



Academic Program and School Course Calendar

September 4, 2024 — June 20, 2025

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Merrick Preparatory School Programs

Merrick Preparatory School is located in Merrickville, a 45-minute drive south-west of the city of Ottawa, the nation's capital. We focus on high standard and robust academic delivery, small classes, and individual attention in an intimate, small-town setting. All our teachers are ESL Specialists to assist those whose English is not their first language, Guidance Specialists to assist with post-secondary applications and are Ontario Certified Teachers in good standing with the Ontario College of Teachers.

Merrick Preparatory School is a Day and Boarding school with a live-real-time Synchronous learning platform to support students delayed arriving on campus. Three programs have been developed for Merrick Preparatory School students:

- The core program at Merrick Preparatory School involves studies leading to the **Ontario Secondary School Diploma (OSSD)**. Grade 9, 10, 11 and 12 credit courses are offered each semester in accordance with the Ontario Ministry of Education curriculum. In small classes averaging 10 students we provide 135 to 140 hours of instruction compared to the 110-hour standard required by the Ontario Ministry of Education. When required, subjects are taught from an English as a second language perspective. Transfer credits will be assessed and applied towards the OSSD.
- A **University Qualification Year (UQY)** has been designed for students who have an international high school diploma but have not met university language requirements or are looking for an additional preparatory year before embarking on their university career. Students undertake intensive English studies to achieve a competitive IELTS score, and ensure they have the classroom vocabulary, reading and writing skills to be academically successful. Most students will enroll in a combination of credit courses which are required for Canadian university admission and may be eligible to earn an Ontario Secondary School Diploma.
- The **ESL Foundation Program** is an intensive English immersion experience allowing students to increase their English for Academic Purposes. The success of this program is the integration of academics, language acquisition and community involvement. The structured environment allows students to increase their English skills to successfully transition into Grade 9, 10, 11 or 12.

Our Mission: Merrick Preparatory School inspires students to reach beyond their grasp. We engage students to be inquisitive, instill courage to face adversity, compassion to be globally minded and a sense of responsibility to be community oriented. Actively acquiring excellent academic and English language skills, our graduates are courageous, compassionate, global citizens ready to enter world ranked universities.

Our Vision: In our safe and inclusive environment, we dedicate ourselves to understanding the individual needs of each student to ensure their success. We teach to add to the global good. Reasonable self-denial, compassion and giving one's utmost effort will result in positive contributors and builders of a civil global society. Our graduates are citizens of the world, board in their perspective and compassionate in their outlook. Our marker of success is measured by our students' happiness and fulfillment.

Merrick Preparatory School offers programs which linguistically, academically and culturally prepare students for higher education. We are committed to assisting every student to achieve a successful outcome from their secondary school experience, obtain their Ontario Secondary School Diploma and gain entry into their first-choice post-secondary institution. We look forward to a future of enrollment growth, facility expansion, successful placement of our graduates at Canadian and American universities, and cherished memories shared by our alumni of their Merrick Preparatory School experience.



Kevin Farrell
Head of School

Student Code of Conduct

Merrick Preparatory School is a school that promotes responsibility, respect, civility and academic excellence in a safe learning environment. All members of the school community must demonstrate honesty, integrity and treat one another with dignity at all times.

When inappropriate behaviour occurs, the Head of School will utilize a range of interventions, supports and consequences that are appropriate and include opportunities for students to learn from mistakes and improve their behaviours. The Code applies both during and beyond formal school time.

Respect for Self

- Come to school prepared, on time and ready to learn
- Show respect of yourself, for others and for those in authority
- Respect the school dress code and be properly groomed
- Follow the established rules and take responsibility for your own actions

Respect for Others

- Respect and comply with all applicable federal, provincial and municipal laws
- Be courteous, considerate and respectful to students, all staff and guests of our school
- Use acceptable language at all times
- Refrain from behaviour that is disruptive to the learning environment of the class or school

Respect for School and Community Property

- Treat the school building and grounds with respect
- Keep your room and common areas tidy
- Be respectful of people and property in the Merrickville community

Respect for Safety

- Follow procedure during fire drills and other evacuation drills
- Do not tamper with fire alarms, fire extinguishers, closed circuit television cameras or any other safety equipment
- Avoid activities that endanger the physical, mental or emotional well-being of yourself or others
- Do not bring anything into the school that may compromise the safety of others or the community in general

Attendance and Punctuality

- Arrive on time for every class, properly equipped with all necessary learning tools and supplies
- Ensure that your homework is completed, and assignments and projects are submitted on time
- Attend all co-curricular activities such as sports and community service
- Promptly make up the work missed during absences

Requirements To Earn An Ontario Secondary School Diploma (OSSD)

The school curriculum follows the guidelines set by the Ontario Ministry of Education. Students will choose courses that are suited to their strengths, interests and goals. Students are expected to remain in secondary school until the age of 18 or obtain the Ontario Secondary School Diploma (OSSD). In order to earn an OSSD, a student must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. The maximum number of credit equivalencies that can be granted is 26, although this is rare and in exceptional circumstances. Students must also complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test, or successfully complete the Ontario Secondary School Literacy Course (OLC40). Merrick Preparatory School offers Grade 9, 10, 11 and 12 courses needed to complete the OSSD.

Compulsory Credits for an OSSD* (Total of 18)	
Number of Credits**	Subject
4	English (1 credit per grade)****
1	French-as-a-second language
3	Mathematics (at least 1 in grade 11 or 12)
2	in science
1	in Canadian History
1	Canadian Geography
1	The Arts
1	Health and Physical Education
0.5	Civics
0.5	Career Studies
1	Additional English or a third language or social sciences and the humanities or Canadian and world studies or guidance and career education or cooperative education
1	Additional in Health and Physical Education or the Arts or Business Studies or Cooperative Education
1	Additional in Science (grade 11 or 12) or Technological Education (grades 9 – 12) or Cooperative Education

*As announced by the Ontario Ministry of Education on May 30, 2024, and at the time of writing this document, the Ontario Ministry of Education is in the process of moving from 18 to 17 compulsory credits and 12 to 13 optional credits, with 30 credits required to earn the Ontario Secondary School Diploma. Merrick Preparatory School will be implementing these changes in September 2024 with a new compulsory credit in Technology Education and the replacement of the three individual (one credit each) “Group” course offerings to one “Group” STEM-related compulsory course group comprised of Business Studies, Computer Studies, Cooperative Education, Mathematics, Science, and Technological Education.

