG3U	English	English, University Preparation	11
EPS3O	English	Presentation and Speaking Skills	11
EMS3O	English	Media Studies	11
MCR3U	Mathematics	Functions, University Preparation	11
SBI3U	Science	Biology, University Preparation	11
SCH3U	Science	Chemistry, University Preparation	11
SPH3U	Science	Physics, University Preparation	11
BAF3M	Business Studies	Introduction to Financial Accounting	11
BMI3C	Business Studies	Introduction to Marketing	11
BDI3C	Business Studies	Entrepreneurship: The Venture	11
PPL3O	Health/Physical Education	Healthy Active Living Education	11
ICS3U	Computer Studies	Introduction to Computer Science, University Preparation	11
HHD3O	Social Sciences/ Humanities	Dynamics of Human Relationships	11
HSP3C	Social Sciences/ Humanities	Introduction to Anthropology, Psychology, and Sociology	11
CIE3M	CWS	The Individual & The Economy	11
CLU3M	CWS	Understanding Canadian Law	11
ADA3O	Arts	Drama, University Preparation	11
AMU3O	Arts	Music, University Preparation	11
AVI3O	Arts	Visual Arts, University Preparation	11
FSF3U	Core French	French	11
MEL3E	Mathematics	Mathematics for Work & Everyday Life	11
MCF3M	Mathematics	Functions & Applications	11
MBF3C	Mathematics	Foundations for College Math	11
LKBCU	International Languages	International Languages, University Preparation - Mandarin	11

Grade Twelve Courses

Code	Department	Course Name	Grade
ENG4C	English	English, College Preparation	12
ENG4U	English	English, University Preparation	12
EWC4U	English	The Writer's Craft	12
MHF4U	Mathematics	Advanced Functions	12
MCV4U	Mathematics	Calculus and Vectors	12
MDM4U	Mathematics	Mathematics of Data Management	12

Code	Department	Course Name	Grade
MEL4E	Mathematics	Mathematics for Work & Everyday Life	12
SBI4U	Science	Biology, University Preparation	12
SCH4U	Science	Chemistry, University Preparation	12
SNC4M	Science	Science, University/College Preparation	12
SPH4U	Science	Physics, University Preparation	12
BAT4M	Business Studies	Financial Accounting	12
BBB4M	Business Studies	Introduction to International Business	12
BOH4M	Business Studies	Business Leadership	12
ICS4U	Computer Studies	Computer Science, University Preparation	12
CIA4U	CWS	Analyzing Current Economic Issues, University Preparation	12
CLN4U	CWS	Canadian and International Law	12
CGW4U	CWS	Canadian World Issues: A Geographic Analysis	12
CHY4U	CWS	World History: The West & The World	12
HHG4M	Social Sciences/ Humanities	Human Development throughout the Lifespan	12
HHS4U	Social Sciences/ Humanities	Families in Canada	12
ADA4M	Arts	Drama, University/College Preparation	12
AMU4M	Arts	Music, University/College Preparation	12
AVI4M	Arts	Visual Arts, University/College Preparation	12
PPL4O	Health/Physical Education	Healthy Active Living Education	12
LKBDU	International Languages	International Languages, University Preparation - Mandarin	12
OLC4O	Literacy	Ontario Literacy Course	12

English as a Second Language Courses

Code	Department	Course Name	Level
ESLAO	ESL	English as a Second Language	1
ESLBO	ESL	English as a Second Language	2
ESLCO	ESL	English as a Second Language	3
ESLDO	ESL	English as a Second Language	4
ESLEO	ESL	English as a Second Language	5

Course Descriptions for Grade Nine

English, Academic

ENG1D

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Principles of Mathematics

MPM1D

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Science, Academic

SNC1D

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Core French

FSF1D

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Healthy Active Living Education

PPL10

This course emphasizes regular participation in a variety of enjoyable physical activities at promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal setting, communication, and social skills.

