



# Mississauga Secondary Academy

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*2020- 2021*

## Course Calendar & Student Handbook

*Dedication Leads to Excellence*

Fang Liu  
Principal



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## 1. Mississauga Secondary Academy's Goals and Philosophy

As a co-educational private high school, Mississauga Secondary Academy (hereafter referred to as MSA) offers university and college preparatory programs. We have a strong belief that every student is unique and capable of success. MSA is committed to providing an encouraging, safe environment to ensure every student has a positive learning experience and is successful in achieving his or her goals.

While understanding the importance of a secondary education for the development of student knowledge and skills which is crucial to a healthy active life and career, MSA strives not only to meet the requirements of the Ministry of Education, but also to make every effort to go above and beyond to enrich their learning experience.

Every MSA student will get adequate attention and care so that his or her unique needs and strengths can be uncovered through small classes and proactive communication among students, parents, and the school. In turn, a proper learning strategy aimed to fully develop a student's potential will be created and executed with the efforts from the student, parents, teachers, supporting school staff, and the communities in a safe, healthy, and positive learning environment.

In Ontario, students are required to remain in secondary school until the student has reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD).

### 1.1 Our Objectives

As an essential educator, our objectives are to:

- Help students develop knowledge and skills under the provincial fundamental principles of Respect, Civility, and Responsible Citizenship.
- Provide our students with a safe, clean, healthy, caring and positive learning environment.
- Make every effort to meet every student's needs and learning styles and to help everyone succeed and
- Establish management systems to ensure the school is safe, inclusive and accepting so that all students and the broader community can benefit.

### 1.2 Our Commitment

Realizing the challenge of meeting the unique learning needs of each student while maintaining a high academic standard, Mississauga Secondary Academy is dedicated to build a platform and an



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environment to engage every group - students, parents, teachers, school staff and the community, in this important learning journey.

We will:

- Follow all procedures, guidelines and rules from the Ministry.
- Meet and exceed the Ontario Curriculum expectations.
- Treat each student with respect and dignity and
- Communicate with each student and parents on a regular basis (minimum on a quarterly basis) to ensure student progress is monitored, reported, concerns are addressed and resolved, and an improvement strategy is implemented.

## 1.3 School Schedule

As a year-round private high school, Mississauga Secondary Academy operates from 9:00am to 9:00pm, Monday to Saturday in four regular semesters and two summer terms. The first school day in 2020-2021 is September 1<sup>st</sup> of 2020 and the total number of school days is 203. Please see attached school calendar for details.

Report cards will be issued to students and parents four times during the school year with the first one to be issued in October.

## 2. **The Requirements for Obtaining Diploma and/or Certificate**

### 2.1 The Requirements for Obtaining the OSSD

In order for a student to receive an Ontario Secondary School Diploma (OSSD), he or she

**MUST:**

- **Earn a minimum of 30 credits including 18 compulsory credits and 12 optional credits; and**
- **Meet the provincial secondary school literacy requirement; and**
- **Complete 40 hours of community involvement activities.**

#### 2.1.1 *18 Compulsory Credits*

The 18 compulsory credits must be distributed as the following based on the requirements of the Ministry of Education (*Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, page 60*) [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf).

**4 credits in English (1 credit per grade)**



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- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

### **3 credits in Mathematics (at least 1 credit in Grade 11 or Grade 12)**

### **2 credits in Science**

### **1 credit in the Arts**

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

### **1 credit in Canadian Geography (Grade 9)**

### **1 credit in Canadian History (Grade 10)**

### **1 credit in French as Second Language**

### **1 credit in Health and Physical Education**

### **0.5 credit in Career Studies**

### **0.5 credit in Civics**

3 additional credits, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, and cooperative education

*Notes: The following conditions apply to selections from the above three groups*

*1) A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3*

*2) A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.*

## **2.1.2 Optional Credits (total of 12)**



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In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

### **2.1.3 40-Hour Community Involvement Requirement**

As part of the OSSD requirements, the 40-hour community involvement activities will help students better understand their roles and responsibilities in supporting their communities. These activities may be completed at any time during their years in the secondary school program. The school has developed detailed procedures and requirements for the community involvement activities based on the guidelines of the Ministry of Education. (*PPM No. 124a, "Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools", April 27, 1999* [www.edu.gov.on.ca/extra/eng/ppm/124a.html](http://www.edu.gov.on.ca/extra/eng/ppm/124a.html)).