** A credit is granted when a course of at least 110 hours is completed with success.

** All courses listed in this directory have a 1.0 credit value unless otherwise indicated (e.g. 0.5 credit).

****A maximum of three (3) English as a second language (ESL) credits may be counted towards the 4 required English credits

Optional Credits (Total of 12)

... *Awaiting Ministry of Education final updates to move from 12 to 11 optional credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed by grade in the academic program.

Completion of 40 hours of Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours of documented community involvement activities. These may take place in a variety of settings: businesses, not-for-profit organizations, public sector institutions such as hospitals, and informal settings. Students may not fulfill the requirement through activities that are counted towards an academic credit, through paid work or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours. A variety of activities and opportunities to fulfill these hours will be made available to the students by Merrick Preparatory School throughout the year. Students are to maintain and provide a record of their community involvement. Such records must be confirmed by the organization or persons supervising the activities and submitted to the Director of Residential Life for approval upon the completion of the 40 hours. For more information, please view our *Community Involvement Handbook* located on our website: <https://www.merrickprep.com/documents--resources.html>.

Ontario Secondary School Literacy Test (OSSLT)

All students are required to write the Ontario Secondary School Literacy Test during the grade 10 year, or the year (grades 10-12) in which they enroll for the first time in an Ontario secondary school. Students must achieve an acceptable level in both reading and writing in order to pass the test and receive the OSSD diploma. If students do not achieve an acceptable level of achievement on the literacy test, they will be required to rewrite the test until they receive a satisfactory result. Results will be recorded on the official student transcript. Under special circumstances students may be granted a deferral or a rewrite.

Ontario Secondary School Literacy Course (OLC40) Grade 12

The OLC40 credit course is designed to support at-risk students in improving their language skills and provide them with an alternative way of demonstrating these skills. Students who have had at least two opportunities to write the OSSLT and who have failed it at least once will be eligible to take the OLC40 course. The successful completion of this course will satisfy the literacy requirement for graduation. Students who obtain a graduation diploma by passing the OLC40 course will be required to demonstrate a standard of reading and writing skills comparable to those measured by the OSSLT. The OSSLT is the foundation for the design of this course.

Online Learning Graduation Requirement

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

All students wishing to be awarded the OSSD from 2023-24 onwards are required to meet the current graduation requirements, including the online learning graduation requirement (<https://www.ontario.ca/page/high-school-graduation-requirements#section-4>), according to the timelines and exemptions laid out in PPM 167, even if they completed grades 9-11 outside of Ontario.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

Merrick Preparatory School (MPS) will exempt all students from the Online Learning Graduation Requirement. MPS may, at times, have students take online courses through a third-party provider when requested by the student and with permission from the parent(s), and always in the best interest of the student. However, on whole, having a student population who are largely English as a Second Language Learners, students new to

Ontario and the Ontario curriculum and pedagogical approach, and those living far from home in a residential boarding environment in which the principal is the legal Custodian, does not set young teens up for success in an online learning environment. MPS has tried various online learning platforms with its students over a five-year timeframe and found that many were unsuccessful, did not complete in the timeline required and required tremendous additional resources not only to navigate the online platform, but also in the hours required for oversight to ensure students completed and stayed on task.

Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools

For regular day school students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, based on their evaluation of the student's previous learning. Equivalency credits will be recorded on the student's Ontario Student Transcript.

Principals will use the following table as a guide to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma (OSSD).

Requirements to Qualify for the OSSD, where students have normally completed:				
	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	More than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirement to be met:				
- English	3	2	1	1*
- Mathematics	2	1	0	0
- Science	1	0	0	0
Literacy Graduation Requirement	Required	Required	Required	Required
Community Involvement**	40 hours	-	-	-

* The compulsory English credit for Grade 12 is required if an equivalent has not already been earned.

** The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in secondary school program.

Taken from *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016*, page 97 and 98.

Requirements To Earn The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits, distributed as follows:

Compulsory Credits for an OSSC* (Total of 18)	
Number of Credits**	Subject
2	English
1	Canadian geography or Canadian history
1	Mathematics
1	Science
1	Health and Physical Education
1	The Arts or Technological Education
7	Optional Credits: credits selected by the student from available courses

* A credit is granted when a course of at least 110 hours is completed with success.

** All courses listed in this directory have a 1.0 credit value unless otherwise indicated (e.g. 0.5 credit).

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

Requirements To Earn The Certificate of Accomplishment

Students who leave school before fulfilling 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have IEP, a copy of the IEP may be included.

Student who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

OSSD Credit Courses Offered at Merrick Preparatory School September 4, 2024 – January 28, 2025 (Semester One)

The Arts

- Drama, Grade 9, Open, (ADA10)
- Drama, Grade 10, Open, (ADA20)
- Media Arts, Grade 11, Open (ASM30)

Business Studies

- International Business Fundamentals, Grade 12, University/College Preparation, (BBB4M)

Canadian and World Studies

- Exploring Canadian Geography, Grade 9, Academic, (CGC1W)
- Canadian History Since World War I, Grade 10, Academic, (CHC2D)
- Civics and Citizenship, Grade 10, Open, (CHV2O) – *online with Blyth Academy Online*
- Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

Guidance and Career Education

- Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open, (GLS10)
- Career Studies, Grade 10, Open, (GLC2O) – *online with Blyth Academy Online*

Mathematics

- Principles of Mathematics, Grade 10, Academic, (MPM2D)
- Functions, Grade 11, University Preparation, (MCR3U)
- Advanced Functions, Grade 12, University Preparation, (MHF4U)

Science

- Science, Grade 9, De-streamed, (SNC1W)
- Biology, Grade 11, University Preparation, (SBI3U)

- Chemistry, Grade 12, University Preparation, (SCH4U)

Social Sciences and Humanities

- Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation, (HSP3U)
- Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

OSSD Credit Courses Offered at Merrick Preparatory School January 30, 2025 to June 20, 2025 (Semester Two)