Prerequisite: None

Information and Communication Technology in Business**BTT10**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Introduction to Business**BB10**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Visual Arts**AVI10**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Drama**ADA10**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Music**AMU10**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Geography of Canada**CGC1D**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Learning Strategies 1: Skills of Success in Secondary School **GLS10**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Course Descriptions for Grade Ten

English, Academic

ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

Literacy Skills: Reading and Writing

ELS2O

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

Principles of Mathematics

MPM2D

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 9, Academic

Foundations of Mathematics

MFM2P

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Science, Academic**SNC2D**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions with a particular focus on acid-base reactions; forces that affect climate and climate change and the interaction of light and matter.

Prerequisite: Grade 9 Science, Academic or Applied

Canadian History Since World War I**CHC2D**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Civics**.5 Credit****CHV2O**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Career Studies .5 Credit**GLC2O**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Visual Arts**AVI2O**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis processes to reflect on and interpret art within a personal, contemporary, and historical context.

Drama**ADA20**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Music**AMU20**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Healthy Active Living Education**PPL20**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Prerequisite: None

Introduction to Computer Studies**ICS20**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Information and Communication Technology in Business**BTT20**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Learning Strategies 1: Skills of Success in Secondary School **GLE20**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Introduction to Business **BBI20**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Core French **FSF2D**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: Grade 9 French, Academic or Applied

Course Descriptions for Grade Eleven

English, University Preparation

ENG3C

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

English, University Preparation

ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

Media Studies

EMS3O

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

Functions, University Preparation

MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Chemistry, University Preparation

SCH3U

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Physics, University Preparation**SPH3U**

This course develops students' understanding of the basic concepts of Physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of Physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Biology, University Preparation**SBI3U**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

Financial Accounting Fundamentals**BAF3M**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Introduction to Computer Science, University Preparation**ICS3U**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science and global career trends in computer-related fields.

Dynamics of Human Relationships**HHD3O**

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practice strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

Introduction to Anthropology, Psychology and Sociology**HSP3C**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Understanding Canadian Law**CLU3M**

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

The Individual and the Economy**CIE3M**

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyze the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

Marketing: Goods, Services, Events**BMI3C**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Entrepreneurship: The Venture**BDI3C**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Healthy Active Living Education**PPL3O**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Drama**ADA30**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Music, Open**AMU30**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Visual Arts, University/College Preparation**AVI30**

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Mathematics for Work and Everyday Life**MEL3E**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied, or a Grade 10 Mathematics LDCC (locally developed compulsory credit) course

Foundations for College Mathematics**MBF3C**

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Functions and Applications, University/College**MCF3M**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Presentation and Speaking Skills, Open**EPS30**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyze the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

International Languages (Simplified Chinese), Level 2, University Preparation**LKBCU**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Core French**FSF3U**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic

Course Descriptions for Grade Twelve

English, College Preparation

ENG4C

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

English, University Preparation

ENG4U

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

The Writer's Craft, University Preparation

EWC4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, University Preparation

Advanced Functions, University Preparation

MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors, University Preparation**MCV4U**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, University Preparation**MDM4U**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Mathematics for Work & Everyday Life**MEL4E**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

Chemistry, University Preparation**SCH4U**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structures and properties of matter, energy changes and rates of reactions, equilibrium in chemical systems, and electrochemistry. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Physics, University Preparation**SPH4U**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

Biology, University Preparation**SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Science**SNC4M**

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 University, University/College, or College Preparation Course in Science

Canadian and International Law**CLN4U**

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

Canadian and World Issues: A Geographic Analysis**CGW4U**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English or Social Sciences and Humanities

World History: The West and the World**CHY4U**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

Human Development throughout the Lifespan**HHG4M**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Prerequisite: Any University, College, or University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Families in Canada**HHS4U**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Prerequisite: Any University, College, or University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Business Leadership: Management Fundamentals**BOH4M**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Drama, University/College Preparation**ADA4M**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama, Grade 11, University/College Preparation

Music, University/College Preparation**AMU4M**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University/College Preparation

Visual Arts, University/College Preparation**AVI4M**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Financial Accounting Principles**BAT4M**

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

Computer Science, University Preparation**ICS4U**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

Analyzing Current Economic Issues, University Preparation**CIA4U**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgments, and present their findings.

