



# Gap Academy

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## SCHOOL CALENDAR AND STUDENT HANDBOOK

September, 2007

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# GAP MISSION STATEMENT

## PRIMARY GOAL

Our primary goal is the ultimate and successful reintegration of our students into a regular school setting with minimal support. This will be accomplished by an intensive upgrading of students' skills gaps to the level of the Ministry and Board guidelines for appropriate grade levels, and by providing them with individually tailored learning strategies which they can bring to regular settings to ensure their continued success.

## SECONDARY GOALS

1. The understanding and attainment of socially acceptable and appropriate behaviours.
2. The further comprehension and integration of personal awareness, including students' understanding of their own disabilities and abilities.
3. An attainment of a level of independence in life skills.
4. The development of academic tolerance, determination and success through the use of effective study, learning and homework strategies.
5. The attainment of positive decision-making and critical thinking skills leading to a successful and happy life.

## EDUCATIONAL PHILOSOPHY

High potential learning-disabled students can experience academic success. Most of the students who have been labelled as "L.D." have skill gaps in their learning because of their particular learning style or their specific learning difference. As they progress chronologically, their skill gaps widen; it is impossible for a student who cannot read adequately at his/her age level to follow specific instructions from a math text written for students who can read at the age appropriate level. Students who have L.D. can learn to study and acquire knowledge by applying learning strategies specific to their very own learning styles or disability. We believe that helping these students to "fill in the gaps" they have in learning and social behaviour, while at the same time teaching them to learn on their own, will ultimately equip them to be reintegrated into a regular setting with minimal support.

N. B. It must also be noted that Gap staff do not endorse nor encourage the use of psychotropic medications in treating the symptoms of L.D. We believe in a much more direct and individualized solution-oriented plan.

# CODE OF STUDENT BEHAVIOUR

In keeping with our philosophy and mission statements, the following behaviours and responsibilities are expected of all students:

EXPECTATION	RATIONALE	POTENTIAL CONSEQUENCES
<b>RESPECT FOR COMMUNITY</b> All students at Gap are expected to show respect for the Gap community by participating in assemblies, meetings, presentation and all other activities which are part of the school's programme.	In order to maintain a school community which emphasizes the Gap philosophies, and enables growth and change, we need to show respect for all members of our community, paying particular respect to not only other student's abilities, but also their disabilities.	Consistent refusal to show respect and co operate in the school's activities will result in consultation with staff and administration and may result in further action.
<b>RESPECT - SELF AND SCHOOL</b> Students are expected to present themselves neatly, be well groomed and to wear the school uniform.	The uniform reflects the school's philosophies of equality and promotes a sense of pride and school unity, furthering the concept of school cohesiveness.	Uniform infractions may result in further action, which would be decided upon by a school meeting.
<b>RESPECT FOR OTHERS</b> Students are expected to be courteous and considerate in their dealings with students and school staff. Appropriate behaviour is also expected at all school sponsored events, both on and off school property. Any type of abuse, or vulgarity are unacceptable.	A spirit of co-operation and mutual respect provides the best environment for learning and working. Disruptive behaviour shows a lack of consideration for others and interferes with their right to learn and work.	Inappropriate behaviour with others will result in a school meeting. Consequences will be decided upon by general consensus. Should the behaviour be (by degree) much worse than can be accommodated at a school meeting, then actions will be deferred to staff and/or principal. This may result in more drastic consequences.
<b>RESPECT FOR PROPERTY</b> All members of the school community share responsibility for maintaining and clean and secure environment. All students and staff are expected to show respect for school property including furniture, equipment, texts, materials, and the school physical property.	Everyone has a right to learn and work in a clean and safe environment, free from worry about the safety of his or her person, or his or her possessions. In addition, the economic realities prohibit constant replacement of damaged and/or lost materials.	All acts of theft and/or vandalism will be reported to staff and appropriate consequences will result.
<b>WORK HABITS</b> Students should be prepared for each class with books, appropriate materials, and completed assignments. Students must study and write all tests and exams as prescribed by the teachers. Students are responsible for any work missed due to trips, excursions or illness.	Preparation and completed assignments increase your chance of academic success and facilitate the learning process.	Inappropriate work habits will result in a lack of achievement and possible failure. Measures will be taken at the teachers' discretion.
<b>PUNCTUALITY &amp; ATTENDANCE</b> Students are expected to be on time and in attendance at all times.	Lateness and absenteeism interferes with classroom instruction and shows a lack of consideration for others. Regular attendance is crucial in the attainment of credits.	Persistent Lateness and absenteeism is not permitted in the working world. Consequences at school will be similar to consequences in the working world. They will be decided upon by school meeting or by staff and parents.
<b>EVALUATION</b> Examinations must be written during the scheduled times. Major papers, presentations, tests and quizzes are an integral part of the learning process.	Examinations are an important part of evaluating a student's ability to complete the course load. Evaluation of students will be consistent and fair, but will also respect individual learning styles.	In case of prolonged illness, a medical certificate may be required.
<b>HEALTH AND SAFETY</b> The possession of dangerous weapons and the use or sale of any type of contraband are prohibited on school property as well as between people in the Gap community outside of school property.	The presence and use of weapons and contraband constitute a major concern to the health and safety of all students and staff.	Any student found possessing weapons or contraband will be heavily consequence. In addition, staff will make the appropriate contact with outside parties.