The Arts

- Drama, Grade 11, University/College Preparation, (ADA3M)
- Drama, Grade 12, University/College Preparation, (ADA4M)

Business Studies

- Entrepreneurship: The Enterprising Person, Grade 11, Open, (BDP30)

English

- English, Grade 9, De-streamed, (ENL1W)
- English, Grade 10, Academic, (ENG2D)
- English, Grade 11, University Preparation, (ENG3U)
- English, Grade 12, University Preparation (ENG4U)

French as a Second Language

- Core French, Grade 9, Open (FSF10) – *online with Blyth Academy Online*

Health and Physical Education

- Healthy Active Living Education, Grade 9, Open (PPL10)
- Healthy Active Living Education, Grade 10, Open (PPL20)

Mathematics

- Mathematics, Grade 9, De-streamed, (MTH1W)
- Calculus and Vectors, Grade 12, University Preparation (MCV4U)

Science

- Science, Grade 10, Academic, (SNC2D)
- Chemistry, Grade 11, University Preparation, (SCH3U)
- Physics, Grade 11, University Preparation, (SPH3U)
- Physics, Grade 12, University Preparation, (SPH4U)
- Biology, Grade 12, University Preparation, (SBI4U)

Social Sciences and Humanities

- Exploring Family Studies, Grade 9, Open (HIF10)

Technological Education

- Communications Technology, Grade 10, Open (TGJ20)

To gain access to the *Outlines of the Courses of Study* for the above-listed courses please contact Merrick Preparatory School.

To gain access to the Ontario curriculum policy documents please view the Ontario Ministry of Education website: <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

To withdraw from a course, please view our *Withdraw from Course Policy* found in our **Policy Handbook** on our website: <https://www.merrickprep.com/documents--resources.html>

Some students, under the supervision of the Director of Academics (or designate) and their Advisor, may choose to enroll in online credit courses via **Virtual High School** (<https://www.virtualhighschool.com>) located in Bayfield, Ontario, or **Blyth Academy Online** (<https://blytheducation.com/blyth-academy-online/>), located in London, Ontario, or **Ontario Virtual School Online High School** (https://www.ontariovirtualschool.ca/?gclid=Cj0KCOiAsvTxBRDkARIsAH4W_j8SCu9wnBac8CO2hsmafpUz5Z8CbJV_TP7Qx1-b_u4_n6g2Cdc5DoJaAvpNEALw_wcB) located in Toronto, Ontario, or other suitable online school that is duly inspect by the Ontario Ministry of Education. Given that Merrick Preparatory School has a limited curriculum, an online course, with appropriate oversight and supervision, may prove to be a viable option for students requiring certain credits for their academic program which are not offered during that semester. Please review our **Online Course Policy** located in our Policy Handbook on our website.

PLE is the code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. This code will appear on the Ontario Student Transcript for equivalent credits granted. The maximum number of credit equivalencies that can be granted is 26, although this is rare and in exceptional circumstances.

Equivalent hours for community involvement activities for students from outside Ontario: Ten hours will be granted per secondary school grade completed prior to enrollment in an Ontario high school.

Substitutions for Compulsory Credits (from *Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements 2016*, section 6.2 on page 67): In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the Head of School may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1 in *Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements 2016* on page 60. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Each substitution will be noted on the student's Ontario Student Transcript using the Merrick Preparatory School "Substitutions For Compulsory Credits" form.

Prerequisites: If a course has a prerequisite requirement, this prerequisite must be attained prior to the enrollment in the course. Satisfactory achievement in prerequisite courses is crucial to full understanding and successful completion of subsequent courses. However, following discussion with the student's parents and teachers, the Head of School may allow a student to proceed in a particular course without first obtaining the normal prerequisite. This decision will be made only if it is in the student's best interest, and the Head of School and the parents are in agreement. Appropriate records for waiving of prerequisites, showing all of the appropriate permissions, will be maintained in a student's Ontario Student Record (OSR).

Technology in the Classroom

Merrick Preparatory School's distinct focus is on content learning, concurrent with building language proficiency, while valuing and inserting technology into the learning process. Computers are used to supplement the textual and multimedia resources available to our students. Technology is also used in facilitating differentiated instruction in our multi-level and varied language proficiency classrooms. The computer is an essential tool for academic learning at Merrick Preparatory School.

The expectation is that students will arrive at the school with their own personal laptop. Both Windows and Mac OS computers are supported on the campus wide network. Chrome books and other such devices are not

supported on our network or on our security system. Microsoft Office is the software suite in use. Students have access to Office 365, a web-based version of Microsoft Office. In addition to this, students are provided a school email address for the duration of study. Students are responsible for purchasing their own additional software and all computer supplies.

All school computers have high-speed access to our e-mail, web server and the Internet. For security and protection of our network, students must have anti-virus and malware software functional on their computers. A wireless network is provided at all locations within the school campus. Sunday through Thursday, the wireless network is operational in the residences until 11:00p.m.. Friday and Saturday evening the wireless network is operational in the residences until 2:00a.m.. The network is operational starting at 7:00a.m..

Although we have a firewall and content filtering, we utilize an educational model to teach the students to access the network in an appropriate manner. There can be no expectation of confidentiality if inappropriate use occurs; student access to the network is provided for educational and parental communication only. Every student must sign and comply with our “**Technology Policy**”, located in our **Policy Handbook** on our website: <https://www.merrickprep.com/documents-resources.html>.

For hardware and software requirements, along with other relevant information on how to access course material, please view our “**Synchronous Course Policy: Synchronous Learners and Late Arrivals**” located in our **Policy Handbook** on our website: <https://www.merrickprep.com/documents-resources.html>.

Synchronous and Online Learners

Merrick Preparatory School offers traditional online learning via third party providers. Please view our “**Online Course Policy**” located in our **Policy Handbook** on our website: <https://www.merrickprep.com/documents-resources.html>.

For Synchronous Learners, Merrick Preparatory School provides live, real-time in-class instruction with a teacher and other students using a sophisticated tracking camera and highly sensitive speaker and microphone. From the student’s perspective, it is as if they are sitting in the classroom at Merrick Preparatory School in Merrickville. Special arrangements have been made to ensure students are well supported in various time zones around the world. For more information on attendance, accessing teachers and additional supports for our Synchronous Learners, please view our “**Synchronous Course Policy: Synchronous Learners & Late Arrivals**” located in our **Policy Handbook** on our website: <https://www.merrickprep.com/documents-resources.html>.