### **2.1.4 Substitution for Compulsory Credits**

To accommodate the student's special needs and interests in their high school education, the school may allow a student to substitute up to **three compulsory credit courses** with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). In all cases, however, the sum of compulsory and optional credits will not be less than **thirty** for students aiming to earn the Ontario Secondary School Diploma and not less than **fourteen** for those aiming to earn the Ontario Secondary School Certificate. The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution.

### **2.1.5 The Provincial Secondary School Literacy Requirement**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The purpose of this requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9.

To meet the Provincial Secondary School Literacy Requirement, all students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. The deferral to take OSSLT can only be granted by the principal under certain circumstances such as the student has not developed sufficient level of English as an English learner.



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The **OSSLT** is scheduled by and administered through the Education Quality and Accountability Office (**EQAO**) once each year, usually in the spring. A student will have opportunities to take **OSSLT**. Students who failed the **OSSLT** can retake the test in the subsequent year or directly register for the Ontario Secondary School Literacy Course (**OSSLC**) if approved by the principal.

The Ontario Secondary School Literacy Course (**OSSLC**) is a full-credit Grade 12 course offered by the school as an alternative to meet the Provincial Secondary School Literacy Requirement for graduation. The credit earned from **OSSLC** can be used to meet the Grade 11 or Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for OSSD. Successfully completing the **OSSLC** meets the Provincial Secondary School Literacy Requirement for the students who have been unsuccessful at least once in **OSSLT**. More detail about the **OSSLC** can be found at Ontario Curriculum for **OSSLC**

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf>).

Special accommodations and exceptions can only be granted to an individual student under certain circumstances for meeting the Provincial Secondary School Literacy Requirement.

## **2.2 The Requirements for Ontario Secondary School Certificate**

The Ontario Secondary School Certificate (**OSSC**) is to be granted to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. A student must have earned a minimum of **14 credits** that includes **7 compulsory credits** (*2 credits in English, 1 credit in Mathematics, 1 credit in Science, 1 credit in Canadian History or Canadian Geography, 1 credit in Health and Physical Education, 1 credit in the Arts, Computer Studies, or Technological Education*) and **7 optional credits**.

The substitution policy for compulsory credit requirements of **OSSC** is similar to the one for **OSSD**.

## **2.3 The Certificate of Accomplishment**

The students who are leaving secondary school at age of 18 without having met the **OSSD** or **OSSC** requirements can be granted a Certificate of Accomplishment. It is normally issued in combination with the student's Ontario Student Transcript (**OST**).

## **3. Information about Courses We Offer**

*The detailed information about all the courses and selections will be explained in this section.*





### 3.1 The Definition of a Credit

A credit is granted to a student by the principal on behalf of the Minister of Education in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

### 3.2 The Types of Courses

MSA offers **Academic, Applied, Destination-related** and **Open Courses** that provide students with a wide range of choices to meet the diploma requirements as well as the personal interests and career preparation purposes. While the *Academic, Applied* and *Open courses* are offered in Grades 9 and 10, *Destination –related Courses* and *Open Courseware* are offered in Grade 11 and 12.

#### *Academic Course (D)*

**Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They also incorporate practical applications as appropriate.

#### *Applied Course (P)*

**Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

#### *Open Course (O)*

**Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. In grade 9, you cannot close any doors by choosing one destination related course over another.

#### *Destination Related Course*

Students from Grade 11 and 12 will demonstrate increased individual interests and will start to prepare for their postsecondary pathways. More destination related courses are offered under the following categories while some open courses are also available:

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



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- **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 colleges.
- **College Preparation (C)** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training Programs.
- **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.

### 3.3 Course Coding System

Course Codes consist of five or six digits. The first three digits are letters that indicate the course. The fourth digit indicates the grade, for example, 2 represents Grade 10 while 3 and 4 represent Grade 11, and 12. The fifth digit indicates the destination related course types (D – Academic, P– Applied, O – Open, U – University preparation, M – University/College preparation, C – College preparation, E – Workplace). For example, ENG4U is the code for Grade 12 University Preparation English Course.

### 3.4 Course Selection

The decision as to which type of course is most appropriate is an important one. For Grade 8 students, recommendations will be made by the elementary school teacher as part of each student's educational plan. Successful completion of a course in Grade 9 prepares the student to proceed to Grade 10 but students wishing to switch destination related courses will be strongly encouraged to complete extra course work.