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

Introduction to International Business**BBB4M**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Healthy Active Living Education**PPL40**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Prerequisite: None

Ontario Secondary School Literacy Course**OLC40**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Prerequisite: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once.

**International Languages (Simplified Chinese), Level 3,
University Preparation****LKBDU**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation

ENGLISH AS A SECOND LANGUAGE

English as a Second Language, Level 1, Open

ESLAO

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language, Level 2, Open (English for School and Work)

ESLBO

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

English as a Second Language, Level 3, Open (English for School and Work)

ESLCO

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language, Level 4, Open (English for School and Work)

ESLDO

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Note: A course(s) of study completed in another province in Canada or in another country, or a proficiency level assessment, will help determine an initial placement in an ESL level. At Bond, an expectation will be that students progress to each level up to and including ESLEO. Any exceptions will require the Principal's or designate's authorization.

**English as a Second Language, Level 5, Open
(Bridge to English)**

ESLEO

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Note: A course(s) of study completed in another province in Canada or in another country, or a proficiency level assessment, will help determine an initial placement in an ESL level. At Bond, an expectation will be that students progress to each level up to and including ESLEO. Any exceptions will require the Principal's or designate's authorization.

ONLINE eLEARNING, BLENDED PROGRAM FOR BOND INTERNATIONAL COLLEGE

Bond International College, BIC, is an association with the Bond Education Group in Toronto, Ontario, Canada. Bond International College is the deliverer of online curriculum in four (4) schools in China. By recognizing the opportunity of completing an Ontario Secondary School education, BIC offers a learning environment to ensure that the policies and procedures are in full compliance with the Ontario Ministry of Education Ontario Schools (2011) and applicable documents such as Growing Success (2010), The Ontario Curriculum 9 to 12 Course Descriptions and Prerequisites (2011). All Ministry documents can be found at www.edu.gov.on.ca. Selected courses are available “online” where students complete course expectations. Students interact with teachers and classmates using a variety of web-based tools to complete assignments, participate in discussions, and submit materials and assessments for feedback. Regular and timely feedback is received from teachers both local and in Toronto.

The Toronto teacher is responsible for course design, direction, and most assessment for, as, of learning. The Toronto teacher uses assessment of students’ online work to provide feedback directly to students and/or lesson guidance (and often lesson materials) to the classroom teacher when the feedback pertains to the entire class.

The classroom teacher is responsible for course integrity and course delivery, which involves direct teaching and/or helping students with understanding the material, classroom discussion, and immediate feedback when students need help. The classroom teacher also ensures that students comply with all requests for work and participation by the Toronto teacher. Finally, the classroom teacher is responsible for daily communication with the Toronto teacher to inform the Toronto teacher about the progression of work in the class, as well as classroom observations and/or conversations they have had in order to make student assessment more robust.

In continuation from Page 16 of this Course Calendar and Handbook, we refer to online eLearning programs as a “blended” model. The aspects of this model are as follows:

- The Bond International College eLearning teacher is the online instructional leader organizing and implementing the curriculum, guiding and directing student learning, and responsible for the assessment and evaluation of student achievement. In the Bond “blended” model, students are registered with Bond International College, Toronto.
- The subject teacher, face-to-face in a classroom abroad, shall be a member in good standing of the Ontario College of Teachers and provides supervision, guidance, subject knowledge and individual expertise to support and engage students, as well as monitor for completion of assignment work.
- There will be on-going communication, consultation, and collaboration, between the Bond eLearning teacher and subject teachers abroad.
- The teachers abroad have daily access to the online information regarding units of study, completion of work and grading of assignments.

- The students abroad can communicate with Bond teachers at any time to receive regular and timely feedback.
- An eLearning course, successfully passed, will provide one credit toward the Ontario Secondary School Diploma (OSSD). These courses will meet the academic requirement towards the OSSD.
- Students will be registered with Bond Toronto for eLearning courses. The OSSD will be granted to successful candidates, as students of Bond International College, Toronto.

The following constitute delivery of the policies and practices with respect to the eLearning program. For each school, a Vice-Principal or Lead teacher has been assigned as the administrator of the program, in conjunction with the Principal at BIC, Toronto, who is ultimately responsible for the program. A co-ordinator of the program is located at BIC, Toronto.