Guidance and University/College Placement

Since our ultimate goal is to place students in post-secondary institutions which meets their academic and personal needs, we offer an extensive guidance and placement service. We work diligently to ensure that families are making prudent choices based upon the particular student’s skills and interests. Our faculty and staff advisors take the time to get to know each student well, so as to create an accurate profile based on academic ability, extra-curricular involvement in athletics and the arts, leadership talents, and career aspirations.

Merrick Preparatory School provides services and support to guide students towards informed and realistic academic and career choices. A selection of college and university program and admission materials are available to students in the academic area, and advisors ensure their students are aware of online resources as well. University representatives visit the school to provide orientation presentations for their institutions, and

Merrick Preparatory School students visit colleges and universities during the school year to enhance the familiarization process. Ontario college and university fairs in the region occur annually, and Merrick Preparatory School students avail themselves of these events to gain awareness of a broad selection of provincial institutions.

Several times a year, students review and revise their academic plans, and all students have weekly opportunities for input and direction from their faculty advisors. At all reporting periods the advisors write an anecdotal comment to parents which outlines struggles and progress, and the strategies for success that the school has put in place.

Experiential Learning

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

NOTE: Given that our school is a residential boarding school for grade 9, 10, 11 and 12 international students focused on university admission, we do not provide Cooperative Education, Work Experience, Job Shadowing and Job Twinning programs.

Homework Completion – Evening Study

Two hours of individual evening study takes place in residence rooms for all students Sunday through Thursday. We provide a supportive, constructive, quiet time for students to complete their homework. In addition, we provide a one period “Advisor’s Curriculum” thirty minutes per week. The Advisor’s Curriculum covers a wide variety of life skills topics including, but not limited to, organizational management, study skills, communication skills, community living, job preparation, university preparation, physical, emotional, psychological and sexual health, organizing finances and banking, renting an apartment, doing laundry, shopping and cooking to booking flights, hotels and homestay. The Advisor’s Curriculum includes informal discussions on contemporary topics, debates, drama, games, and even the analysis of television shows and music.

Prior to evening study, teachers provide feedback to the residential life staff who supervise evening study. Information shared includes upcoming major assignments and issues or concerns that may have arisen during the day. During evening study, the residential life staff provide supervision, encouragement, guidance and support as students work through their assignments and homework. Of particular focus and attention, the residential life staff teach the organizational skills and study habits required for future success.

While much of the homework can be completed during the two hours of evening study, students also use their free time during the day, in the evenings after evening study and on weekends to get caught up with their studies and to complete major projects. Students use their desks in their rooms to study, and classrooms are made available to students as well outside of Evening Study. There are numerous locations throughout campus that students may use for quiet study or group work, in addition to the community resource of the local public library.

Multiple Subject Instructional Period (MSIP)

Merrick Preparatory School has established a timetable in which each semester consists of four 75-minute instructional periods plus one 60-minute Multi-Subject Instructional Period (MSIP) daily.

MSIP builds structured time to complete tasks into a student's daily schedule, improving retention and better preparing students for learning new concepts and skills. This structured time is particularly useful for senior students working toward their post-secondary goals. Research studies have emphasized the need for time for consolidation of learning. MSIP provides this time. During each day students will have 60 minutes to complete homework, prepare for tests and work on projects and assignments with the support of their teachers. MSIP also provides students with the opportunity to work together on group projects or help each other with their daily class work.

Students are assigned a classroom with their Teacher Advisor during MSIP and attendance is mandatory. During MSIP the Teacher Advisor can provide tutorial support as needed to support the student's learning or the student may be excused to speak directly with their subject area teacher for specific problems they may be grappling with. All teachers are available during the MSIP period to assist students in their specific subject area of expertise, as needed. Each credit course represents 110 instructional hours. The MSIP period is tied directly to the 110 instructional hours in each course. Students who do not follow through with the expectations of MSIP (attendance and completion of course expectations) will place their credits in jeopardy.

Report Cards and Reporting Periods

Evaluation of the students' progress by the teachers is extremely important in the academic development of each student. Parents and guardians are kept well informed of their child's progress. Weekly the teaching faculty and residential life staff meet and review each student's progress. Teachers and residential life staff comment on effort, achievement and voice comments of praise or concern. Academic reports are made available electronically four times each semester to parents and students and a hard copy is placed in the student file.

Detailed anecdotal reports including marks, learning skills development and effort ratings are provided for each subject. The Students' Advisor shares this report with the student and a copy is emailed home to the parents. If required, a strategy plan will be developed, and tutorial appointments will be made in specific subject areas. We believe that the regular tracking of academic progress and open discussion encourages the student to develop a self-reliant approach to his/her education. This program of evaluating the students' progress, combined with mentoring and supervised study, is very successful in encouraging students to approach their studies with pride and consistency.

Mentor System – Student Success Advisor

Each student is assigned a Teacher Advisor, who monitors the student's academic, social and co-curricular progress, and reports to the parents. Students meet with their advisors weekly. The Advisor communicates regularly with parents and will notify them when there are concerns about their child's progress, or when there are achievements to celebrate. However, if parents have concerns or questions about their child's progress in a subject area, they may contact the subject teacher directly.

Examinations and Evaluations

School examinations are held at the end of January for first semester courses and in late June for second semester courses. The weight of the marks for examinations in each subject area is set according to Ontario Ministry of Education guidelines. Merrick Preparatory School's evaluations follow the Ontario Ministry of Education Growing Success documentation guidelines. Refer to Appendix B.

Independent Study Units

Most subjects require students to complete an Independent Study Unit (ISU). The ISUs are generally due in the last third of the course, by December for first semester courses and in April/May for second semester courses. Progress on ISUs is monitored, assessed and evaluated throughout the process. They are weighted in each subject area according to Ontario Ministry of Education guidelines.

Missed Classes or Obligations

It is crucial to academic success that students attend all classes. Merrick Preparatory School expects all parents to support our academic program by insisting that students attend all classes and fulfill all school commitments. Students are expected to be prompt for classes, tutorial and evening study. Failure to comply will result in disciplinary sanctions, including gating, detention, suspension or expulsion.