All students should study the general information and the diploma requirements carefully. It is expected that all students will work directly toward a diploma.

### **COURSE SELECTION EXAMPLE: GRADE 9 AND 10 STUDENTS WHO ENTERED GRADE 9 AFTER SEP.1 1999**



<b>GRADE 9</b>	<b>GRADE 10</b>
<p>In grade 9 all students are required to study the following compulsory courses:</p> <ul style="list-style-type: none"> <li>● ENGLISH - Academic or Applied</li> <li>● MATHEMATICS - Academic or Applied</li> <li>● SCIENCE - Academic or Applied</li> <li>● GEOGRAPHY - Academic or Applied</li> <li>● VISUAL ARTS - Open</li> <li>● FRENCH AS A SECOND LANGUAGE - Academic or Applied</li> <li>● HEALTH AND PHYSICAL EDUCATION - Open</li> </ul> <p><i>If a student is unable to take one of these courses, a letter outlining the situation must be sent to the principal of Mississauga Secondary Academy.</i></p> <p><b>Students must also select one additional course to study, from the following:</b></p> <ul style="list-style-type: none"> <li>● FOOD AND NUTRITION - Open</li> <li>● EXPLORING TECHNOLOGIES - Open</li> <li>● INDIVIDUAL AND FAMILY LIVING - Open</li> </ul>	<p>In Grade 10 all students are required to study the following compulsory courses:</p> <ul style="list-style-type: none"> <li>● ENGLISH - Academic or Applied</li> <li>● MATHEMATICS - Academic or Applied</li> <li>● SCIENCE - Academic or Applied</li> <li>● CANADIAN HISTORY - Academic or Applied</li> <li>● CIVICS - Open (0.5 credit)</li> <li>● CAREER STUDIES - Open (0.5 credit)</li> </ul> <p><i>Three additional courses from the courses offered for Grade 9 &amp; 10.</i></p> <ul style="list-style-type: none"> <li>● VISUAL ARTS - Open</li> <li>● COMMUNICATIONS TECHNOLOGY - Open</li> <li>● COMPUTER TECHNOLOGY - Open</li> <li>● INTERNATIONAL LANGUAGES LEVEL 2 - Academic</li> <li>● INTRODUCTION TO COMPUTER STUDIES - Academic</li> <li>● FOOD AND NUTRITION - Open</li> <li>● INDIVIDUAL AND FAMILY LIVING - Open</li> </ul>

### 3.5 Course Descriptions

*The following section describes the courses offered by MSA and its prerequisites in detail.*

#### 3.5.1 *Grade 9 Course Descriptions*

##### **English, Academic - 2007**

**(ENG1D)**

***Prerequisites: None***

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



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## Principles of Mathematics, Academic - 2005

(MPM1D)

### *Prerequisites: None*

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

## Science, Academic - 2008

(SNC1D)

### *Prerequisites: None*

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

## Geography of Canada, Academic - 2018

(CGC1D)

### *Prerequisites: None*

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

## Visual Arts, Open - 2010

(AVI1O)

### *Prerequisites: None*

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will



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use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

## **Core French, Academic - 2014**

**(FSF1D)**

*Prerequisites: Minimum of 600 hours of French instruction or equivalent*

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## **Healthy Active Living Education, Open - 2015**

**(PPL1O)**

*Prerequisites: None*

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.

## **Exploring Technologies, Open - 2009**

**(TIJ1O)**

*Prerequisites: None*

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

## **Food and Nutrition, Open - 2013**

**(HFN1O)**

*Prerequisites: None*



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This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

## 3.5.2 Grade 10 Course Descriptions

### English, Academic - 2007

(ENG2D)

#### *Prerequisites: Grade 9 English, Academic or Applied*

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

### Principles of Mathematics, Academic - 2005

(MPM2D)

#### *Prerequisites: Grade 9 Mathematics, 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 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.

### Science, Academic - 2008

(SNC2D)

#### *Prerequisites: Grade 9 Science, Academic or Applied*

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



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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.

## **Canadian History since World War 1, Academic - 2018**

**(CHC2D)**

### ***Prerequisites: None***

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.