All items within the calendar are subject to the overall delivery of this eLearning program.

ATTENDANCE

Attendance is recorded, on a daily basis, by the local teacher. The weekly attendance sheet is sent to the lead teacher in Toronto for record keeping throughout the semester.

Issues of attendance are addressed by the Vice-Principal, Toronto teacher and parents, where necessary, using the previously described policies (page 19).

COMPUTER USE POLICY

BOND characterizes misuse of computing and information resources and privileges as unethical and unacceptable. Misuse constitutes cause for taking disciplinary action.

Misuse of computing resources includes, but is not limited to, the following:

Attempting to modify, remove, or add computer equipment, software, or peripherals without proper authorization or **DOWNLOADING OF INTERNET FILES IS NOT PERMITTED**, unless authorized by your instructor through advice of the Network Administrator.

This includes downloading, e-mailing or copying to disks any "Copy Protected" files or programs. For example, you may NOT remove any Power Point Demos, or Testing Software from the School Campus.

Accessing computers, computer software, computer data or information, or networks without proper authorization, regardless of whether the computer software, data, or information or network in question is owned by BOND, including, but not limited to, abuse or misuse of networks to which BOND belongs or computer at other sites connected to those networks.

Circumventing or attempting to; circumvent normal resource limits, logon procedures and security regulations;

Sending fraudulent computer mail, breaking into another user's electronic mailbox, or reading another user's electronic mail without his or her permission;

Sending any fraudulent electronic transmission, including but not limited to fraudulent requests for confidential information, fraudulent submission of electronic purchase requisitions or vouchers, and fraudulent electronic authorization of purchase requisitions or vouchers;

Violating any software license agreement or copyright, including copying or redistributing copyrighted computer software, data, or reports without proper, recorded authorization;

Using BOND computing resources to harass or threaten others;

Using BOND computing resources for development, posting, transmission of or link to, any of the following: commercial or personal advertisements; solutions; promotions; destructive programs, political material; messages which are fraudulent, harassing, obscene, indecent, profane, intimidating, or otherwise unlawful; or any other unauthorized or personal use;

Taking advantage of another's naiveté or negligence to gain access to any computer account, data, software that does not belong to the user or for which the user has not received explicit authorization to access.

Physically interfering with other users' access to the BOND computing resources;

Encroaching on others' use of BOND computer resources, including but not limited to: disrupting other users use of computer resources by excessive game playing; by sending electronic chain letters or other excessive messages, either locally or off-campus; printing excessive copies of documents, files, data or programs, modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a BOND or network computer; or damaging or vandalizing BOND or network computing resources' equipment, software, or computer files;

Disclosing or removing proprietary information, software, printed output or magnetic media without the explicit permission of the owner;

Reading other users data, information, files, or programs on a display screen, as printed output or via electronic means, without the owner's explicit permission; or

Violating any applicable federal, provincial or local law.

COMMUNITY INVOLVEMENT

Teachers, at the local schools, will collect the form and send all completed forms to Toronto.

FAILURE TO LOG IN/PARENT CONTACT

Students who fail to log in will be identified by the local teacher and counselled as to remaining in the program.

The local teacher, with the assigned administrator, will be in contact with the parent(s) as to the log in expectations for each daily class.



Bond International College

Grade 12 eLearning Course Calendar and Handbook

Bond International College

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Toronto, ON
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Canada*

Tel: 416-266-8878 Fax: 416-266-3898

Introduction

Bond Education Group has been a pioneer, offering Ontario Secondary School courses to Chinese and expatriate students in China, since 1997 in seven (7) cities in China as well as a Secondary School in Toronto, Ontario, Canada since 1978.

Bond Education Group continues as the leading edge both locally and internationally in education. Under the umbrella of Bond Education group is Bond International College, Bond Academy and Bond Schools International.

Taking courses by eLearning is becoming a mainstream practice in business and education. This handbook has been developed to provide a potential student with information and expectations. All aspects within the **Bond International College Course Calendar** are the same for eLearning courses described within. Any exceptions will be noted prior to enrolment for this alternative learning program.