All missed classes, or arriving late to class, are recorded by the teacher in the attendance records and submitted to the Administrative Manager who keeps these records on file. The attendance, both late and absent, are recorded by the teacher on the student report card. Students are responsible for attending 110 hours of class time, per course, in order to be eligible to earn a credit in that course.

Academic In-School Suspension

If a student's behavior, in an academic situation, is inappropriate or unacceptable the student may be isolated during the academic day in a supervised area, where he/she will focus on academic work until such a time as a return to regular classes is deemed appropriate by the Head of School.

Late and Incomplete Assignments

It is made clear to students early in the school year that they are responsible for their behaviour in the classroom and the school, and for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;

- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

Academic Dishonesty and Plagiarism Policy

Plagiarism is when a student takes credit for another person's work. The material copied can come from a magazine, book, newspaper, the Internet, a video or other information source, but can also be from speaking with another person. The following are situations where plagiarism can occur:

- copying another student's homework, test answers or projects
- in any way obtaining another person's work and submitting it as your own
- not giving proper credit to sources used in a paper, report or project

Academic dishonesty is also when, without teacher permission, a student gets help during a test or when completing an assignment. This includes:

- seeking help from another student during a test, quiz or exam
- having or using unauthorized material during a test, quiz or exam
- doing any academic work with another student, unless permitted by the teacher
- allowing another student to copy your work

Consequences of academic dishonesty or plagiarism will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student,

(2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

First offence

1. Student receives a zero for elements of the assignment involving academic dishonesty/plagiarism
2. A letter is sent to the parent/guardian by the Director of Academics, copying the Head of School.
3. Student must serve three detentions and write an essay explaining what plagiarism is, how they will avoid it in the future and submit it to the Director of Academics after serving their third detention.
4. Reaffirm school rules and student re-signs the Plagiarism policy from the school Policy Handbook.

Second offence

1. Student receives a zero for elements of the assignment involving academic dishonesty/plagiarism
2. A letter is sent to the parent/guardian by the Director of Academics, copying the Head of School.
3. Student has a conference with the Head of School.
4. Student must serve four detentions and a weekend gating. The student must write an essay explaining why plagiarism is a serious offense and outline their understanding of the consequences should they plagiarize a third time and submit it to the Director of Academics after serving the fourth detention.
5. Reaffirm school rules and student re-signs the Plagiarism policy from the Policy Handbook. Student is made aware that suspension and possible loss of credit will result with a third offence.

Third offence

1. Student is immediately suspended for five (5) days off-campus. The student must leave campus immediately. All expenses are the student's responsibility (food, lodging, transportation, etc.).
2. Parent/Guardian is notified and responsible for transportation, food and all other necessities, including finding accommodation, and is responsible for all costs for the student during his/her five (5) day off-campus suspension.
3. A letter is sent to the parent/guardian by the Director of Academics, copying the Head of School.
4. Reaffirm school rules and student re-signs the Plagiarism policy from the Policy Handbook. Student is made aware that expulsion will result with a fourth offence.
5. Student may be withdrawn from the course* with no refund. **at Head of School's discretion*

Fourth Offence

The school must protect the integrity of student grades and credits awarded. Repeated offences show an utter disregard for school rules, academic integrity, and honesty. A fourth offence will result in immediate expulsion from the school with no refund. All expenses resulting from expulsion (food, accommodation, transportation, etc) are the parent/guardian's responsibility. For all non-Canadian passport holders, the Department of Immigration, Refugees and Citizenship will be notified that the student is no longer attending Merrick Preparatory School.

Ontario Ministry of Education Supervisory Officer

An Ontario Ministry of Education supervisory officer visits Merrick Preparatory School annually to conduct an inspection. The supervisory officer reviews the Ontario Student Records (OSR) files and course outlines, visits classrooms, and if all is in order authorizes the Head of School to grant credits towards the Ontario Secondary School Diploma (OSSD).

Ontario Student Transcript (OST)

The credits that a secondary school student has earned towards the fulfillment of the requirements for the graduation diploma will be recorded on the Ontario Student Transcript (OST). This includes the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses; Grade 11 and 12 courses taken or attempted by the student will also be recorded on the OST. Repeated courses are recorded but a student will earn only one credit for the completion of that course. If a student withdraws from a Grade 11 or 12 course after 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 recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. When a student withdraws a Withdraw Form must be completed and filed in the OSR.

Confirmation of the completion of community service requirements and the Ontario Secondary School Literacy Test, or successful completion of the Ontario Secondary School Literacy Course (OLC40) are also recorded on the OST. The final semester marks (January and June) are submitted to the Ontario Ministry of Education.

Final marks for post-secondary applicants are submitted to the Ontario university and College application centres. Every student, and the parents of a student under the age of 18, may see or have a copy of their Ontario Student Transcript at any time, and a copy of the transcript is provided when the student graduates or leaves the school for other reasons.

Ontario Student Record (OSR)

In all Ontario schools, a student's progress and achievement are recorded clearly and completely in the Ontario Student Record (OSR.) Also inserted in the OSR are documents, photographs or other information that would help teachers and administrative staff in their work with students. The OSR file remains active and is transferred between schools while a student is enrolled in an elementary or secondary school in Ontario. The OSR file is transferred only when a written request is received from the principal/ head of the receiving school. Every student has a right of access to his or her OSR. A parent or legal guardian of a student has a right of access to the OSR if the student is under the age of 18. The student or parent must set up an appointment through the Head of School to view the OSR under supervision.

The OSR for each student will be retained for fifty-five years, with some items retained for five years after the student leaves the school, as outlined in the Ministry of Education "The Ontario Student Record (OSR) Guideline". All OSRs are kept in a locked office and locked fireproof cabinet. All OSRs are to remain in said office and are confidential. Access to the OSR is restricted in keeping with Ministry of Education policy. The OSRs will be reviewed annually in June by the Director of Academics, and proper shredding and disposal of confidential material removed from the OSR will be adhered to.

Prior Learning Assessment and Recognition (PLAR)

All credits granted through the Prior Learning Assessment and Recognition (PLAR) process must represent the same standards of achievement as credits granted to students who have taken the courses. Subject to the procedures outlined below, the Head of School will, without charge, grant credits of equivalence to be entered and recorded appropriately in the student's Ontario Student Transcript (OST).

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

NOTE: we do not offer the challenge process and only offer the equivalency process as outlined below.

The Equivalency Process

The equivalency process involves assessing credentials from other jurisdictions. If in the Head of School's judgment a student's prior learning has led to the same standards of achievement as defined by the corresponding Ontario course, equivalency credits may be granted for placement only. The Head of School will determine as fairly as possible the total credit equivalency of the student's previous learning and establish the number of compulsory and optional credits yet to be earned.

Grade 9 and 10 Courses

The following types of courses are offered in Grade 9 and 10:

De-streamed (W) courses are designed to provide a learning experience for all students to engage in rich complex learning. These courses emphasize connections between concepts and real-life applications and students' lived experience.

Academic (D) 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 (P) 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 (O) 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, School, or the workplace in mind.

Grade 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12:

College preparation (C) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most School programs or for admission to specific apprenticeship or other training programs.

University preparation (U) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College preparation (M) 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 Schools.

Workplace preparation (E) courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open (O) 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, School, or the workplace in mind.

Academic Planning for Post-Secondary Education

After completing the Ontario Secondary School Diploma (OSSD), a student has a number of post-secondary options available.

Ontario universities have stipulated that secondary school students seeking admission must have an Ontario Secondary School Diploma, including a minimum of six grade 12 university or university/School preparation courses or any combination of the two. An overall average of at least 60% on the six subjects is the minimum requirement for consideration for most universities. Students at Merrick Preparatory School are encouraged to take seven Grade 12 credit courses.

Post-secondary institutions outside Ontario require an OSSD and the correct prerequisites. Students who apply to universities in the United States are usually required to write the Scholastic Aptitude Test (SAT) and complete the OSSD. Further information or assistance can be obtained through the Head of School or Director of Academics.

Individual universities determine special subject and average requirements for particular programs. Averages appreciably above 65% are required for admission to most programs. It is important that students plan their academic selections carefully to ensure they have the correct prerequisites, including the university-stream Grade 12 English (ENG4U). An average of 75% or better is usually required for early acceptance to general arts and science programs at many Ontario universities; majors in business, engineering, education, co-op study, and other limited enrollment programs will have cut-offs in excess of 80%.

Students who wish to attend community Schools in Ontario (or CAATs, for Schools of Applied Arts and Technology) must complete the OSSD and meet the specific community School academic requirements with regard to requisite courses and academic grade averages.

University/School Application Process within Ontario

All applicants applying to Ontario university or college programs must apply through the Ontario University Application Centre (OUAC) and/or the Ontario College Application Service (OCAS) using the online application process. OUAC and OCAS are centralized processing bureaus for applications of undergraduate admission to

the universities/colleges of Ontario. Application instructions and deadlines are available for OUAC at www.ouac.on.ca and OCAS at www.ocas.on.ca.

Course Coding/Descriptions Grades 9 – 12

Grade 9 to 12 courses are each worth one credit, unless otherwise noted. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The courses are identified by a series of letters and figures.

ENG1W		
ENG	1	W
English	1 – Grade 9	W – De-streamed
	2 – Grade 10	D – Academic
	3 – Grade 11	P – Applied
	4 – Grade 12	O – Open
		U – University Preparation
		M – University/College Preparation
		C – College Preparation
		E – Workplace Preparation

Course Type Descriptions

De-streamed (W): De-streamed courses are designed to provide a learning experience for all students to engage in rich complex learning. These courses emphasize connections between concepts and real-life applications and students' lived experience.

Academic (D) and Applied (P): Students who are successful in any academic (D) or de-streamed (W) Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic (D) and applied (P) courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in the Grade 11 courses section of this document.

Open (O): Open courses in Grades 9 and 10 are offered in all subjects other than those offered as De-streamed, Academic and Applied. For example, Open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, history or geography. An Open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

University Preparation (U): These courses are designated to equip students with the knowledge and skills they need to meet the entrance requirements for university and School programs.

University/College (M): These courses include content that is relevant for both university and School programs.

College (C): These courses prepare students with the knowledge and skills to meet the entrance requirements for most community School programs.

Workplace (E): These courses prepare students to enter the workplace upon graduation from high school.

All courses with U, M, or C in the course code are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and learning skills.

Outlines of the courses of study and Ontario curriculum policy documents can be found at <http://www.edu.gov.on.ca/eng> and <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>.

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. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type they completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

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.

Merrick Preparatory School Course Descriptions September 4, 2024 – January 28, 2025 (Semester One)

The Arts

Drama, Grade 9, Open, (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 analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

Drama, Grade 10, Open, (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.

Prerequisite: None

Business Studies

International Business Fundamentals, Grade 12, University/College Preparation, (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: None

Canadian and World Studies

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

Canadian History Since World War I, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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.

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

**Online with Blyth Academy Online*

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Analysing Current Economic Issues, Grade 12, university Preparation (CIA4U)

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements,

economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Guidance and Career Studies

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (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.

Prerequisites: None

Career Studies, Grade 10, Open (GLC20)

**Online with Blyth Academy Online*

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Mathematics

Principles of Mathematics, Grade 10, Academic, (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: Mathematics, Grade 9, MTH1W

Functions, Grade 11, 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

Advanced Functions, Grade 12, 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

Science

Science, Grade 9, De-streamed, (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Biology, Grade 11, 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

Chemistry, Grade 12, University Preparation, (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Social Sciences and Humanities

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation, (HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Philosophy: Questions and Theories, Grade 12, University Preparation, (HZT4U)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Prerequisite: Any university or university/School preparation course in social sciences and humanities, English, or Canadian and world studies

Merrick Preparatory School Course Descriptions January 30, 2025 – June 20, 2025 (Semester Two)

The Arts

Drama, Grade 11, University/College Preparation, (ADA3M)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

Drama, Grade 12, 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 analyse 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

Business Studies

Entrepreneurship: The Enterprising Person, Grade 11, Open, (BDP30)

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Prerequisite: None

English

English, Grade 9, De-streamed (ENL1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

English, Grade 10, 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 analyse 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, De-streamed

English, Grade 11, 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 analyse 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

English, Grade 12, 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 analyse 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, School, or the workplace.

Prerequisite: English, Grade 11, University Preparation

French as a Second Language

Core French, Grade 9, Open (FSF10)

**Online with Blyth Academy Online*

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

Health and Physical Education

Healthy Active Living Education, Grade 9, Open (PPL10)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Mathematics

Mathematics, Grade 9, De-streamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

Calculus and Vectors, Grade 12, 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 new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Science

Science, Grade 10, 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: Science, Grade 9, De-streamed

Chemistry, Grade 11, 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, Grade 11, 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 analyse 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

Physics, Grade 12, 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, Grade 12, 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

Technological Education**Communications Technology, Grade 10, Open, (TGJ20)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Appendix A

Timetable – Semester One: September 4, 2024 – January 28, 2025

2024-2025 Semester One Timetable September 4, 2024 – January 28, 2025				
NOTE: There is a four-day <u>tumbling schedule</u> , courses move through the timeslots over four days. See the following pages, pages 2 - 3 - 4. All Times in Eastern Standard Time (EST)				
Period	Time	Course	Teacher	Room
1	8:45 – 10:00	Drama, 9 & 10 (ADA10 & ADA20)	Ms. Russell	Kilmarnock
		Introduction to Anthropology, Psychology and Sociology, 11 (HSP3U)	Ms. Murray	Rideau
		Advanced Functions, 12 (MHF4U)	Mrs. Grant	Ottawa
2	10:05 – 11:20	Learning Strategies 1: Skills for Success in Secondary School, 9 (GLS10)	Ms. Russell	Grenville
		Canadian History Since World War 1, 10 (CHC2D)	Ms. Murray	Rideau
		Functions, 11 (MCR3U)	Mrs. Grant	Ottawa
		Chemistry 12 (SCH4U)	Mr. Devolder	Leeds
		Analyzing Current Economic Issues 12 (CIA4U)		Lanark
MSIP	11:20 – 12:20	Advisees with your Advisor in their Classroom		
LUNCH	12:20 – 1:10	Dining Hall		
3	1:10 – 2:25	Exploring Canadian Geography, 9 (CGC1W)		Lanark
		Principles of Mathematics, 10 (MPM2D)	Mrs. Grant	Leeds
		Biology, 11 (SBI3U)	Mr. Devolder	Ottawa
		Philosophy: Questions and Theories 12 (HZT4U)	Ms. Murray	Rideau
4	2:30 – 3:45	Science, 9 (SNC1W)	Mr. Devolder	Leeds
		Civics & Citizenship (CHV20) and Career Studies (GLC20), 10 (Two Half Courses) Blyth Academy Online	Mr. Farrell	Common Space
		Media Arts 11 (ASM30)	Ms. Russell	Kilmarnock
		International Business Fundamentals (BBB4M)		Lanark

Timetable – Semester Two: January 30, 2025 – June 20, 2025

2024-2025 Semester Two Timetable January 30, 2025 – June 20, 2025 NOTE: There is a four-day tumbling schedule , courses move through the timeslots over four days. See the following pages, pages 2 - 3 - 4. All Times in Eastern Standard Time (EST)				
Period	Time	Course	Teacher	Room
1	8:45 – 10:00	Core French, 9 Blyth Academy Online (FSF10)	Mr. Farrell	Common Space
		English, 10 (ENG2D)	Ms. Murray	Rideau
		Physics, 11 (SPH3U)	Mrs. Grant	Ottawa
		Drama, 11 & 12 (ADA3M & ADA4M)	Ms. Russell	Kilmarnock
		Biology 12 (SBI4U)	Mr. Devolder	Leeds
2	10:05 – 11:20	Healthy Active Living Education, 9 & 10 (PPL10 & PPL20)		Kilmarnock
		English, 11 (ENG3U)	Ms. Murray	Rideau
		Physics, 12 (SPH4U)	Mrs. Grant	Ottawa
MSIP	11:20 – 12:20	Advisees with your Advisor in their Classroom		
LUNCH	12:20 – 1:10	Dining Hall		
3	1:10 – 2:25	Mathematics, 9 (MTH1W)		Lanark
		Communications Technology, 10 (TGJ20)	Ms. Russell	Kilmarnock
		Chemistry 11 (SCH3U)	Mr. Devolder	Leeds
		English 12 (ENG4U)	Ms. Murray	Rideau
4	2:30 – 3:45	English, 9 (ENL1W)	Ms. Russell	Grenville
		Science, 10 (SNC2D)	Mr. Devolder	Leeds
		Entrepreneurship: The Enterprising Person, 11 (BDP30)		Ottawa
		Calculus & Vectors, 12 (MCV4U)	Mrs. Grant	Lanark

Appendix B

Assessment and Evaluation

Merrick Preparatory School endeavours to ensure that planning, assessment, evaluation and reporting are consistent with Ontario Ministry of Education policies. Implementation is in accordance with Ministry policies and documents:

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1 to 12, 2010
- Ontario Schools, Policy and Program Requirements, 2011

A. DEFINITIONS (from *Growing Success*)

1. Assessment

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

2. Assessment As Learning (Formative Assessment)

Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process. They monitor their own learning; use assessment feedback from teacher, self and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

3. Assessment For Learning (Diagnostic Assessment)

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

4. Assessment Of Learning (Evaluation)

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves and others. It occurs at or near the end of a cycle of learning.

5. Criterion Referenced Assessment

Criterion referenced assessment focuses on whether a student's performance meets a predetermined standard, level or set criteria rather than on the student's performance measured in relation to the performance of other students.

6. Learning Goals

Learning goals are brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets of clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

7. Success Criteria

Success criteria are standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students that are used to determine to what degree a learning goal has been achieved. Criteria describe

what success “looks like”, and allow the teacher and the student to gather information about the quality of student learning.

8. Summative Assessment (e.g., test, exam, project, culminating task)

Summative assessment is an evaluation that occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations.

9. Teacher Professional Judgement

Teacher professional judgement is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success of student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

B. GUIDING PRINCIPLES (from *Growing Success*)

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform teacher professional judgement. To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those are learning the language of instruction (English or French), and those who are First Nation, Metis or Inuit;
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. are ongoing, varied in nature, and administrated over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement, and;
7. develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

C. GOALS

1. To prioritize and provide support for practices that promote educational excellence, quality professional development and effective partnerships.
2. To investigate and research “best practices” that focus on improved student learning.
3. To align school assessment and evaluation policies, procedures and practices with the following, as outlined in *Growing Success*.
 - a) Unless specified as a curriculum expectation, the evaluation of learning skills and work habits are not considered in the determination of a student’s grades in subjects or courses.

b) Assessment and evaluation will be based on both the content and performance standards, as outlined in the achievement charts in the Ontario curriculum Grades 1 to 12 documents. Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories:

i) **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

ii) **Thinking:** The use of critical and creative thinking skills and/or processes

iii) **Communication:** The conveying of meaning through various forms

iv) **Application:** The use of knowledge and skills to make connections within and between various contexts

c) All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of overall expectations. Teachers will use professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

d) For students with special education needs and English language learners who require accommodations, evaluation of achievement will be based on the expectations of the grade or course in which the student is currently enrolled.

e) For students who require modification or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations as outlined in the Individual Education Plan.

f) Assignments for evaluation and tests or exams are to be completed under the supervision of a teacher. Assignments for evaluation must not include homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

g) Assignments for evaluation may involve group projects as long as each students' work within the group project is evaluated independently and assigned an individual mark.

h) Evaluation is the responsibility of the teacher and must not include the judgement of the student or of the students' peers.

i) Students will be provided with multiple opportunities to demonstrate evidence of achievement. Teachers will consider evidence collected through observations, conversations, and students products (e.g., demonstrations, tests, exams, assignments for evaluation).

j) The report card grade will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

k) For grades 9 to 12, the final grade for a course is determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course, reflecting the most consistent achievement throughout the course, and with special consideration given to more recent evidence of achievement
- 30% of the grade will be based on final evaluation administered at or towards the end of the course

l) For achievement below level 1, percentage marks below 50% are assigned. Both "R" and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.

Academic Integrity

D. ACADEMIC INTEGRITY

Academic honesty is the submission of original work. Due credit is given for original ideas and expression of others, and there is honest disclosure of authorship, assistance or group co-operations. Academic dishonesty is a deliberate misrepresentation of work and includes plagiarism, cheating or any other form of academic misrepresentation.

1. All staff and students will maintain high standards of academic integrity.
2. Students are responsible for providing evidence of their learning. It will be made clear to students that there are consequences for cheating and plagiarizing.
3. The prime objective is to prevent instances of academic dishonesty (cheating and plagiarism). Schools will promote academic honesty through:
 - a) Instruction – Explicit instruction in academic honesty will begin in elementary school and continue throughout secondary school.
 - b) Assignment design – Teachers will design assignments that encourage higher order thinking, making connections and a monitored process (in stages).
4. If academic dishonesty is suspected, the teacher will meet with the student and will use professional judgement to determine the intentionality of the action. Before consequences are applied, there must be clear evidence of deliberate academic dishonesty.
5. All instances of deliberate academic dishonesty will be reported to the school administration.
6. Schools will develop policies and procedures that include a range of consequences for deliberate academic dishonesty. Consequences will reflect a continuum of responses based on:
 - Maturity of student
 - Individual circumstances of the student
 - Grade level of the student
 - Number and frequency of incidents

The continuum of consequences for cheating and plagiarism may include academic penalties (e.g., loss of marks up to loss of full marks, redo part or all of the work) and/or disciplinary action (e.g., removal from the course in secondary, suspension).

7. School policies and procedures regarding consequences must include progressive discipline for first and subsequent offences.

Late and Missed Assignments

E. LATE AND MISSED ASSIGNMENTS

1. The Head of School and teaching faculty must communicate clearly with students and parents the importance of submitting assignments for evaluation when they are due, and the consequences for students who submit assignments late or fail to submit assignments. This may be done through the school newsletter, classroom newsletter, course outlines or the school website.

2. It is the responsibility of the teacher to communicate clearly with students, and where appropriate, with parents, the various deadlines for tasks submitted for evaluation.

3. Students are responsible for providing evidence of their learning within established timelines. It will be made clear to students that there are consequences for not completing work and submitting work late.
4. In the event that a student requires accommodation for assessments and evaluation, teachers will refer to the Individual Education Plan (IEP). The IEP may outline accommodations and strategies that are specific to timelines if the overall expectation has been met.
5. In the event that one or more assignments for evaluation are not submitted, or are submitted late, the teacher will consider the weight and extent of expectations not demonstrated in order to determine the impact on the final grade and credit attainment. The teacher will use his/her professional judgement to determine if the overall expectation has been met.
6. For late and missed assignments, the teacher will ensure that mark deduction, if used, does not result in a mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
7. When a student has not completed/submitted the final summative evaluation (e.g., exam or summative task), then a mark of zero may be assigned, and the teacher will use professional judgement to determine the impact on the overall report card mark.
8. When work submitted for assessment and evaluation by students occurs past an established deadline, teachers will apply strategies as outlined in *Growing Success*. The purpose of the interventions is to encourage the completion of the work.
9. School procedures regarding late and missed assignments must be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so. Teachers will use their professional judgement to determine which strategies are appropriate to help prevent and/or address late and missed assignments. These strategies may include:
 - Ask the student to clarify the reason for not completing the assignment
 - Help students develop better time-management skills
 - Collaborate with other staff to prepare a calendar of major assignment dates for every class
 - Plan for major assignments to be completed in stages
 - Maintain ongoing communication with students and/or parents about due dates and late assignments
 - Scheduling conferences with parents if the problem persists
 - Refer the student to the Student Success team, Student Advisor or teacher
 - Take into consideration legitimate reasons for missed deadlines
 - Set up a student contract
 - Use counseling or peer tutoring to try to deal positively with problems
 - Hold teacher-student conferences
 - Review the need for extra support for English language learners
 - Review whether students require special education services
 - Require the student to work with a school team to complete the assignment
 - Provide alternative assignments or tests/exams where appropriate
 - Deduct marks for late assignments, up to and including the full value of the assignment