# GUIDANCE

As part of the recent secondary school reform, the Ministry of Education developed "Choices into Action", which is the Guidance and Career Education policy. This policy was developed with "educational, social and career success in the twenty-first century students will require effective work habits and the ability to make sound decisions, solve problems, plan work independently, communicate well, research, evaluate themselves realistically and explore new educational and career opportunities." The goals outlined in Choices Into Action are an integral part of the Gap day. As obstacles arise, we stop and face them directly, dealing with each problem as it arises. Each student at Gap is assigned a TAG teacher for guidance purposes, usually the Director. Students are asked to meet with his or her TAG teacher to explore future career possibilities, set goals and plan an educational program which will meet his or her individual needs and future expectations. Students are required to consult with his or her TAG teacher about any change in program, which includes dropping a course, registering for a new course, or for any other problem associated with the student's ultimate success. Teacher Advisors are also available to help students make informed choices at key transition points in their schooling. Each Teacher Advisor will work with students for a minimum of one academic year and during that time will meet with them on a regular basis. We also encourage the use of peer outreach. Peers who are most appropriately able to assist junior students in a beneficial way will be designated intermittently by school staff.

# ANNUAL EDUCATION PLAN

Each student is required to prepare an annual education plan. The plan is to be completed with the assistance of teacher advisors and other staff. The main focus of the plan is to assist students to set short and long term goals and to review and revise them each year.

# ONTARIO SECONDARY SCHOOL DIPLOMA

The following diploma requirements apply to all high school students. In order to earn an Ontario Secondary School Diploma (OSSD), each student must earn a minimum of 30 credits distributed as follows:

4 credits in English (one credit per grade)

1 credit in French as a second language

(most of our students are exempt from French)

3 credits in Mathematics (including at least one from Grade 11 or 12)

2 credits in Science

1 credit in Canadian Geography (Grade 9)

1 credit in Canadian History (Grade 10)

1 credit in an Arts course (Art, Drama or Music)

1 credit in Physical Education

.5 credit in Civics .5 credit in Career Studies

1 credit from Group 1: a 5th English credit  
a credit in a 3rd language  
a social science and humanities credit  
a Canada and world studies credit

1 credit from Group 2: a 2nd physical education credit OR a 2nd arts credit OR a business studies credit

1 credit from Group 3: a 3rd science credit OR a credit in technological education

12 elective credits

40 hours of Community Involvement

The successful completion of the Ontario Secondary School Literacy Test.

# THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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 (7)

- \* 2 credits in English
- \* 1 credit in Canadian Geography or History
- \* 1 credit in Math
- \* 1 credit in Science
- \* 1 credit in Health and Physical Education
- \* 1 credit in the Arts or Technological Education

## Optional Credits (7)

- \* 7 credits selected by the student from the available courses

# THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements of the Certificate (above) may be granted a Certificate of Accomplishment. This may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of training, or who plan to find employment after leaving school. This Certificate will be accompanied by the student's Ontario Student Transcript.

# DEFINITION OF A CREDIT

According to the Ministry of Education, a "credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours." In each high school, a credit is granted by the principal on behalf of the Minister of Education. The courses involved must be either developed locally or approved by the Ministry.

# SUBSTITUTION OF COMPULSORY CREDITS

In rare cases, the principal may replace up to three of the compulsory credit requirements in order to meet individual students' needs - in unique circumstances only. Substitutions will be noted on the student's O.S.T.