Our Philosophy

Bond recognizes the importance of completing a secondary school education and the expectations of parents for their son/daughter to advance to further education at a college or university. Bond also recognizes the hopes of parents for in a education. Bond is committed to helping students achieve their goals and has developed a secondary school program, taking into consideration the understanding of the International student's previous school experiences.

This eLearning program is designed to equip students with the knowledge and skills needed to lead satisfying lives, in the twenty-first century. This program prepares students for further studies, at college or university, and for the world of work. It helps students become independent, productive, and responsible members of society.

The courses offered ensure that education is relevant, both to student needs and interests, and to the requirements of Canadian and other Western universities, colleges, and employers.

This program of studies provides important information about obtaining a diploma. Parents and students are strongly advised to speak with the principal/guidance counsellor for a more complete understanding of the eLearning program and graduation requirements.

Those who qualify for Chinese Senior Three (Grade 12) will be able to go to Canada and register at Bond International College in Toronto, for Grade 12, or stay in China and register on-line with Bond International College for their Grade 12 (Senior 3) year. In both cases, they will complete their diploma requirements to receive an Ontario Secondary School Diploma through Bond's Toronto school, Bond International College.

Course Selection

At Bond, the courses selected for Grade 12 are taught at the Canadian university preparation level. All of the courses selected meet the requirements for admission to Canadian and other Western universities. They include courses designed for admission to the most popular faculties chosen by our students.

Course Requirements

All of the courses are chosen with a focus on preparation for university or college admissions. Guidelines are chosen from the selection of guidelines developed by the Ontario Ministry of Education. Each course is scheduled for a minimum of 110 hours of classroom instruction, while each class period is scheduled for a maximum of 75 minutes of instruction.

Course Identification

In the course descriptions, each course is identified by three letters, followed by the grade and level of difficulty. We use the course codes from the Ontario Ministry of Education. In the course descriptions for Grade 12, each course is also identified by three letters, followed by a fourth symbol which is a number. In Canada, secondary school consists of four years – Grades 9 – 12. The fourth symbol for Grade 12 is 4 – the fourth year of secondary school, and is followed by the level of difficulty. The Canadian Program of Study prepares students for university acceptance. The “U” or “M” at the end of the course indicates that the course meets the requirements for university/college acceptance. “O” would be for special admissions.

For Example:

ENG4U	ENG - English	4 – Grade 12	U – University Admission
BBB4M	BBB - Business	4 – Grade 12	M – University/College Admission

Diploma Requirements

There are three components to earning a Secondary School Diploma (OSSD).

- Each student must complete 30 courses successfully. Students are required to complete 18 compulsory courses and 12 elective courses (see Equivalency).
- Each student must write and receive a **satisfactory** on the Ontario Secondary School Literacy Test. Bond arranges for this test to be written in Senior Two.
- Each student must complete 40 hours of community service.

Canadian Colleges and Universities will consider the six highest marks, in Grade 12, with English being the only compulsory mark.

18 Compulsory Credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in Mathematics (credit in Grade 11 or 12)
2	credits in Science
1	credit in Canadian History
1	credit in Canadian Geography
1	credit in the Arts
1	credit in Health and Physical Education
1	credit in French as a Second Language
0.5	credit in Career Studies
0.5	credit in Civics

Plus one credit from each of the following groups:

- 1 *Group 1:* Additional credit in English, or French as a Second Language; or a Native Language; or a Classical or an International Language; or a Social Sciences and the Humanities; or a Canadian and World Studies; or a Guidance and Career Education; or Co-Operative Education.
- 1 *Group 2:* Additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Co-Operative Education.
- 2 *Group 3:* Additional credits in Science (Grade 11 or 12), or Technological Education, or French as a Second Language, or Computer Studies, or Co-Operative Education.

In addition, students must complete:

- √ 12 optional credits
- √ 40 hours of community involvement activities
- √ The Provincial Literacy requirement.

*A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course.

Reminder that 6 “U/M” University designated courses at the Gr. 12 or Sr3 level are required for University entrance as a part of the Ontario Secondary School Diploma.