## **Civics (half-credit), Open - 2018**

**(CHV2O)**

### ***Prerequisites: None***

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

## **Visual Arts, Open - 2010**

**(AVI2O)**

### ***Prerequisites: None***

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the



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critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

## **Communications Technology, Open - 2009 (TGJ2O)**

*Prerequisites: None*

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.

## **Computers Technology, Open - 2009 (TEJ2O)**

*Prerequisites: None*

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

## **Introduction to Computer Studies, Open - 2008 (ICS2O)**

*Prerequisites: None*

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

## **Core French, Academic - 2014 (FSF2D)**

*Prerequisites: Grade 9 Core French, Academic or Applied*





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This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## **Food and Nutrition, Open - 2013**

**(HFN2O)**

*Prerequisites: None*

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

## **Healthy Active Living Education, Open - 2015**

**(PPL2O)**

*Prerequisites: None*

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.

### **3.5.3 Grade 11 Course Descriptions**

## **English, University - 2007**

**(ENG3U)**

*Prerequisites: Grade 10 English, Academic*



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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.

## **English, College - 2007**

**(ENG3C)**

### *Prerequisites: Grade 10 English, Applied*

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

## **Functions, University - 2007**

**(MCR3U)**

### *Prerequisites: Grade 10 Principles of Mathematics, Academic*

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.

## **Functions and Applications, University/College - 2007**

**(MCF3M)**

### *Prerequisites: Grade 10 Principles of Mathematics, Applied, or Grade 10 Foundations of Mathematics, Applied*

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and



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algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

## **Biology, University - 2008**

**(SBI3U)**

### *Prerequisites: Grade 10 Science, Academic*

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.

## **Chemistry, University - 2008**

**(SCH3U)**

### *Prerequisites: Grade 10 Science, Academic*

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.

## **Physics, University - 2008**

**(SPH3U)**

### *Prerequisites: Grade 10 Science, Academic*

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.

## **Forces of Nature: Physical Processes and Disasters, University/College - 2015**

**(CGF3M)**

### *Prerequisites: Issues in Canadian Geography, Grade 9, Academic or Applied*

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the



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geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

## **World History to the End of the Fifteenth Century, University/College - 2015 (CHW3M)**

***Prerequisites: Canadian History since World War I, Grade 10, Academic or Applied***

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

## **American History, University- 2015 (CHA3U)**

***Prerequisites: Canadian History since World War I, Grade 10, Academic or Applied***

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

## **Regional Geography, University/College - 2015 (CGD3M)**

***Prerequisites: Issues in Canadian Geography, Grade 9, Academic or Applied***

This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region.

***Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region of the world.***



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## **Philosophy: The Big Question, Open - 2013**

**(HZB3M)**

### *Prerequisites: None*

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

## **Introduction to Anthropology, Psychology, and Sociology, University – 2013**

**(HSP3U)**

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

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.

## **Introduction to Anthropology, Psychology, and Sociology, College – 2013**

**(HSP3C)**

### *Prerequisites: None*

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

## **Visual Arts, University/College - 2010**

**(AVI3M)**

### *Prerequisites: Visual Arts, Grade 9 or 10, Open*

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a



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program focused on a particular art form (e.g., photography, video, computer graphics, and information design).

## **Visual Arts, Open - 2010**

**(AVI3O)**

### *Prerequisites: None*

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

## **Introduction to Computer Science, University - 2008**

**(ICS3U)**

### *Prerequisites: None*

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

## **Communications Technology, University/College - 2009**

**(TGJ3M)**

### *Prerequisites: None*

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

## **Communications Technology: Broadcast and Print Productions, Open– 2009(TGJ3O)**

### *Prerequisites: None*

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students



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will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

## **Computer Engineering Technology, University/College - 2009**

**(TEJ3M)**

### *Prerequisites: None*

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

## **International Languages, Level 2, University - 2016**

**(LBACU – LDYCU)**

### *Prerequisites: International Languages, Level 1, Academic*

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

## **Core French, University- 2014**

**(FSF3U)**

### *Prerequisites: Core French, Grade 10, Academic*

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.



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## **Housing and Home Design, Open - 2013**

**(HLS30)**

### *Prerequisites: None*

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

## **Raising Healthy Children, Open - 2013**

**(HPC30)**

### *Prerequisites: None*

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

### **3.5.4 Grade 12 Course Descriptions**

## **English, University - 2007**

**(ENG4U)**

### *Prerequisites: English, Grade 11, University Preparation*

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, college, or the workplace.