# PLAR INFORMATION

## PRIOR LEARNING ASSESSMENT AND RECOGNITION

Students may receive a credit for taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. Students will be assessed through the new Prior Learning Assessment and Recognition (PLAR) process. Assessment instruments must include formal tests and other methods of evaluation appropriate to the subject. Students may obtain a maximum of four credits for grade 10, 11 and 12 courses through this process, with no more than two in one subject area. Note that Gap generally does not include PLAR assessments in its program.

# ACCOMMODATIONS/MODIFICATIONS

Although Gap expects students to perform to the appropriate grade level and accompanying expectations, we recognize that, especially given our population, accommodations are sometimes necessary. Accommodations are made in response to identified student needs and are put in place to compensate for individual learning problems. Common accommodations include alternate presentation options and extra time for test taking. While a student may be accommodated, the regular curricular expectations for the course are being addressed.

## LITERACY TEST -OSSLT GRADE 10 TEST OF READING AND WRITING

All students wishing to receive a secondary school diploma MUST successfully complete the Grade 10 test of reading and writing. The test is usually administered during the grade 10 year of study but is based on curriculum expectations up to and including grade 9. The test is usually administered in October. There is no mark issued for the test, just a pass/fail result. Students may be deferred or may retake the test if they are not successful. Some accommodations are permitted, but are student specific. In some circumstances, students may also partake in the new Literacy Course set up by the Ministry of Education.

## COMMUNITY SERVICE

As part of the requirement for the new high school diploma, students must now complete forty hours of community service. The total of forty hours may be completed at any time during the four years of high school. They may not however be completed during the students' instructional time; they must be completed after school, on evenings or weekends. Students, staff and parents should work together to decide how and when the community involvement will be completed.

At Teacher Advisory meetings, each student's plans for community service will be reviewed and monitored. Although every attempt is made to have students independently arrange their volunteer hours in keeping with the Gap spirit of developing independence, assistance and direction will be given to students who have not independently organized community service of their own choice by the end of Grade 10. Referrals to websites and volunteer job banks will be offered. When the community service is finally completed, written confirmation of same is requested of the agency or organization involved, which is then placed in the student's OSR.

## COURSES OFFERED

Schools are not expected to offer all courses or all course types. Because of Gap's size and its scope, it offers only a limited amount of credits each year. The courses offered are dependent upon the requirements of the students during a given year. The following are the new types of courses under the new requirements.

## GRADES 9 AND 10

There are three main groups of courses offered in grades 9 and 10: academic, applied and open courses. Academic courses focus on the essential concepts of a subject and also explore related concepts. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on the theoretical, abstract applications of the essential concepts. Practical applications are incorporated where applicable. Applied courses focus on the essential concepts of a subject but develop

students' knowledge and skills by emphasizing practical, concrete applications of these concepts. Theoretical applications are incorporated where appropriate. Open courses consist of one set of expectations that is suitable for all students at a given grade level. Open courses are offered in grades 9 and 10 for subjects other than academic or applied.

For grades nine and ten, courses are coded as follows:

D-Academic  
P-Applied  
O-Open

## GRADES 11 AND 12

In grades 11 and 12, there are four streams or types of courses offered in addition to Open courses. These streams are based on a student's post-secondary destination. The streams are: University preparation, University/college preparation, College preparation and Workplace preparation courses.

For senior grades, courses are coded as follows:

U-University  
M-University/College  
E-Workplace

*There are also Transfer courses to enable students in grades 10, 11 or 12 to change their post secondary plans to transfer from one type of course to another. These courses will provide partial credit and will be designed to adequately prepare students to meet the expectations of a different type of course.*

## COURSE CODES

Every credit taught at Gap is based on a Ministry of Education and Training curriculum guidelines. The courses are identified on a student's Ontario Student Transcript with the appropriate ministry course code. The course codes contain six characters, five of which are common to all schools in Ontario and the sixth which is particular to each school. The following information will hopefully assist you in understanding the Ministry Course Codes that we will be using. The first five characters of the course code indicate the subject, grade level and type of course. The first three characters identify the subject and name of the course e.g. English=ENG; Mathematics=MPM; Science=SNC etc. The fourth character refers to the grade level: grade 9=1; grade 10=2; grade 11=3; and grade 12=4. The fifth character describes the type of course: Academic=D; Applied=P; Open=O. For example, ENG1D is the grade 9 English academic course type.

## ONTARIO SCHOOL RECORD (OSR)

The OSR is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is authorized by the Education Act. An OSR is established for each student who enrolls in an elementary or secondary school that is operated by a public or separate school board in Ontario. Schools are responsible for ensuring compliance with Ministry of Education policies on the OSR. The OSR is filed in the school office under strict provisions, as it is considered a legal document. When a student transfers schools, his or her OSR folder and all its contents are transferred to the new school. The



information in the OSR is available to supervisory officers and the principal and teachers of the school only for the purpose of improving the instruction of the student. All students and the parents or guardian of the students under 18 years of age have the right to examine the OSR. The OSR contains report cards, transcripts, documentation, and other pertinent information. A separate office index card is not filed in the OSR folder.

## ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) is a record of courses successfully completed. As students earn credits in Grades 9-12, their personal achievement for each course is recorded on the OST as a percentage grade. Transcripts for current students are available through the Principal. After a student leaves, the OST will be kept on file in the last secondary school attended for a period of 5 years and a copy will be provided to the student upon graduation or school leaving. The record is maintained in case he/she ever needs an official report of marks, such as would be required by any college, university or employer. Marks will not be released by the school without the permission of the student or of parent/guardian if the student is under 18.

## FULL DISCLOSURE - ONTARIO STUDENT TRANSCRIPT

The Ministry has mandated a process called full disclosure for itemizing courses on the OST. The following procedures will be used upon withdrawal from a course and repetition of a course. In the case of withdrawal from a Grade 9 or 10 courses, there is no record on the OST. Only successfully completed courses are recorded on the OST (Ontario Student Transcript). In the case of a Grade 11 or 12 course, if a student withdraws from a course within five instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first report card, 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. Further, students who repeat a Grade 11 or 12 course that they have previously completed successfully, can only earn one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course (s) along with the lower percentage grade.

## ASSESSMENT, EVALUATION AND REPORTING

A well-designed system of assessment, evaluation and reporting based on clearly stated curriculum expectations and achievement criteria allows teachers to focus on high standards of achievement for all students and promotes consistency in these practices across Ontario. The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programmes and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario

secondary schools, the value assigned will be in the form of a percentage grade. The Ministry's policy with respect to grading is as follows: 70% of the grade will be based on assessments and evaluations conducted throughout the course, 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or methods of evaluations. Assessment contributing to the students' final mark must be based on individual performance. Gap reports to parents or guardians in the form of Parent-Teacher-Student Interviews at the end of each term and a formalized report card at the end of each term.

## CURRICULUM AREAS

The following are the various curriculum areas with courses which have been offered in the past and may continue to be offered by our school during any given year:

The Arts

Business Studies

Canadian and World Studies

English

Guidance and Career Education

Health and Physical Education

Mathematics

Science

## ACCESS TO COURSE OUTLINES

Parents and/or students who want to review Course Outlines may do so through the Principal.

## ACCESS TO CURRICULUM POLICY DOCUMENTS

Parents and/or student who want to review the Ministry's Curriculum Policy Documents may do so by viewing the ministry's website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

## WAIVING OF PRE REQUISITES

It may be appropriate for the principal to waive a pre-requisite to a specific course, but this option is not generally an option at Gap Academy. The waiving of pre-requisites for secondary school students is exercised only under unique circumstance and with appropriate caution.

# COURSE DESCRIPTIONS

## Arts: Drama

### **ADA10 - Dramatic Arts Grade 9 Open**

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, 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

### **ADA20 - Dramatic Arts Grade 10 Open**

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience. Prerequisite: none.

### **ADA30 - Dramatic Arts Grade 11 Open**

This course requires students to create and to present dramatic works. Students will do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyse and reflect on dramatic works; and develop their communication skills and other skills useful in a variety of careers. Prerequisite: Dramatic Arts, Grade 9 or 10, Open

### **ADA4M - Dramatic Arts Grade 12 University/College Preparation**

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. Prerequisite: Dramatic Arts, Grade 11, Open/University/College Preparation

## Arts: Visual

### **AVI10 - Visual Arts Grade 9 Open**

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. This course allows the beginning artist to explore drawing, painting, ceramics, printmaking and design while solving artistic problems and developing creative techniques. Prerequisite: none

### **AVI20 - Visual Arts Grade 10 Open**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts in the Medieval to Renaissance period. Course objectives will be achieved while producing drawings, paintings, clay sculptures, relief prints, mixed media works and an introduction to computer art. Prerequisite: Grade 9 recommended.

### **AVI3M - Visual Arts Grade 11 University/College Preparation**

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history from Mannerism to the Neoclassic period, as well as art forms from Canada and other parts of the world. Studio activities will include

figure drawing, water colour painting, print making, sculpture, design, mixed media and computer-based projects. Prerequisite: Visual Arts, Grade 9 and/or 10 Open

#### **AWQ3M - Photography Grade 11 University/College Preparation**

This course focuses on studio activities in photography. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of photography. This course reviews the elements and principles of design as they relate to photography and graphic design. The creative use of 35mm. cameras and dark room techniques in developing black and white prints will be taught in conjunction with historical and contemporary uses of photography. The studio nature of this course requires a high degree of self-discipline and independence. Owning a 35 mm. manual SLR is beneficial. Prerequisite: Visual Arts, Grade 9 and/or 10 Open

#### **AWU3M - Art History - Grade 11 Open**

Students will examine major art and design forms of western and non-western civilizations. Skills in critical thinking, visual analysis and art appreciation will be developed through the study of various artists and styles that reflect a variety of cultural traditions. Pre-Requisite: Grade 9 or 10 Visual Arts Open

#### **AVI4M - Visual Arts Grade 12 University/College Preparation**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach by choosing a theme, primary medium and subject matter. There will be a strong emphasis on drawing. Students will create a portfolio of studio works in addition to a resource journal that can be presented for admission into post-secondary Fine or Applied Arts programs. Prerequisite: Visual Arts, Grade 11, University/College Preparation

## **Arts - Music**

#### **AMK10 - Keyboard Music Grade 9 Open**

The course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. The specific instrument used for these goals is the piano. Students will also learn correct musical terminology and its appropriate use. Pre-Requisite: None

## **Business Studies & Computer Studies**

#### **BTT10 - Introduction to Information Technology in Business Grade 9 Open**

This course introduces students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically, and use common business software. They will also explore possible future occupations in information technology. Prerequisite: none

#### **BBI20 - Introduction to Business Grade 10 Open**

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business. Prerequisite: none

#### **BTT20 - Introduction to Information Technology in Business Grade 10 Open**

This course introduces students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically, and use common business software. They will also explore possible future occupations in information technology. Prerequisite: none; students may not take BTT201 if they have taken BTT10.

#### **BDI3C - Introduction to Entrepreneurial Studies Grade 11 College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their personal goals by satisfying the

needs of others. Students will learn about values, traits, and skills most often associated with successful entrepreneurial activity. Prerequisite: none

**BAF3M1 - Introduction to Financial Accounting Grade 11 University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant. Prerequisite: none

## **Computer Studies**

**TIK2O - Computer and Information Science Grade 10 Open**

This course introduces students to computer science concepts. Students will learn about the stages in software design; the fundamental programming constructs of sequence, selection, and repetition; the functions of internal and external computer components; the relationship among networks, operating systems, and application software and their uses; and how programming languages evolve. Students will also develop an awareness of computer-related careers.

## **Canadian and World Studies: Geography**

**CGC1D - Geography of Canada Grade 9 Academic**

This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the land forms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world. Prerequisite: none

**CGF3M - Regional Geography Grade 11 University/College Preparation**

This course examines the main elements of the physical environment (climate, soils, Landforms, oceans, vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing evolution of the elements of the physical environment on a variety of scales, from local to global. Prerequisite: Geography of Canada, Grade 9, Academic or Applied

## **Canadian and World Studies: History**

**CHC2D - Canadian History in the Twentieth Century Grade 10 Academic**

This course explores the local, national, and global forces that have shaped Canada's national identity from Confederation to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view. Prerequisite: none

**CHV2O - Civics Grade 10 Open - .5 Credit**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. This course is taken in conjunction with GLC2O5 (Career Studies). Prerequisite: none

**CHW3M - World History to the Sixteenth Century Grade 11 University/College Preparation**

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structure and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and

innovations and present their conclusions. Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

**CLU3M - Understanding Canadian Law Grade 11 University /College Preparation**

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates. Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