Foreign Credit Equivalency

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. For example, a student who has obtained good results on the HKCEE, GCE 'O' Levels, or SMP could be granted up to 23 credits.

Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) "U" or "M" or a combination of 4 "U" and a maximum of "2 M" credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin. For students from overseas and outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD.

Additional Courses

The courses offered are the courses required to enter the most popular faculties, in Canadian universities. From time to time, a student might be interested in applying to a faculty which requires a course that is not offered in this program. If a subject is required, but not found among the courses offered, the Canadian principal can arrange for the study, of the alternative course, either through eLearning, the Independent Learning Centre of the Ontario Ministry of Education or through other authorized programs.

Diploma Requirements – Literacy Requirement

Bond International College requires students to successfully pass the same language fluency test as is written by Canadian secondary school students, in the Province of Ontario. Bond shall make arrangements for students to write the language fluency test - the Ontario Secondary School Literacy Test (OSSLT) – developed by the Ontario Ministry of Education and developed by the Education Quality Assessment of Ontario (EQAO). Bond Schools International uses the Ontario Secondary School Literacy Test as a benchmark for evaluating a student's language fluency, in earning the Canadian Diploma. A *satisfactory* level on the OSSLT is required for earning the diploma. When a student does not reach the required score, the student will be required to take an additional English course focusing on the language skills needed to pass the test, and thereby satisfying the diploma requirement, through successfully completing the course.

Diploma Requirements – Community Service Requirement

The community service requirement is designed to encourage students to develop an awareness and understanding of civic responsibility, and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to the student's personal development. It provides opportunities for students to learn about the contributions they can make to their community.

Students, in collaboration with their principal and teachers, will decide how they will complete the community service requirement. Bond Schools International staff will discuss appropriate types of community service activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student.

Community service activities may take place in a variety of settings, but must not include paid work, or by assuming the responsibilities of a paid employee. Students may not include activities that are part of course requirements and counted toward the successful completion of a course. The community service requirement will take place during lunch hour, after school, on weekends, or during school holidays.

Students must maintain a record of community service and must complete a total of 40 hours of community service during their time in the Bond Canadian Program of Studies. The total time required will be prorated according to their time in the Bond Canadian Program.

Student Assessment and Evaluation

Students studying in public and private schools in Ontario are evaluated according to assessment and evaluation strategies required by the Ontario Ministry of Education. An explanation of the philosophy of student assessment, evaluation and strategies expected of Canadian teachers can be found in an Ontario Ministry of Education policy document entitled, **“Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12.”** The link to this document is:

<http://www.edu.gov.on.ca/eng/policyfunding/success.html>

The evaluation for each course is based on the student's achievement of the curriculum expectations and the demonstrated skills for effective learning in each course.

Teachers will use their professional judgment to determine a student's report card grade, by taking into consideration the student's most consistent level of achievement during the semester, with special consideration given to the most recent evidence.

The percentage grade represents the quality of the student's overall achievement, of the expectations for a given course, and the level reflects the corresponding level of achievement, as described in the achievement chart for each course.

A final grade is recorded for every student, and appears on the student's report card, with a copy recorded on the student's school transcript. Most courses carry a value of one and a student receives credit for each course successfully completed. Each course credit earned is recorded for each student whose grade is 50% or higher. The final grade for each course in Grades 9 – 12 is determined as follows:

- Seventy per cent (70%) of the student mark will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty per cent (30%) of the student mark will be based on a final evaluation of the course content in the form of an examination at the end of the course.

School Organization

There are two semesters per year. Each semester includes four courses. Each course includes 110 hours of instruction, over the semester, and each class includes a minimum of 75 minutes instructional time.

Report Cards and Marks

During the semester, each student shall receive a mid-term report and a final report, at the end of the course. The mid-term report will include a percentage mark, with supporting comments, based on the work completed. At the end of the semester, the final report includes the final percentage mark earned by the student, in each course, and the value of each course completed successfully. Each student has a Student Record folder, in which copies of each report are kept.

Bond Student Record/Ontario Student Record

When a student enters Grade 12 and registers also with Bond International College, in Toronto, either through transfer to study in Canada, or through the Grade 12 eLearning program, the student's record folder is transferred to an Ontario Student Record folder, the official Student Record as recognized by the Province of Ontario, in Canada.