## **English, College - 2007**

**(ENG4C)**

### *Prerequisites: English, Grade 11, College Preparation*

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create





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oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

## **Studies in Literature, Grade 12 - 2007**

**(ETS4U)**

*Prerequisite: English, Grade 11, University Preparation*

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

## **The Writer's Craft, Grade 12 – 2007**

**(EWC4U)**

*Prerequisite: English, Grade 11, University Preparation*

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

## **Advanced Functions, University - 2007**

**(MHF4U)**

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

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.

## **Calculus and Vectors, University - 2007**

**(MCV4U)**



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***Prerequisites: Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (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 spaces; 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 modeling 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.

## **Mathematics of Data Management, University– 2007**

**(MDM4U)**

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

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

## **Biology, University– 2008**

**(SBI4U)**

***Prerequisites: Biology, Grade 11, University Preparation***

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.

## **Chemistry, University – 2008**

**(SCH4U)**

***Prerequisites: Chemistry, Grade 11, University Preparation***



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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.

## **Physics, University– 2008**

**(SPH4U)**

*Prerequisites: Grade 11 Physics, University*

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 analyse, 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.

## **Earth and Space Science, University– 2008**

**(SES4U)**

*Prerequisites: Science, Grade 10, Academic*

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

## **World History since the Fifteenth Century, University– 2015**

**(CHY4U)**

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues,



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and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

## **Canada: History, Identity, and Culture, University– 2015**

**(CHI4U)**

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

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

## **World Geography: Urban Patterns and Population Issues, University– 2015(CGU4M)**

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

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

## **World Issues: A Geographic Analysis, University– 2015**

**(CGW4U)**

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

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats



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to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

## **Philosophy: Questions and Theories, University– 2013**

**(HZT4U)**

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

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.

## **Visual Arts, University/College– 2010**

**(AVI4M)**

***Prerequisites: Visual Arts, Grade 11, University/College Preparation***

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

## **Computer Science, University– 2008**

**(ICS4U)**

***Prerequisites: Introduction to Computer Science, Grade 11, University Preparation***

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



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## **Communications Technology, University/College– 2009**

**(TGJ4M)**

***Prerequisites: Communications Technology, Grade 11, University/College Preparation***

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

## **Communications Technology: Digital Imagery and Web Design, Open– 2009(TGJ4O)**

***Prerequisites: None***

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.

## **Computer Engineering Technology, University/College– 2009**

**(TEJ4M)**

***Prerequisites: Computer Engineering Technology, Grade 11, University/College Preparation***

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

## **International Languages, Level 3, University– 2016**

**(LBADU – LDYDU)**

***Prerequisites: International Languages, Level 2, University Preparation***

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts.



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They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

## **Core French, University– 2014**

**(FSF4U)**

*Prerequisites: Core French, Grade 11, University Preparation*

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## **The World of Fashion, University/College Preparation. – 2013**

**(HNB4M)**

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

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

### **3.5.5 Ontario Secondary School Literacy (OSSLC) Course**

#### **Ontario Secondary School Literacy– 2003**

**(OLC40)**

*Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)*

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a



variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

### **3.5.6 Cooperative Education**

#### **Creating Opportunities through Co-op, Grade 11 – 2018**

**(DCO30)**

*Prerequisite: None*

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

### **3.5.7 English as a Second Language (ESL) Courses**

#### **ESL, Level 1, Open – 2007**

**(ESLAO)**

*Prerequisites: None*

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

#### **ESL, Level 2: Open – 2007**

**(ESLBO)**

*Prerequisites: ESL Level 1 or equivalent*

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language





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learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

## **ESL, Level 3: Open – 2007**

**(ESLCO)**

### *Prerequisites: ESL Level 2 or equivalent*

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

## **ESL, Level 4: Open – 2007**

**(ESLDO)**

### *Prerequisites: ESL Level 3 or equivalent*

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

## **ESL, Level 5: Open – 2007**

**(ESLEO)**

### *Prerequisites: ESL Level 4 or equivalent*

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

### **3.5.7 Locally Developed Courses**



Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents. MSA does not currently offer locally developed courses.

### **3.6 Access to Course Outlines and Curriculum**

The course outlines for each course offered by MSA are available for review in the school, the Ontario curriculum for each subject are also available for review at MSA. Students and parents can also access the Ontario curriculum online at <http://www.edu.gov.on.ca/eng/curriculum/secondary/>.

### **3.7 Policy Regarding Course Prerequisite, Change and Withdrawal**

Course selection should be done carefully by considering the student's career interests, pathways, and compulsory requirements from the Ministry of Education, as well as the parents' approval for students under the age of 18. MSA has specific procedures and guidelines in place, including the Student Guidance Office to offer any help, or support that students may need.

#### ***3.7.1 Course Prerequisites***

A prerequisite course is a course that must be taken prior to a succeeding course. These courses are identified in the student calendar under the course heading. The rules for prerequisite courses are set by the Ministry of Education and can be accessed online. If a parent or a student aged 18 or above requests that a prerequisite be waived, the principal will determine whether the prerequisite may be waived [www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf).

#### ***3.7.2 Course Change***

Some students may change their educational goals as they proceed through secondary school. The general guidelines for student who wish to change the courses are: 1) to seek parents' approval; and 2) to consult with the school principal; and 3) to meet the course prerequisite.

While changing course types in grade 9 is relatively easier, changing courses in Grade 10, 11, and 12 should be considered carefully as the prerequisite is more restrictive. MSA strives to provide a wide range of courses and a flexible schedule, as well as two additional summer terms for students to meet their prerequisites for courses.



### **3.7.3 Course Withdrawal**

If a student withdraws from a course, a “W” is entered in the “Credit Earned” column of the report card(s) issued subsequent to the withdrawal. For students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the second report card is issued, the student’s percentage mark at the time of withdrawal is entered in the “Percentage Mark” column.

### **3.7.4 Prior Learning Assessment and Recognition (PLAR)**

Students now have the opportunity to “challenge” the curriculum rather than take a course where their prior learning or experience indicates this would best serve their educational needs. The student’s skills and knowledge acquired from outside Ontario secondary school classrooms are evaluated against the overall expectations outlined in provincial curriculum through a formal evaluation and accreditation process, known as **Prior Learning Assessment and Recognition (PLAR)**.

The PLAR process 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.

The PLAR policy for regular day school students, exceptional students and mature students are different. While a maximum of 4 credits may be granted to a regular student through the challenge process for Grade 10, 11, and 12 courses; a maximum of 16 equivalency credits may be granted to a mature student following an individual assessment for Grade 9 and 10.

## **3.8 Additional Ways of Learning**

To meet the unique needs of students, the school also provides or permits various ways of learning under the guidelines of the Ministry of Education. The preparations for experiential learning programs at MSA mainly include training in Health and Safety in the Workplace, Employment Legislation, Resume Writing and Interview Skills.

Students can earn credits through learning opportunities such as e-learning, the Independent Learning Centre, education courses for credits.

### **3.8.1 Cooperative Education**



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

The cooperative education course consists of a classroom component and a placement component. Cooperative Education credits are earned by initially attending in-school class sessions covering topics such as resume writing, interview skills, health and safety in the workplace, and employment legislation. The students will then attend the placement either in the morning or in the afternoon for a minimum of 90 hours per semester.

Cooperative Education students at MSA may earn up four credits, of which two may be used to fulfill the compulsory credits requirement. More information can be accessed from the following [www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf).

### **3.8.2 *Work Experience***

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks.

### **3.8.3 *Job Shadowing and Job Twinning***

Job shadowing allows a student to spend up to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

### **3.8.4 *Independent Study and Private Study***

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre may form part of independent study. Private study may be permitted if a student has a valid reason for not attending classes or the school does not offer the course(s). The application for private study should be submitted no later than the first school day and the student should complete the course by June 20<sup>th</sup> of the year.

For both independent and private study, the student's progress and achievement should be closely monitored and evaluated by the school based on the curriculum requirements.

## **3.9 Assessment, Evaluation, and Reporting**



While understanding that the primary purpose of assessment and evaluation is to improve student learning, MSA has comprehensive procedures and policies in place for evaluating and reporting on students, teachers, and school staff.

### 3.9.1 *What are the expectations? --- The Standards (Assessment)*

Every student requires a clear understanding of the learning expectations in order to be successful. MSA follows the Ontario curriculum as the standard of student assessment. **Assessment** is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

**The Standards:** include *content standards* and *performance standards*. The content standards are the curriculum expectations identified for every subject and discipline in the course outlines as the *overall expectations* and *specific expectations*. The performance standards are outlined in the achievement chart that appears in the curriculum document for every subject or discipline. Categorized in four areas, *knowledge and understanding*, *thinking*, *communication* and *application*, the achievement chart (rubric) is a fair and consistent guideline for the teacher to assess student's performance.

### 3.9.2 *What are the Achievements? --- Evaluation*

**Evaluation** focuses on the students' achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. Overall, a student's performance consists of 70% of the term work and 30% of final assessment. Please refer to the course outlines for each subject for detailed evaluation breakdown.

### 3.9.3 *How to Report Student Performance? --- Reporting*

**The Provincial Report Cards** is the formal and official report of student achievements and they are the mandatory means of communication to students and parents at MSA.

**Ontario Student Transcript (OST):** As a cumulative and continuous official record, the OST consists of all Grade 9 and 10 credit courses successfully completed, all Grade 11 and 12 credit courses completed or attempted by a student, and the information on the completion of other graduation



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requirements and requirements for specialized programs. The OST is included in the Ontario Student Record.

**Ontario Student Record (OSR):** An ongoing record for each student who enrolls in a school operated in Ontario. The OSR is established upon the student's entry to school in Ontario and accompanies the student if the student moves to another school within the province. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR.

**Reporting Schedules:**MSA uses the provincial report card template provided by the Ministry to report student's performance. The report card is issued four times a year with the first report issued in fall and a final report issued at the end of the school year.

**Full Disclosure:** The Ministry of Education has a policy of full disclosure in reporting. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. The withdrawal is recorded on the OST by entering "W" in the "credit earned" column of the report card. Full disclosure will take effect five instructional days following the issue of the mid-term report card. This represents the half way point in a term and serves as a consistent guide for reporting full disclosure for grade 11 and 12 courses during the school year. Full disclosure does not apply to students in grade 9 or 10.

## 4. Partnership in the Learning Journey

While believing every student can be and should be provided a positive environment to be successful in meeting his or her learning goals, success cannot be possible without the full cooperation from all parties in this learning journey: students, parents, teachers and all school staff. MSA has provided an open platform for all involving parties to better understand their roles, requirements, and policies.

### 4.1 The Requirements and Expectations for the Students

In order to be a successful student, he or she needs to know the expectations and requirements to develop successful learning skills and work habits.

#### 4.1.1 *Student Code of Conduct*



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MSA students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and others. The following are examples of the code of conduct for MSA students:

- Behave with integrity, self-confidence and esteem.
- Come to school prepared, on time, and ready to learn.
- Show respect for him or her, for others, and for those in authority.
- Co-operate with all school staff and with other students.
- Take active steps to learn and respect the rights of others to learn.
- Follow the established rules and takes responsibility for his or her own actions and
- Refrain from bringing anything to school that may compromise the safety of others.

## 4.1.2 *Administrative Rules and Guidelines*

### **Attendance and Punctuality**

Regular attendance at school is critical for the student's learning and achievement of course expectations. Therefore, the school requires all students to attend all their registered classes on time. Students missing **ten hours** of school in a semester or ten hours of an individual subject may be denied one or all of their credits for that semester. Students missing eight hours may not have received 110 hours of classroom instruction or the equivalent and may not have fulfilled Ministry credit requirements. Students returning from long-term illness or from court proceedings must present documentation as soon as possible after returning, or they will be counted as being absent.

Students are considered late for class if they are not present in the classroom when class begins. A student that is late for more than 50% of the class time will be recorded as absent.

The following procedures will be followed at Mississauga Secondary Academy:

- 1) The teacher will give a warning if a student is late 3 times, and a written explanation letter to the teacher is to be provided by the student if he or she is late more than 10 times for the course.
- 2) Where possible the school student office will contact parents or guardian when a student is absent.
- 3) The Principal may interview students who have missed six hours of classes. A parent or guardian interview may be necessary with the principal for all students who miss six hours of classes.

### **Late Assignment Policy**

All assignments are due on the date set by the teacher. Exceptions will be made for compassionate or sickness related reasons (doctor's note required). A student whose learning style



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requires extra time to complete assignments should meet with their teacher at the beginning of the term to develop an individual assignment policy.

## **Missed Tests or Exams**

Missing tests or exams, especially the final exam is strongly discouraged at MSA as tests weigh a significant percentage in the student performance evaluation based on the Ministry of Education guideline. The missed tests or exams should be made up at different time with similar equivalency of difficulty if the student can provide legitimate reasons for missing the tests or exams.

## **Suspension or Expulsion**

In case of persistent neglect or serious rejection of school rules or infractions of the criminal code, students may face suspension or expulsion. Serious infractions include: use of profanity, fighting, possession, use of, or being under the influence of drugs or alcohol on school property or at any school activity, smoking on school property, criminal activity in the community, persistent opposition to authority.

## **4.2 The Requirements and Expectations for the Parents**

Parents play a vital role in educating their children and are an important source of support for the school in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. The student will not be successful in achieving their learning goals without parental support. Based on the Ministry of Education's guidelines

([http://www.edu.gov.on.ca/eng/parents/involvement/PE\\_Policy2010.pdf](http://www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf)), MSA has implemented a detailed procedure and policies for parent engagement. The following are the examples of the school's expectations of students' parents.

- Show an active interest in their child's school work and progress.
- Communicate regularly with the school.
- Help their child be neat, appropriately dressed, and prepared for school.
- Ensure that their child attends school regularly and on time.
- Promptly report to the school their child's absence or late arrival.
- Show that they are familiar with the parental code of conduct, the board's code of conduct, and school rules.
- Encourage and assist their child in following the behavior code of conduct and
- Assist school staff in dealing with disciplinary issues involving their child.





## **4.3 The Requirements and Expectations for the School Staff**

Under the leadership of their principals, teachers, and school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, teachers, and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth.
- empower students to be positive leaders in their classroom, school, and community.
- communicate regularly with parents.
- maintain consistent standards of behavior for all students.
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community and
- prepare students for the full responsibilities of citizenship.

## **5. Our Student Resources and Supports**

*We at Mississauga Secondary Academy understand the challenges faced by our students and we have provided a variety of resources and supports..*

### **5.1 Student Guidance Office and Student Services Office**

Our Student Guidance Office provides consultation and guidance for students who need help in selecting courses, planning for their future academic performance, and emotional support. The Guidance Office will communicate regularly with parents regarding students' academic development and work with parents to find solutions. Career education is also provided by the Guidance Office.

The Office of Student Services is mainly involved in any non-academic aspect of student support such as tracking and reporting student attendance, arranging student activities, collecting and validating students' community involvement activities, communicating with parents regarding students' safety, behavior or any other concerns.

The Guidance Officers will help students with intervention strategies, and programs for student success, including for students at risk of not graduating.

### **5.2 Career Education**

*Career Education and Counseling* is provided to help students develop skills and knowledge in three areas: learning skills, interpersonal skills, and career planning skills. While the learning skills and interpersonal skills are integrated into all courses and programs according to the Ontario Curriculum, the career planning skills education is the focus of the career education at MSA based on each student's



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strengths, interests and career goals, the guidance counselor will help students identify their career paths, skills set and strategies to achieve their goals. The main area of career training will be “knowing self”, “exploring opportunities”, “making decisions”, and “preparing for change and making transitions” based on the Ministry of Education guidelines. Please refer to the policies document for detail: *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools* ([www.edu.gov.on.ca/eng/document/curricul/secondary/choices/choiceee.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/choices/choiceee.pdf)).

### 5.3 Language Support

While expecting to have a significant portion of our students as English Language Learners (ELLs), the school has well prepared training programs in ESL, TOEFL, and IELTS that are delivered by experienced and qualified teachers at flexible schedules so that the ELL students can catch up to meet the graduation requirements.

### 5.4 Other Resources

- MSA has a library that keeps all resources including books, CDs, manuals and systems for teacher and student use.
- MSA has a learning centre equipped with computers that support virtual lab for English, Math, and Science, etc.
- The school is equipped with computers, reliable servers, and fast internet connection and is authorized as a professional testing center for TOEFL iBT, Prometric and PearsonVue.
- MSA is located 1km away from the Mississauga Centre Library, and 1.5km from YMCA.
- Special Education at MSA supports our students by use the resource of “knowing your student” and “students knowing themselves as learners”. The use of an integrated process of assessment and instruction through collaborative inquiry; deep understanding of student growth and learning and inclusive practice; critical thinking and evidence-based decision making in responsive, personalized and precise teaching; collaboration and shared professional learning in a tiered approach to support student learning.