**CHI4U - Canadian History: Identity and Culture Grade 12 University Preparation**

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views. Prerequisite: any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**CHY4U - World History: The West and the World Grade 12 University Preparation**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions. Prerequisite: any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**CLN4U - Canadian and International Law Grade 12 University Preparation**

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways. Prerequisite: any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## English

**ENG1D - English Grade 9 Academic**

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language. Prerequisite: none

**ENG2D - English Grade 10 Academic**

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language. Prerequisite: English, Grade 9 Academic or Applied

**ENG3U - English Grade 11 University Preparation**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. Prerequisite: English, Grade 10 Academic

**ENG4U - English Grade 12 University Preparation**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will

analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. Prerequisite: English, Grade 11 University Preparation

## **Second Languages**

### **LWS2A - Introductory Spanish Grade 10 Academic**

This course provides students with the language learning experience that will enable them to communicate in Spanish. Students will develop and apply their speaking skills in a variety of contexts, and will participate in activities that will develop their reading comprehension and writing skills. They will also explore aspects of the culture of countries where Spanish is spoken by taking part in community-sponsored events and activities involving both print and technological resources.

## **Guidance & Career Studies**

### **GLC205- Career Studies Grade 10 Open - .5 credit**

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Students learning will include assessing their own knowledge, skills and characteristics and investigating economic trends, workplace organization, work opportunities and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals. This course is taken in conjunction with CHV205 (Civics).

### **GLE10 - Learning Strategies I Grade 9 Open - Recommendation**

Course open to Gap Students with learning disabilities upon recommendation by the principal only. Students will enter this course upon the recommendation of the Principal. This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn. Pre-Requisite: None

### **GLE20 - Learning Strategies II Grade 10 Open - Recommendation**

Course open to Gap Students with learning disabilities upon recommendation by the principal only.

### **GLE30 - Advanced Learning Strategies Grade 11 Open - Recommendation**

Course open to Gap Students with learning disabilities upon recommendation by the principal only.

### **GLE40 - Advanced Learning Strategies Grade 12 Open - Recommendation**

Course open to Gap Students with learning disabilities upon recommendation by the principal only.

### **GPP30 - Leadership & Peer Mentoring - Grade 11 - Open**

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives. Pre-Requisite: None

## **Health & Physical Education**

### **PPL10 - Healthy Active Living Grade 9 Open**

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

### **PPL2O - Healthy Active Living Education Grade 10 Open**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to sexuality, healthy eating, C.P.R.; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. Prerequisite: none

### **PAF2O - Personal Fitness Grade 10 Open**

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, weight training, jazzercise, self-defense etc) that enhance personal competence and health and examination of issues related to healthy living. Pre-Requisite: None

### **PPL3O - Healthy Active Living Education Grade 11 Open**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Prerequisite: none

### **PPL3M - Healthy Active Living Education Grade 11 University/College Preparation**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal setting, decision making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Pre-Requisite: None

### **PPL4O - Healthy Active Living Education Grade 12 Open**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Prerequisite: none

### **PSE4U - Exercise Science Grade 12 University Preparation**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. Prerequisite: any Grade 11 University or University/College Preparation course in Science, or any Grade 11 or 12 Open course in Health and Physical Education

### **PPL4M - Healthy Active Living Grade 12 University/College Preparation**

This course focuses on the development of a personalized approach to healthy active living through the participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict resolution, an interpersonal skills, with a view to enhancing their mental health and their relationships with others. Pre-Requisite: None

## **Mathematics**

### **MPM1D - Principles of Mathematics Grade 9 Academic**

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of



lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems.. Prerequisite: none

### **MPM2D - Principles of Mathematics Grade 10 Academic**

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 relationships 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 as they solve multistep problems and communicate. Prerequisite: MPM1D or MFM1P with 30 hour transfer course

### **MBF3C - Mathematics for Personal Finance Grade 11 College Preparation**

This course enables students to broaden their understanding of exponential growth and of important areas of personal finance. Students will investigate properties of exponential functions and develop skills in manipulating exponential expressions; solve problems and investigate financial applications involving compound interest and annuities; and apply mathematics in making informed decisions about transportation, accommodation, and career choices. Prerequisite: MFM2P or MPM2D

### **MEL3E - Mathematics for Everyday Life Grade 11 Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Prerequisite: MFM1P or MPM1D

### **MCF3M - Functions Grade 11 University/College Preparation**

This course introduces some financial applications of mathematics and extends students' experiences with functions. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Prerequisite: MPM2D

### **MCR3U - Functions and Relations Grade 11 University Preparation**

This course introduces some financial applications of mathematics, extends students' experiences with functions, and introduces second-degree relations. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Students will also investigate loci and the properties and applications of conics. Prerequisite: 80% in MPM2D

### **MEL4E - Mathematics for Everyday Life Grade 12 Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will use statistics in investigating questions of interest and apply principles of probability in familiar situations. They will also investigate accommodation costs and create household budgets; solve problems involving estimation and measurement; and apply concepts of geometry in the creation of designs. Prerequisite: MEL3E

### **MCB4U - Advanced Functions and Introductory Calculus Grade 12 University Preparation**

This course builds on students' experience with functions and introduces the basic concepts and skills of calculus. Students will investigate and apply the properties of polynomial, exponential, and logarithmic functions; broaden their understanding of the mathematics associated with rates of change; and develop facility with the concepts and skills of differential calculus as applied to polynomial, rational, exponential, and logarithmic functions. Students will apply these skills to problem solving in a range of applications. It is highly recommended that students without MCR3U prerequisite should take MCT4C prior to taking Calculus. Prerequisite: MCF3M or MCR3U or MCT4C

## **Science**

### **SNC1D - Science Grade 9 Academic**

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity. Prerequisite: none

### **SNC2D - Science Grade 10 Academic**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion. Prerequisite: Science, Grade 9, Academic or Applied. Applied students must have taken the cross-over course.

### **SBI3U - Biology Grade 11 University Preparation**

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions 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

## **Social Sciences and Humanities**

### **HIF10/HIF20 - Individual and Family Living Grade 9 Open/Grade 10 Open**

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. Prerequisite: none

### **HNC30 - Fashion and Creative Expression Grade 11 Open**

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. Prerequisite: none

### **HSP3M - Introduction to Anthropology, Psychology and Sociology Grade 11 University/College Preparation**

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. Prerequisite: none

### **HZB30 - Philosophy Grade 11 Open**

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? how do we know what is beautiful in art, music, and literature? students will learn critical thinking skills in evaluating philosophical

arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy. Pre-Requisite: None

### **HHS4M - Individuals and Families in a Diverse Society Grade 12 University/College Preparation**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent/child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. Prerequisite: any University or University/College Preparation course in Social Sciences and Humanities, English or Canadian and World Studies

### **HZT4U - Philosophy, Questions & Theories - Grade 12 University**

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students become stronger logical thinkers and refine skills used in researching and investigating topics in philosophy. Pre-Requisite: Any University or University/College Preparation courses in Social Sciences and Humanities, English, or Canadian and World Studies.

## **Technological Education**

### **TTI10 - Integrated Technologies Grade 9 Open**

This course enables students to understand the technological and computer concepts they will need in order to design, develop, and build usable products or to deliver services, as well as to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communication skills. Prerequisite: none

**SPECIAL NOTE:** Due to the small size of our school and the fact that the combination of students changes every year, we do not offer every course every year. Additionally, we may elect to offer a new course geared specifically towards the interests of a particular student or group of students on a particular year.



# Gap Academy

4 John Street, Weston, Ontario M9N 1J3 ☎ 416 249-1500 Fax 416-246-9155

## ONTARIO GRADUATION REQUIREMENTS, 2007

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Grade 9	Grade 10	Grade 11	Grade 12
ENGLISH	ENGLISH	ENGLISH	ENGLISH
MATHEMATICS	MATHEMATICS		
SCIENCE	SCIENCE		
GEOGRAPHY	CAN HISTORY		
FRENCH/ L. STRAT	.05 CIVICS CHV2D .05 CAREER GLC2D		
ARTS.			
HEALTH/ACT. LIVING			

**GROUP 1:** a 5<sup>th</sup> English Credit  
(any 1 of) a credit in a 3<sup>rd</sup> language  
a social science/humanities

**GROUP 2:** a 2<sup>nd</sup> physical education  
(any 1 of) a 2<sup>nd</sup> arts  
a business studies

**GROUP 3:** a 3<sup>rd</sup> science  
(any 1 of) a tech education

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\_\_\_\_\_

**COMMUNITY INVOLVEMENT:** (40 hours required)  Yes  No Pending Hours: \_\_\_\_\_

**LITERACY EXAM (OSSLT):** (Pass required)  Yes  No Completed