Parents of students, and students 18 years of age or older, may access, either the Bond, or the Ontario (Grade 12 only) student record folder, by request to the Canadian Principal.

Student Transcript

The provincial Student Transcript is a document that provides a comprehensive record of a student's ongoing achievement, indicating the credits attempted and/or successfully completed in a Bond school. Copies are available upon request.

The transcript records courses completed toward a student's Ontario Secondary School Diploma.

In Grade 12, courses attempted, whether successful or not, or if repeated, are all entered on the transcript. They are shown with percentage grades earned, if completed, or with a “W” if the student withdraws from the course before completing the course requirements. A student repeating a course shall have all attempts to complete the course recorded.

Consistent with Bond’s Full Disclosure Policy

If a student withdraws from a Grade 12 course within five instructional days following the issue of the midterm report card, the withdrawal is not recorded on the Student Transcript.

Identification of any course that has been substituted for a compulsory course will be noted.

Confirmation that a student has completed the literacy requirement and the community service requirement will also be noted.

eLearning Through Online Programming: a) Blended b) Traditional

The term “eLearning” refers to the use of electronic technologies to support learning and teaching. It includes the latest technology, through computer-based learning modules and internet based courses. eLearning is becoming the educational focus for the future. Students in Grade 12 (Senior 3) will enroll with Bond International College, in Toronto. They will be assigned an Ontario Education Number, and be registered at Bond International College, in Toronto.

In the **Blended** model a Canadian teacher, in China, teaches alongside a Bond International College teacher, who is communicating with students, through the computer-based environment. Students will receive instruction by *both* teachers, and understand the importance of computer-based learning.

In the **Traditional** model a Bond International College teacher delivers the program to students, through a computer-based environment. Students will receive instruction by the teacher, and understand the importance of computer-based learning.

Minimum Hardware and Software Requirements

Hardware requirements: Any computer connected to the Internet with a separate keyboard (i.e. desktop, laptop that has at least at 12 inch diagonal screen size, tablet (with a detachable keyboard). iPads are not recommended.

Software requirements: Adobe Reader to view course resources (free – a link is provided in every course) and a text editor (e.g. Microsoft Word).

Internet access: Stable Internet access is required to post work and access content. Most course content can be downloaded for offline viewing or printing.

***Bond International College's eLearning program
delivered through a 'blended' model
includes the following:***

- *The Bond eLearning local Toronto teacher is the online instructional leader organizing and implementing the curriculum, guiding and directing student learning and responsible for the assessment and evaluation of student achievement.*
- *The BSI subject teacher in China, who is in the classroom and face-to-face with the students, provides supervision, guidance, subject knowledge and individual instructional expertise to support and engage students, as well as monitor for completion of assignment work.*
- *There is on-going communication, consultation and collaboration between the Bond International College teacher and BSI teachers.*
- *Bond International College teachers have daily access to the online information regarding units of study, completion of work and grading of assignments.*
- *BSI students can communicate with the Bond International College teachers at any time to receive regular and timely feedback.*
- *An eLearning course is designed to be 110 hours in length (same as a standard Secondary School course). Students are expected to be online daily in the scheduled period with their BSI subject teacher. While students participate in class as in a regular, non-online course, they co-ordinate their learning in the entire environment for assessment by the online instructor. In some cases, the feedback is provided individually; in other cases, it is whole-class feedback by the classroom teacher.*

For both models...Blended and Traditional

e + Learning + Student

Through the eLearning program at *Bond International College*, selected courses are available “online” where students complete course expectations in an online environment. Students interact with teachers and classmates using a variety of web-based tools to complete assignments, participate in discussion groups, submit materials and assessments and receive regular and timely feedback from the teacher. This is one more opportunity for students to achieve success as they customize their learning plans to fit their personal educational goals.

+ Parents...

The *Bond International College* eLearning program provides students with additional opportunities to earn credits toward their graduation diploma. Online learning supports students as they customize their learning plans to fit their educational goals by selecting from a wide variety of eLearning courses. Students enrolled in an eLearning course will complete all of the course requirements in an online environment where they will have access to high quality content delivered by dedicated *Bond International College* teachers. Throughout the course, teachers will provide assessment opportunities and feedback in a timely manner as they monitor student progress in the course by regular interaction with each student.

Assessment and evaluation is conducted as described in the Ontario Ministry document *Growing Success, 2010*. By referring to the school calendar, further explanation of the assessment strategies are detailed.

Attendance

The attendance expectations for online courses are similar to traditional day courses. Attendance is tracked by the local teacher and logged by the lead teacher in Toronto. The expectation is for students to log into their courses daily in their assigned class. While logged in you may work on course content, communicate with your teacher and your classmates or submit assignments. Ongoing communication on related attendance issues will be dealt with by the local and lead teacher in Toronto.

Withdraw

To withdraw from eLearning courses is the same as withdrawal from a traditional day school course. The student must go to their Guidance teacher who will then counsel the student as to the reason(s) for withdrawal. Once all paper work has been completed, the Guidance teacher will then remove the courses from the student's schedule, remove the student from the class list, and inform the coordinator lead teacher in Toronto.

Computer Access and Support

Although it is optimal to work on online courses during the period that is identified in your student timetable, it is understood there will be other times required. If you are accessing your course during the school day you will have your local teacher and lead teacher in Toronto to assist. However, the maintenance and access to software at locations other than the school will be at your expense. It will not be possible for Bond staff to provide for the hardware or your personal home Internet connection.

Access to online help: Online teachers respond to students within 24 hours on a business day.

Parental access: Parents can log in with their child's credentials.

Plagiarism

Students who plagiarize on an oral or written assignment will receive a mark of zero for that assignment. The Policy & Procedures for Plagiarism will be provided by each teacher.

Learning Skills and Work Habits

Policy stated in Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools 2010: “The development of learning skills and work habits is an integral part of a student’s learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades. Assessing, evaluating and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.”

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfills responsibilities and commitments within the learning environment • completes and submits class work, homework, and assignments according to agreed-upon timelines • takes responsibility for and manages own behaviour
Organization	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks • establishes priorities and manages time to complete tasks and achieve goals • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals • uses class time appropriately to complete tasks • follows instructions with minimal supervision
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group • responds positively to the ideas, opinions, values and traditions of others • builds healthy peer-to-peer relationships through personal and media-assisted interactions • works with others to resolve conflicts and build consensus to achieve group goals • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning • demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning • approaches new tasks with a positive attitude • recognizes and advocates appropriately for the rights of self and others
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed • assesses and reflects critically on own strengths, needs and interests • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals • perseveres and makes an effort when responding to challenges

TIPS FOR ONLINE COMMUNICATION

DO	DON'T
Keep messages short	Send a message when you are angry
Review messages before sending them out	Copy an entire message just to add a line or two
Be polite	Reply to all recipients, unless necessary
Clarify the kind of message you are sending	Type in capital letters (this is SHOUTING)
Remember that non-verbal communication is not conveyed in writing (tone of voice, facial expressions, etc.); a joke may not be interpreted as a joke by the recipient	Edit quoted messages to change their meaning
Include the original portion of the text in your reply	Forward a personal message without the consent of the author
Ensure that your subject line reflects the content of your message	Use exotic forms or features (they can cause problems on the receiving end)
Be careful of what you put in print	Use abbreviations or emoticons that the receiver may not understand
Give others the benefit of the doubt	Type anything in an email that you would not say in a face-to-face conversation

eLearning Course Descriptions for Grade Twelve (Ontario Curriculum)

BBB4M

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: Any University, College, or University/College preparation course in Business Studies or Canadian and World Studies

BOH4M

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: Any University, College, or University/College preparation course in Business Studies or Canadian and World Studies

CHY4U

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any University or University/College preparation course in Canadian and World Studies, English or Social Sciences

ENG4U

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11, English, University

EWC4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

OLC40

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

MDM4U

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

SCH4U

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structures and properties of matter, energy changes and rates of reactions, equilibrium in chemical systems, and electrochemistry. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

SPH4U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation