Bronston CANADIAN ACADEMY

SCHOOL COURSE CALENDAR

2026 to 2027

Grades 9 to 12

Online and on campus | Ontario Secondary School Diploma

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BSID 669584 Inspected private school, Ontario Ministry of Education

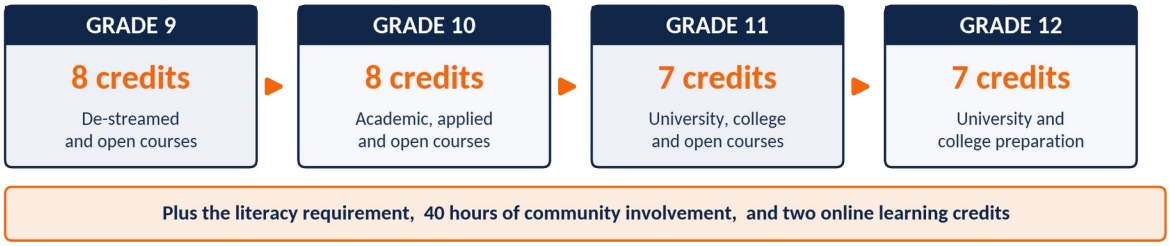
Published annually and available to students, parents and guardians at www.bronston.ca.

Prepared in accordance with Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024.

WELCOME

Your path to the Ontario Secondary School Diploma

This calendar sets out everything you need in order to plan your programme at Bronston Canadian Academy: the diploma requirements, how courses are chosen and assessed, the policies that govern your studies, and a full description of every course the school offers. Read it with your Academic Coach when you build your timetable, and return to it whenever a question about credits, prerequisites or graduation comes up.



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Bronston Canadian Academy (BCA) is a subsidiary of Bronston Centre for Higher Learning. The elementary and secondary education division has been established to provide quality and convenience in the teaching learning process on an ONLINE AND ON CAMPUS basis, to educate students towards the achievement of the Ontario Secondary School Diploma (OSSD).

Mission

The mission of Bronston Canadian Academy is to provide the learner with high quality education in an atmosphere that is conducive to the advancement of students' knowledge. We strive to provide each student with the opportunity to achieve success based on each student's goals and our Pathways to Success program. Promoting each student's unique strengths and abilities, we assist them with the tools to minimize their weaknesses.

BCA's Mission is in line with the mandate of the Ministry of Education of Ontario to seek and encourage students to work towards a basic education successfully.

Vision

To achieve a history of positive results and be known as the one school where dreams are realized. We are focused on the essential outcomes of quality and service in our educational processes.

Philosophical Statement

Our philosophy of education is to provide a student self-directed education model as the basis for building future leaders and learners far beyond our walls.

Student Services

Bronston Canadian Academy provides academic services to its students to support their secondary and post-secondary educational planning. The mandate is to encourage the involvement of national and international students by providing a positive educational experience for all students seeking the OSSD. International students may either travel to study at the Bronston campus directly or attend any of our partner schools abroad to complete the same program for the same results (OSSD), through online means in a blended learning environment.

Our services to all students local and abroad include:

- Make arrangements for students to write the Ontario Secondary School Literacy Test (OSSLT) either on campus here in Canada or through any of our partner school campuses abroad.
- Forward copies of the students' Ontario Student transcripts to post-secondary institutions.
- Maintain OUAC or OCAS accounts for students as needed, for planning to enter postsecondary institutions upon graduation from Bronston Canadian Academy.
- Develop an Individual Education Plan (IEP) for "exceptional" students to identify the students' specific learning expectations and needs.
- Provide course activities with high quality learning experience for our students
- Assess the educational needs of our students and provide direction and appropriate and effective measures to meet these needs.
- Provide opportunities and environment towards the achievement of success according to individual interests, abilities and goals based on our Pathways to Success program.

Available and Recommended Learning Resources

For both online and on campus learners, access to quality online resources is provided by the Academic Coaches (teachers) to enhance students' learning experience.

Canvas

Canvas interactive learning system is the LMS used throughout all courses regardless of the mode of learning (Online and Campus based) to achieve student learning goals. Upon enrolment, all students are provided with a Canvas code for access into the program. Those who study on campus use canvas to download and submit assignments, campus-based students attend live classes. While partner schools also provide live tutorials to Bronston students studying in the blended learning environment, all course work must be submitted through the canvas LMS and marked by Bronston teachers. Marks are then posted online for all students and their parents to view.

Hardware and Software

students participating in our online classes need to have access to hardware that meets or exceeds the following standards. Students with access to web systems that do not meet these standards are likely to experience slow interactivity, limited interactions and delay in periods for file downloads.

Recommended Desktop Standards include:

PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB). Windows XP Service Pack 2, OS 10.3, or better (minimum: Windows 98, Mac OS 8.6). Internet Explorer 6.0 or better (minimum: Internet Explorer 5.5.) Adobe Acrobat Reader 6 or better (minimum: Reader 5). Windows Media

Player 9. Macromedia plug-ins (including mandatory: Flash). A DSL or better connection to the Internet. Speakers. Monitor (screen resolution 800 x 600, 16 bit colour) or better. A typical Office suite of applications; specifically, a word processor application, spell checker, equation editor, and a spreadsheet application are mandatory. Math students are encouraged to use a scanner to submit handwritten assignments rather than typing up their math assignments. Students taking English courses will need access to a microphone connected to their computer. Data Transmission Standards include: TCP/IP. Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb.

Additional Software for courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented, as deemed necessary. A current version of the Java virtual machine is also required for some courses. In one

course, JavaScript must be enabled in the student's browser.

Quality Indicators and Management

Based on the canvas online learning systems, quality tracking of all tutor and student activities is efficient and accessibility of quality information and indicators is without constraints of time or distance. Students, parents, school administrators and compliance

enforcers through the ministry of education, have access as needed to our entire education system. The Director of Academic Affairs (Principal) will monitor the teaching process closely to determine that courses are being taught based on the set curriculum, hours per course, as well as monitor student/tutor attendance in classes.

This process should:

- Enhance students' abilities
- Provide student access to faculty, support staff and administration
- Engage faculty and staff with the appropriate and relevant education and experience
- Ensure that all teaching staff adhere to the principles and policies of the school and as indicated in the Ministry of Education policies and procedures
- Promote the "Growing Success: Assessment and Evaluation, and Reporting in Ontario Schools" in order to improve student learning;
- Evaluate the effectiveness of teaching/learning processes ongoing
- Initiate and maintain student to faculty communications, course introduction sections and

promote students' academic goals at all grade levels

- Promote the Maintaining of the Ontario Student Records (OSR) of relevant students in accordance to the Ontario Ministry of Education's guidelines
- Maintain a system/process in the determination of equivalency of credits earned by students in previous educational settings as needed and to develop and advise the student regarding requirements to be completed in order to earn the Ontario Secondary School Diploma (OSSD).
- Maintain a program of promoting best practices in the teaching/learning process by adopting best practices in all the schools course outlines and academic policies/procedures.
- Promote a system to seek feedback from students concerning student and parent/guardian satisfaction for the maintenance and development of new programs and services.
- Promote an environment where student and parent complaints are encouraged and managed effectively without negative responses to complainants.

Compliance

The academic process as well as all policies and procedures that govern the teaching and administrative systems at Bronston Canadian Academy, have been developed with due respect to all regulations as set and indicated in the Ontario Ministry of Education Act and Regulations. This compliance process will be managed through close monitoring of implementation of all Ministry of Education policies.

Reference: Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (OS), 2024, as updated January 2026

Communication

Current and updated academic related information are posted online through the school's website at www.bronston.ca.

Models of Admission and Protocols

The Admission Protocol at Bronston Canadian Academy is grouped into four main models for the purposes of graduation with the Ontario Secondary School Diploma (OSSD). Within these models, students will be admitted based on their age, background education, English speaking abilities and with respect to the Guidelines as set out by the Ministry of Education of Ontario. Ontario Schools: Policy and Program Requirements, 2011 (OS)

Model A Category

Model A category of students are admitted at grade 9. This group have no prior secondary school credits, but meet the requirements for admission into secondary school based on the admission requirements as indicated by the Ministry of Education of Ontario. To be admitted as a Model A Student, applicants must be of age and must have demonstrated through their elementary school academic performance, a sound ability to handle the challenges required to compete at the secondary school level. These students may also be those who have completed the Bronston Scholars Club Program highly recommended to improve success at the higher levels of study.

Model B Category

Model B category students are admitted to any class beyond grade 9. That is, from grades 10 or 11 to 12 either through direct credit transfer from an Ontario Secondary School, or through the (PLAR) process after careful assessment of their secondary school credits earned through non inspected secondary schools, schools outside Ontario, or home schools. Students in this category are admitted to suitable class levels based either on the secondary school credits they have already earned or through the “Challenge or Equivalency” process. In addition, those students who are attending Bronston Canadian Academy for the first time must pass a Bronston pre-admission test, admission interview and demonstrate sound ability to handle the challenges required to compete at a secondary school level.

Model C Category

Model C category students are admitted at the elementary level from grades 1. The elementary school courses are offered through our scholars club program to partner schools.

Model D Category

Model D category students are admitted to take general interest courses only. Students admitted into such courses may not be subjected to pre-admission tests or interviews depending on the nature of the course/s they wish to enrol in.

English Proficiency Tests

Besides passing the Bronston pre-admission tests, international students from countries where education is offered in any language other than English, will have to pass an English Proficiency test such as TOEFL or IELTS in order to be considered for admission into Bronston Canadian Academy.

Prior Learning

Students who meet all academic requirements for credit transfer and enrolment, but do not pass the Bronston Canadian Academy pre-admission test, may gain admission after the successful completion of the Bronston Prior Learning program. The prior learning program is a four-month non-credit program, which prepares students for academic work before enrolment into a course.

International Students

International students are admitted after careful assessment of their official transcripts for the purposes of credit transfer and to determine the number and types of courses and credits they need to take in order to acquire the Ontario Secondary School Diploma.

Pre-University Remedial Programs

Remedial Programs are available to both national and international students who have completed secondary school and wish to better their grades to meet University Admission requirements. In such cases, students are awarded the Ontario Secondary School Diploma after successfully satisfying, ALL conditions for the award of the diploma, as indicated in the Ministry of Education of Ontario transfer of credits/graduation guidelines.

The Academic Process

The academic process at Bronston Canadian Academy has been developed to promote a fluid process that ensures the maintenance of quality in education through the utilization of effective online and campus based learning systems as well as regulated, directed and documented faculty and staff involvement with students' learning needs management.

Student - Teacher Interaction

Students interact in meaningful ways with their teachers through a number of communication tools and procedures developed through our canvas online interactive teaching/learning systems. These include live classroom sessions (Campus based students only), email, instant messaging, chats, forums/threaded discussions, quizzes, drop box, teacher discussion, assignment and testing, feedback and grade books. This system facilitates real time student-tutor communication, teaching/learning and professional relations critical in the learning process. This educational relationship must occur through mutual respect without threats or intimidation. The school's policy on student to staff, staff to student and student-to-student relations clearly indicates that students or teachers who engage in practices/communications outside of those that promote a safe and conducive environment for the teaching/learning process, risk dismissal from the school.

Student - Student Interaction

Student-student interactions occur through live and online classroom interactions for all students, the canvas E-learning systems by chat teams, learning groups and book exchange groups and emails, forums/discussion groups etc. This system facilitates real time student communication, learning and student relations critical in the learning process.

The school's policy on student to staff, staff to student and student-to-student relations clearly indicates that students or teachers who engage in practices/communications outside of those that promote a safe and conducive environment for the teaching/learning process, risk dismissal from the school.

Student - Administration Interaction

The canvas system, effectively manages student class involvement through online tracking of students' attendance and participation in forum discussions, timely submission of assignments and attendance to lectures live or online etc. This process facilitates administrative intervention to resolve student lapses promptly. Similarly, students who attend live classes are monitored through roll calls. Students have tractable access to the school administration through emails, phone and instant messaging as well as face-to-face meetings for on campus students.

For those learning online through blended learning environments, attendance is monitored solely through the LMS login documentation system.

Parental Involvement

The participation of parents/guardians of students is encouraged. With respect to all the rights to privacy of the adult learner and conditions, parents and or guardians of students under the age of 18, may have access to the student's course including assessment and evaluation items. All academic and non-academic related matters occurring during school hours that involve the student under 18 MUST be communicated to the parents/guardians. The school maintains a policy to ensure consistent communication of all such matters to the parents/guardians. No student under the age of 18 will be admitted to Bronston CA without parental endorsement of the school's enrolment contract as an indication of the parent/guardian's permission for enrolment of the student. This promotes transparency in the entire education process.

Academic Policies/Procedures

It is the sole responsibility of the Principal of the school, in accordance to the regulations of the Ontario Ministry of Education, to ensure that all academic policies and procedures are adhered to by students, faculty and staff. As such, the enforcement of all the school's policies and related consequences based on non-compliance by any party is the responsibility of the Principal.

Attendance, Participation and Evaluation

Regular attendance at all class activities is essential to success in every course, and from September 2026 attendance carries marks. Under the provincial assessment and evaluation framework in effect from the 2026 to 2027 school year, attendance and participation form a reported component of the final grade in every course.

How the final grade is made up

Grade	Classwork throughout the course	Final evaluations	Attendance and participation
Grades 9 and 10	65%	20%	15%
Grades 11 and 12	65%	25%	10%

The final grade in every course from September 2026.

What each component means

Component	What it covers	How it is gathered
Classwork 65%	Formative and summative work completed through the course: assignments, unit tests and quizzes, projects, presentations, discussion contributions and laboratory or studio work.	Gathered continuously and weighted towards the student's most consistent level of achievement, with special consideration given to more recent evidence.
Final evaluations 20% or 25%	A mandatory written final examination in most courses, held within a designated examination period, together with any culminating task the course requires.	Administered towards the end of the course. Examination periods are published in the school year calendar.
Attendance and participation 15% or 10%	Presence in scheduled live classes, logins to the online learning environment, and active participation in course activities and discussions.	Recorded automatically by the Canvas learning environment and by the Academic Coach for live classes, and reviewed at each reporting period.

Courses exempt from the mandatory written final examination are locally developed compulsory credit courses in Grades 9 and 10, workplace preparation and open courses in Grades 11 and 12, and guidance and career education courses other than the Grade 10 Career Studies course (GLC2O). In those courses the final evaluation takes another form appropriate to the course, and the attendance and participation weighting is unchanged.

Attendance expectations

Expectation	What the school requires
Daily engagement	Students log in to each active course on every scheduled school day and complete the work set for that day.
Live classes	Students attend all scheduled live classes at the times shown on the school timetable. Attendance is taken at the start of each session.
Notifying absence	A parent or guardian, or an adult student, notifies the school of an absence on the day it occurs, by email to the Principal or through the Canvas message system.
Excused absence	Illness, medical and dental appointments, religious observance, bereavement and reasons of student mental health are excused. In accordance with Policy/Program Memorandum 169, an absence for reasons of mental health is treated as an excused absence.
Extended absence	An absence expected to exceed five consecutive school days is arranged in advance with the Principal, who determines what work is to be completed and how attendance marks are handled.
Making up missed work	Work missed during an excused absence is completed to a timeline set by the Academic Coach. Marks are not deducted for excused absences, but the work itself must still be submitted.

Monitoring and follow-up

Academic Coaches monitor attendance records continuously through the online learning environment and through live class registers, against the attendance protocol set for each course. The e-learning manager monitors the logins and time online of both students and Academic Coaches. The Principal monitors live classroom practice and the time spent in scheduled sessions.

Where attendance falls below the expectation set for a course, the Academic Coach contacts the student and, where the student is under 18, the parent or guardian. Where attendance does not improve, the Principal meets the student and the family to agree a plan. A student who repeatedly fails to log in and to submit work may be asked to withdraw from the course, and may repeat it at a later date. A student who fails on two attempts to complete a course at Bronston Canadian Academy because of attendance lapses may not be readmitted to that course.

Attendance is reported to parents and guardians at each reporting period alongside achievement and learning skills. Distraction arising from the use of personal mobile devices is also reported, in accordance with Policy/Program Memorandum 128.

Dropping a course

A student who decides to drop a course before completion must inform the Principal in writing. Courses must be dropped in a timely manner in order to avoid a failing grade. Where a student withdraws from a Grade 11 or 12 course after five instructional days following the issue of the first provincial report card, the withdrawal is recorded on the Ontario Student Transcript, with the percentage grade at the time of withdrawal entered in the "Percentage Grade" column and a "W" in the "Credit" column. Withdrawals from Grade 9 and 10 courses are not recorded on the transcript.

Campus based classes at Bronston Canadian Academy are not offered on an open learning basis, and course completion dates are time sensitive. Students may take courses on a part time basis, provided that the attendance expectations set out above are met.

Code of Conduct (Threatening Behaviours)

The School makes all possible efforts to provide and maintain a safe environment in which learning can occur. The feeling of safety is critical in the learning process. The following processes are in effect as follows:

- All students are expected to treat other students, teachers and administration staff with respect, courtesy and consideration. Profanity will not be acceptable in any of the communication tools provided within the online environment.
- All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.
- Threats, distasteful remarks, abuse of any kind or harassment, physical, written, verbal, psychological or sexual by any student or tutor against any individual (student, tutor or admin staff) should be reported to the Principal immediately. Tutors and or students who engage in such behaviour risk expulsion from the school depending on severity of their actions.

Code of Conduct (Online Environment)

The school monitors all material within all user accounts, both tutor/student related, on the file server to determine the appropriateness of computer use when a question of misconduct is apparent or raised. Bronston Canadian Academy, reserves all rights to monitor its online activities by all users. The following policies are in effect:

- Our canvas system is intended for educational purposes by our students and staff only. As such, any use of the system for any other purpose other than the intended educational purpose is prohibited. Inappropriate use includes, but is not limited to, criminal, obscene, commercial, or illegal purposes.
- Student access into the canvas system is permitted only under the above noted conditions and all guidelines within the school. Students must adhere to all guidelines set by the Principal as well as Provincial, and Federal laws.

- If the (LMS) is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- Malicious LMS network damage; interference or mischief will be reported to the appropriate authorities.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed inappropriate.
- Students must never reveal their password to their course to any individual except to their parents or guardians.
- Always immediately report to the Principal, by email or chat message, anything that causes you concern or any message which requests inappropriate personal information from you.
- Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

Code of Conduct (Personal Mobile Devices, Vaping and Substance Use)

- Bronston Canadian Academy applies the Provincial Code of Conduct as set out in Policy/Program Memorandum 128, effective 1 September 2024. Students in Grades 7 to 12 must keep personal mobile devices out of view and either powered off or set to silent throughout instructional time. Students in Grade 6 and below must keep personal mobile devices out of view and powered off or silent for the entire school day. A device may be used only where an educator directs its use for teaching and learning, where it is required for health or medical purposes, or where it supports an identified special education need. Where a student does not comply, the device is placed in a designated location for the balance of the instructional period or, on repetition, held at the office until the end of the school day. Access to social media platforms is restricted on all school networks and school devices. From the 2024 to 2025 school year, distraction arising from personal mobile devices is reported to parents through the provincial report card. The possession or use of tobacco, electronic cigarettes and vaping products, cannabis other than medical cannabis, alcohol and illegal drugs is prohibited on school premises and in all school activities; such items are surrendered to the Principal and parents or guardians are notified.

Code of Conduct (Plagiarism)

Plagiarism is when you present another person's work as your own. This is not acceptable at Bronston Canadian Academy. Plagiarism may be accidental, meaning that, someone's work may be copied without the intention to do so. This often occurs due to poor or improper paraphrasing or citation. Plagiarism may however be deliberate due to knowingly presenting another individual’s work as your own. This includes:

- Copying and pasting text from websites without proper citation
- Copying another person's work and presenting it as your work
- Having another person complete your exams for you General Educational Guidelines

"The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life"(from the Ministry of Education Website).

"Since no single instructional approach can meet all of the needs

of each learner, teachers will select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices.

Students learn best when they are engaged in a variety of ways of learning" (Ministry of Education Website).

Academic Coaches (Teachers)

The school's teaching/learning approaches are based on the process of students' learning activities that make connections between ideas and subject areas. A variety of teaching methods are used including;

- Direct instruction in an online or in class format,
- large group discussion formats,
- Demonstrations/presentations
- Small group tutorials
- Small Problem Based Interactive Learning (PBIL) groups
- Individual teaching using assignments, tests, problem solving, etc.

Curriculum

The curriculum at Bronston Canadian Academy focuses on real-life applications of student learning. The curriculum, which has been developed with respect to the cultural diversity within the Canadian society, is based upon the curriculum development guidelines indicated in the Ministry of Education of Ontario. Within each course, references are provided to the curriculum document from the Ministry of Education.

Student Academic Supports

Each student at Bronston Canadian Academy will be treated as an individual with potential and encouraged to

express his/her opinion in classes to foster student's assertive behaviors in the learning process.

- The teachers at Bronston Canadian Academy will assess and determine the learning styles of each student as possible, to determine the most individualized and effective strategies to implement in the learning process.
- Opportunities will exist for all students to be successful in their academic programs. Students will be provided with the opportunities to seek needed help
- Students will have regular scheduled student conferencing with the course teacher.
- Students studying through partner schools receive live supports from partner schools.

Student Assessment and Evaluation Protocols

The primary focus of student assessment and evaluation activities in the teaching/learning process is to establish set criteria for measuring student academic performance and mastery of particular subject areas. A wide variety of assessment and evaluation tools will be used at the school including tests, quizzes, observations, group participation, reports, projects, group work, essays, journals and final assessments and presentations.

- In the Introduction section of each course, the assessment and evaluation process and subsequent criteria are indicated.
- Consistent and close tracking of the student's progress with respect to the course expectations and criteria for successful completion is considered as the responsibility of both the student and the Academic Coach.
- Identified Special Education students must have their learning tailored to their student Individual Education Plan (IEP).
- Rubrics will often be used by teachers in the evaluation process.
- The availability of interviews, following major evaluation and assessments, will afford parents and or students the opportunity to communicate with the Academic Coach or school Principal regarding the results of the evaluation and plans to meet the course objectives.
- Regular communication with parents is available upon request and provides important information regarding students' progress for students under 18 and for students over 18 with permission by the student to the school authorities to discuss their performance with parents/guardians.

Exceptional Students

As a term, "exceptional student" is used specifically in reference to students who have been formally identified as exceptional through the IPRC (Identification, Placement and Review Committee) process. Students, who have not been formally identified under the definition of "exceptional", will be provided with additional

supports to enable them to achieve their learning goals. “The broader term of students with special education needs, has been adopted by all schools in Ontario. Students with special education needs are likely to have an IEP (Individual Education Plan) and access to special education programs and services”.

Description of Ontario Secondary School Courses

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. Upon completion of course requirements, a credit is granted by the School’s Principal on behalf of the Ministry of Education, in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

How a credit is earned and how credits build to the diploma.

Grade 9 is de-streamed. Under the Ontario curriculum, academic and applied course types no longer exist in Grade 9, and every Grade 9 course is offered as either a de-streamed course or an open course. Students therefore enter secondary school on a common footing, and the choice between course types is made for the first time in Grade 10. In Grade 10, students choose between academic, applied and open courses on the basis of their goals, strengths, interests and needs. Their parents or guardians, the Principal and Academic Coaches (teachers) guide them so that their choices are appropriate and reflect their post-secondary goals. A student who successfully completes a de-streamed Grade 9 course may enter either the academic or the applied course in that subject in Grade 10.

Note: Grade 10 academic courses prepare students for Grade 11 university or college preparation courses. Grade 10 applied courses prepare students for Grade 11 college or workplace preparation courses.

Understanding Course Codes

Every Ontario course carries a five character code. The first three characters identify the subject, the fourth gives the grade, and the fifth gives the course type.

How to read a course code.

Character	What it tells you	Examples
First three	The subject	ENG English MTH and MPM Mathematics SNC and SCH Science AVI Visual Arts TPJ Health Care
Fourth	The grade	1 is Grade 9 2 is Grade 10 3 is Grade 11 4 is Grade 12
Fifth	The course type	W de-streamed O open D academic P applied U university M university or college C college

The Bronston Canadian Academy curriculum has been developed based on the curriculum development

guidelines by the Ministry of Education and is organized into several types of courses, intended to provide students with a menu of course choices suited to their strengths, interests, and academic goals.

Grades 9 and 10

Course types by grade. Grade 9 is de-streamed, so the first choice between course types is made in Grade 10.

The following course types are offered in Grades 9 and 10:

- De-streamed Courses (Grade 9 only): a single course type taken by all students in the subject, comprising one set of expectations for every learner. The de-streamed courses are Mathematics (MTH1W), Science (SNC1W), English (ENL1W), French as a Second Language (FSF1W) and Exploring Canadian Geography (CGC1W). Successful completion of a de-streamed course gives access to either the academic or the applied course in that subject in Grade 10.
- Academic and Applied Courses (Grade 10 only): academic courses develop knowledge and skills through the study of theory and abstract problems, incorporating relevant practical applications. Applied courses focus on the essential concepts of a subject and develop knowledge and skills through practical applications and concrete examples, with more opportunity for hands-on work.
- 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 focus and are taken as electives.

Grades 11 and 12 Courses

Grade 11 and 12 students will choose from types of post secondary admission requirement-related course types: university preparation, university/college preparation, college preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course Outline for each course. Bronston CA in Grades 11 and 12 offers the following categories of courses:

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the admission requirements for most college programs or for admission to specific apprenticeship or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the admission requirements for university programs.
- University / College preparation courses are designed to equip students with the knowledge and skills they need to meet the admission requirements for specific programs offered at universities and colleges.
- 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.

Prerequisite Courses

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in the Ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. “Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter”.

Programs for “Exceptional Students”

Recognizing the needs of exceptional students and designing courses to meet those needs are important and challenging aspects of program planning. Students who have an existing Individual Education Plan will have that IEP honored at Bronston CA through the implementation of appropriate accommodations in accordance to the Ministry of Education Guidelines.

Reference: Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (OS), 2024, as updated January 2026

“Reaching Ahead”

Elementary school students may reach ahead and take high school credits. This may occur only after the Principal of the Bronston Canadian Academy consults with the student, their parents or guardians and the Principal of the elementary school of the student. Bronston Canadian Academy Principal must ensure that the learning expectations of the Grade 8 course have been met. The Bronston Canadian Academy Principal is also responsible for evaluating the student's achievement of the expectations of the high school course as well as the issuing of the credit before approving the transfer.

Reference: Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (OS), 2024, as updated January 2026

Changing Course Types

Some students may opt to change their educational goals as they proceed through secondary school and change focus. When a student decides to take a different academic direction, the question of pre-requisites

may arise and needs to be addressed carefully as some students discover that they may not have completed all of the prerequisite courses they need.

In such cases, provision is made to allow students to change direction. A student may enrol in a different type of course in a given subject in Grade 10 from the type completed in Grade 9, although doing so may require additional preparation as recommended by the Principal.

Because Grade 9 is de-streamed, the former Grade 9 to Grade 10 mathematics transfer course (MPM1H) no longer applies. Successful completion of the de-streamed Grade 9 mathematics course (MTH1W) is the prerequisite for both the Grade 10 academic course (MPM2D) and the Grade 10 applied course (MFM2P). Where a student changes course type in Grades 10 to 12, the Principal determines what additional preparation, if any, is required.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that given course. If the student has not done so, he or she may take one of the specified prerequisite courses through Bronston Canadian Academy. If however, the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Principal may exercise authority/discretion to waive the prerequisite and ensure ample documentation of the decision making process.

Assessment, Evaluation and Reporting of Student Achievement

"Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgment of educators at all levels as well as on educators' ability to work together and to build trust and confidence among parents and students." (Ministry of Education Website)

Every student attending Bronston Canadian Academy is considered to have unique potentials. Each student must be provided with opportunities to achieve success according to his or her own interests, abilities and goals. Bronston Canadian Academy's Assessment and Evaluation policy is based on the principles as laid out in The Ministry of Education Evaluation Guidelines. The act of student assessment, evaluation, and reporting practices and procedures must be seen as fair, transparent and equitable for all students. To maintain the integrity of the evaluation process, students and parents must have confidence in the fact that evaluations are based on evidence of student learning and that there is consistency in the criteria for grades assessment across all Ontario schools.

When the following principles are fully understood and implemented by all teachers, they will guide the

collection of meaningful information that will help inform instructional decisions, promote student engagement and improve student learning:

1. Fairness for all students
2. Support all students, including students with an Individual Education Plan (IEP),
3. Clearly communicate to students and parents
4. Provide descriptive feedback that is meaningful, timely and support learning,
5. Develop student self-evaluation.

Strategies for Assessment and Evaluation

Evaluation of students should be seen as fair and consistent within all courses. At Bronston Canadian Academy, the evaluation policies will be submitted by the teachers in the various subject areas to the Principal for review before submitting them to the students and or parents. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- Address both the learned subject and depth of knowledge acquired by the student;
- Are based on the specific categories of knowledge and skills and on the descriptions of achievement levels provided in the achievement chart that appears in the curriculum policy document for each discipline,
- Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning,
- Are appropriate for the relevant learning activities, the objectives of instruction, and the needs and experiences of the students,
- Are fair and applied consistently to all students,
- Accommodate the needs of “Exceptional Students”, consistent with the strategies outlined in their Individual Education Plan (IEP),
- Accommodate the needs of students who are learning the language of instruction,
- Ensure that each student is given clear directions, resources and tools to make the necessary improvement for each successful course completion
- Promote students' self directed learning abilities needed to assess their own learning and to set specific goals,
- Include pointers to samples of students' work that provide evidence of their achievement,
- Are communicated clearly to students and parents at the beginning of each course and as needed throughout the course to completion.

The Student Achievement Chart

The achievement chart within each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practices and a framework/criteria to assess and evaluate student achievement.

The titles of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.

The Achievement Chart is organized into four broad categories;

- Knowledge / Understanding
- Thinking / Inquiry,
- Communication,
- Application / Making Connections.

1. The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve; as a guide for gathering assessment information, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.
2. The achievement chart provides the teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials will be made available to assist teachers to develop and maintain their assessment methods and strategies hence, their consistent assessment of student achievement.

Achievement Chart/Evaluation Criteria	
Percentage Grade Range	Achievement Level
80-100%	Level 4
70-79%	Level 3
60-69%	Level 2
50-59%	Level 1
below 50%	Level R

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

NOTE: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Reporting Student Achievement

Student achievement is communicated formally to students and parents through the Bronston Canadian Academy "Secondary School Report Card from Grades 9 to12".

Reporting on Achievement of Curriculum Expectations

The report card, which is based closely on the Provincial Report Card, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the relevant course.

1. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.
2. The final grade for each course in Grades 9 to 12 is determined in accordance with the provincial assessment and evaluation framework in effect for the school year in question.

For school years up to and including 2025 to 2026, seventy per cent of the grade is based on evaluations conducted throughout the course. This portion of the grade reflects the student’s most consistent level of achievement throughout the course, with special consideration given to more recent evidence of achievement. The remaining thirty per cent is based on a final evaluation in the form of an examination, performance, essay or other method of evaluation suitable to the course content and administered towards the end of the course.

1. Effective September 2026, the provincial framework for secondary assessment and evaluation changes. For courses in Grades 9 and 10, the final grade is composed of sixty-five per cent

classwork, twenty per cent final evaluations and fifteen per cent attendance and participation. For courses in Grades 11 and 12, the final grade is composed of sixty-five per cent classwork, twenty-five per cent final evaluations and ten per cent attendance and participation. A written final examination is mandatory in most courses and is held within a designated examination period. Courses exempt from the mandatory written final examination are locally developed compulsory credit courses in Grades 9 and 10, workplace preparation and open courses in Grades 11 and 12, and guidance and career education courses other than the Grade 10 Career Studies course (GLC2O). Bronston Canadian Academy applies this framework to all courses beginning with the 2026 to 2027 school year, and schedules examination periods that are published in the school year calendar.

The final grade from September 2026. Attendance and participation become a reported component for the first time.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards/criteria and to assign a value to represent that quality. Evaluation is based on "assessment of learning".

“While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three difference sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgement of the student's peers”.

Reporting on Demonstrated Learning Skills and Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits in accordance to the Ministry of Education of Ontario guidelines are:

- Responsibility
- Organization
- Independent Work

- Collaboration
- Initiative
- Self-regulation.

The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory,

N - Needs Improvement).

Learning skill	What is assessed
Responsibility	Fulfils responsibilities and commitments, completes and submits work on time, takes responsibility for and manages own behaviour.
Organisation	Devises and follows a plan to complete work, establishes priorities and manages time, identifies and uses resources.
Independent work	Independently monitors and corrects own work, follows instructions with minimal supervision, uses class time appropriately.
Collaboration	Responds positively to the ideas and views of others, builds healthy peer relationships, shares information and expertise.
Initiative	Looks for and acts on new ideas and opportunities, demonstrates curiosity and interest, approaches new tasks with a positive attitude.
Self-regulation	Sets goals and monitors progress towards them, seeks clarification or assistance when needed, perseveres with challenges.

Each skill is reported as E for excellent, G for good, S for satisfactory or N for needs improvement. Learning skills are reported separately from achievement of curriculum expectations and are not included in the final grade.

Teacher Comments

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.

Principal Comments

The report card may also include the Principal's comments on the performance of the student.

Methods of Evaluation

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others. Teachers will consider all evidence and use their professional judgement to determine the student's report card grade.

Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to the more recent evidence. The Principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy and are based on objectivity.

From Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. It is expected that both

objective calculations and professional judgement will inform the determination of the percentage mark. **In some cases, students may be flagged to attend a Bronston face to face interview with a teacher to demonstrate knowledge in any selected course or courses where a teacher may need varied verifications of a given student's knowledge and understanding**.

Final Examinations, Scheduling and Proctoring

From September 2026 a written final examination is mandatory in most courses and must be held within a designated examination period. The examination forms part of the final evaluations component of the final grade, worth 20 percent in Grades 9 and 10 and 25 percent in Grades 11 and 12.

Courses that require a written final examination

Courses	Final evaluation
All Grade 9 and 10 courses other than locally developed compulsory credit courses	Mandatory written final examination within the designated examination period
All Grade 11 and 12 university, university and college, and college preparation courses	Mandatory written final examination within the designated examination period
Grade 10 Career Studies (GLC2O)	Mandatory written final examination, together with the proctored financial literacy test
Locally developed compulsory credit courses in Grades 9 and 10	Exempt. A culminating task or performance task set by the Academic Coach
Workplace preparation and open courses in Grades 11 and 12	Exempt. A culminating task or performance task set by the Academic Coach
Guidance and career education courses other than GLC2O	Exempt. A culminating task or performance task set by the Academic Coach

Where a course is exempt from the written examination, the final evaluations component carries the same weight and takes the form of a culminating task appropriate to the course, approved by the Principal.

How examinations are scheduled

Bronston Canadian Academy publishes designated examination periods in the school year calendar at the start of each school year. Because the school operates on continuous intake, an examination period is set at the close of each term and each summer session, and every

student sits the examination for a course within the period that follows the completion of that course. Examinations are not written on demand.



The examination cycle for every course.

When	What happens	Who is responsible
At course start	The course outline states whether a written final examination is required, its weight in the final grade, and the examination period in which it falls.	Academic Coach
Four weeks before the examination period	Online students nominate a proctor on the school's proctor approval form. On campus students are scheduled automatically.	Student, parent or guardian
Three weeks before	The Principal approves or declines each nominated proctor and confirms the arrangement in writing.	Principal
Two weeks before	The examination timetable is issued to students and to approved proctors, giving date, start time, duration and permitted materials.	Principal
Examination period	The examination is sat under proctored conditions at the scheduled time.	Student and proctor
Within ten school days	The examination is marked, the final grade is determined and reported, and the paper is retained on file.	Academic Coach

Proctoring

Every final examination is proctored. Proctoring protects the integrity of the credit and allows the school to confirm that the work submitted for a course is the student's own. The requirement applies equally to students learning online and to students on campus. There is no ministry prescribed proctoring model for online examinations; the school sets the arrangements below and must be able to demonstrate at inspection that they are applied consistently.

Where the examination is sat	How it is proctored	Who may proctor

On the Bronston campus, Welland	In a supervised examination room	A member of the Bronston teaching staff who does not teach the course
At a partner school campus	In a supervised examination room at the partner school	A teacher designated by the partner school and approved in advance by the Principal
At an approved third party site	In a supervised examination room at a school, college, library, testing centre or place of employment	A teacher, librarian, testing centre invigilator, or a member of a regulated profession such as a physician, pharmacist, registered nurse, lawyer, accountant or engineer
Online, supervised remotely	In a live video session hosted by the school, with the student's camera, microphone and screen visible throughout	A member of the Bronston teaching staff who does not teach the course

A proctor may not be a member of the student's family, a person residing at the same address, an employee of the student or the student's family, or any person with a personal interest in the outcome. Every proctor is nominated in writing, approved by the Principal in advance, and signs an undertaking to observe the conditions set out below. The school retains the approval form and the undertaking.

Examination conditions

Requirement	What is required
Identity	The student presents government issued photographic identification, or a school issued student card, to the proctor before the examination begins. The proctor records that identity was verified.
Environment	A quiet room, free of other people, with a clear desk. Notes, textbooks and reference material are not permitted unless the examination paper states otherwise.
Devices	Personal mobile devices, smart watches and headphones are surrendered to the proctor or placed out of reach and powered off for the duration. For remotely supervised examinations the student shows the room and desk to the camera before starting.
Materials	Only the materials listed on the examination paper are permitted. Where a calculator is allowed the permitted model is stated in the course outline.
Supervision	The proctor remains present throughout and does not assist with the content of the examination. The student may not leave the room unaccompanied.
Duration	The time allowed is printed on the paper. The proctor records the start and finish times and returns the completed paper to the school on the same day.
Security	Examination papers are prepared and approved by the Principal, issued to the

	proctor under confidential cover, and not opened before the scheduled start time. Papers are retained by the school and are not returned to the student.

Technology for remotely supervised examinations

A student sitting an examination under remote supervision requires a computer with a working camera and microphone, a stable internet connection, and the Canvas learning environment. The session is conducted through the school's scheduled video platform. The camera and microphone remain on for the whole session and the student shares the screen. Where a student does not have suitable equipment or connectivity, the Principal arranges an alternative site under one of the other proctoring options.

Accommodations, missed examinations and integrity

Situation	How it is handled
A student has an Individual Education Plan	Accommodations set out in the plan, such as additional time, assistive technology, a separate setting or the use of a scribe or reader, are provided and are communicated to the proctor in advance.
A student is an English language learner	Permitted supports, such as the use of a bilingual dictionary and additional time, are approved by the Principal in advance.
A student misses an examination with reason	Where the absence is supported by medical or other documentation, the Principal schedules a deferred examination, ordinarily within the next examination period.
A student misses an examination without reason	A mark of zero is recorded for the final evaluation component. The Principal may permit one deferred sitting where circumstances warrant.
Academic misconduct during an examination	The proctor reports the incident to the Principal, who investigates. A confirmed breach results in a mark of zero for the examination and may result in loss of the credit, in accordance with the school's code of conduct on plagiarism and academic honesty.

Students are informed through the course outline whether a final examination is required and what it is worth. It is the responsibility of the student to complete all course requirements before sitting the final examination. Once the examination has been written, no further assignments are accepted unless prior arrangements have been agreed in writing with the Academic Coach.

Assignments

- It is the responsibility of all students to ensure the completion of all of the requirements of the course before writing the final exam or assessment.

- Once the final exam is written or the final assessment is submitted, no further assignments may be accepted, unless prior arrangements have been made and agreed to in writing between the student and the teacher. Students will receive no marks for any outstanding assignments.
- Assignments will be varied in nature to include such assignments as essays, term papers, experiments, projects, participation in conference and discussions, etc.

Unit Tests/Quizzes

- Students must complete all of the assigned chapter tests.
- The tests are timed and must be completed within the allotted time frames.

The Guidance and Career Education Program

"Under the direction of the Principal, each school will develop and implement a guidance and career education program. The goals of this Kindergarten to Grade 12 program is to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career goals.

The guidance and career education program has three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others), and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future).

Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in Growing Success: Assessment,

Evaluation, and Reporting in Ontario Schools –

First Edition, Covering Grades 1 to 12. For each of the learning skills and work habits, the document provides examples of associated behaviors, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits.

The third area of learning – career development – helps students reflect critically on their strengths, needs, and interests; set goals; and identify learning opportunities and strategies to achieve their goals. The career development competencies are "knowing self", "exploring opportunities", "making decisions", and "preparing for change and making transitions".

The policy document Choices Into Action: Guidance and Career Education Program Policy for

Ontario Elementary and Secondary Schools describe these competencies and provide examples of associated behaviors to guide teachers in the integration of these competencies within the delivery of the Ontario curriculum in all disciplines. Schools must offer a range of career exploration activities to support students in the development of these competencies.

From Kindergarten to Grade 12, teachers encourage their students to set goals to improve their work and to review the success of their personal efforts and choices.

Starting in Grade 7, students also track the growth of their career development competencies and plan for their future in an Individual Pathways Plan (IPP; formerly called the Annual Education Plan). Schools are required to put in place a process to support students in Grades 7 through 12 in establishing, reviewing, and revising their IPP at least twice a year.

In order to earn an OSSD, all students are required to successfully complete the Grade 10 career studies course. Students may also take additional courses from the guidance and career education curriculum policy document, one of which may count as a compulsory credit in Group 1 (see section 6.1). The requirements for the guidance and career education program are outlined in Choices Into Action: Guidance and Career Education Program Policy for Ontario"

Reference: Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (OS), 2024, as updated January 2026

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in any school in Ontario. Every Ontario school must keep an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation.

If a student is enrolled in Bronston Canadian Academy concurrently with another Ontario secondary school, the OSR is to be maintained by the school where the student is taking the most courses. In such cases, Bronston CA will not maintain student's OSR. The same holds for cases where the student has graduated from another secondary school. Bronston Canadian Academy will establish and maintain the student OSR only if the student becomes the sole responsibility of the Bronston CA. These records are also maintained for students who study through our partner schools, noting that students at partner schools enrolled in Bronston programs are considered as Bronston/Canadian students and must meet all Bronston teaching learning requirements as well as enjoy ALL rights as Canada based students.

OSR Contents

- Form 1A
- Provincial Report Card: BRONSTON CA will file both the midterm and final report cards in the student's OSR or BRONSTON CA will send these report cards to the student's school where this OSR is held

- **Ontario School Transcript (OST)**
- Documentation Files for such things as IPRC, IEP, attendance, psychological assessments, occurrence/incident report forms, etc.
- Prior Learning Assessment and Recognition (PLAR) challenge for credit: cumulative tracking record
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results

All students' personal information in the OSR will be maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access to OSR

Students who are 18 year or above and the parents or guardians of students under 18 years of age may examine the contents of the OSR upon request. Access to the OSR is also granted to the educational personnel from the Ministry of Education as requested during inspections etc.

Transfer of OSR

The OSR is an ongoing record and may be transferred from the Bronston Canadian Academy if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when Bronston Canadian Academy receives written request from the receiving school. If a student transfers outside Ontario, then only a copy of the OSR is transferred. When a student retires, may give the parents a copy of the OSR, if so requested.

Ontario Student Transcript (OST)

The Ontario Student Transcript is an official document issued by a secondary school to a student upon graduation. It is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. It is a record of all secondary school course work and diploma requirements. The OST will be issued annually to students whose OSR is held by

Bronston Canadian Academy to any student requiring a transcript as well as to all students upon graduation.

The Ontario Ministry of Education mandates schools in Ontario to implement a policy of full disclosure. This policy states that all grade 11, 12 and OAC courses attempted by students must be recorded on the OST. As a result, any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. The timelines to be followed for this issuance are as follows:

Students who need a certified copy of their Ontario Student Transcript must contact the last secondary school at which they were registered.

If the student is currently attending another school - public or private - and is taking a single course at Bronston CA, then that student's OSR will be maintained at the school that the student is attending. Where students registered in a publicly funded secondary school, earn a credit or credits at Bronston CA, the Principal of the publicly funded secondary school is responsible for ensuring that the Bronston CA credit is recorded on the student's OST.

Effective September 2009, all publicly funded schools were required to include a P notation on the OST when recording credits earned at private school. It must be noted that, Bronston CA is required only to maintain the OSR containing the OST in cases where the student is the sole responsibility of Bronston CA.

Withdrawal from a Course

1. Withdrawals occurring within 5 days of the issuing of the first report card from Bronston Canadian Academy will result in the mark not being recorded on the OST.
2. A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
3. Withdrawals at anytime from Grade 9 or 10 courses are not recorded on the OST
4. If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

Repetition of a Course

Where a student has been unsuccessful in a course, credit recovery may be offered. Credit recovery allows a student to recover the credit by addressing only those overall expectations that were not successfully achieved, rather than repeating the whole course. Credit recovery must take place within two years of the student having been unsuccessful in the course. The Principal, in consultation with the Academic Coach, determines a student's eligibility for credit recovery and records the outcome on the Ontario Student Transcript.

1. Only one credit is earned in cases of a repeated course

2. In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark

Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

1. "Equivalent Credits" are entered in the "Course Title" column
2. PLE" is entered in the "Course Code" column
3. "EQV" is entered in the "Percentage Grade" column
4. The total number of credits are entered into the "Credit" column
5. The number of compulsory credits are entered into the "Compulsory" column

Ontario Secondary School Diploma (OSSD) Requirements

To award the Ontario Secondary School Diploma (OSSD), students must earn a total of 30 credits. A credit is defined as a 110-hour course in which the expectations laid indicated by the Ministry of Education of Ontario has been successfully completed. 18 of the credits are compulsory, earned in courses from a list of subjects that every student must take. 12 of the credits are optional, earned in courses that the student may select from the full range of courses offered by the school.

Students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement. If students are currently registered in another private school or public school in Ontario and are simply taking a limited number of courses from Bronston CA, they will in all cases, complete the Provincial Literacy requirement and Community Involvement Activities at the school in which they are registered. Otherwise, Bronston CA will assume responsibility for the arrangement for completion of the student's community involvement requirement and the literacy test.

Diploma requirements differ according to the school year in which a student entered Grade 9. Students who entered Grade 9 in 2023 to 2024 or earlier complete 18 compulsory credits and 12 optional credits. Students who entered Grade 9 in September 2024 or later complete 17 compulsory credits and 13 optional credits, including a mandatory Technological Education credit. Both groups complete 30 credits in total, the provincial literacy requirement, 40 hours of community involvement activities and the online learning requirement. The Principal determines which set of requirements applies to each student on admission and records this in the Ontario Student Record.

Thirty credits are required in both cases. The compulsory and optional split depends on the year the student entered Grade 9.

Summary of Credits needed for graduation

1. Compulsory Credits for students who entered Grade 9 in 2023 to 2024 or earlier (total of 18)

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts**
- 1 credit in health and physical education
- 1 credit in French as a second language***
- 1/2 credit in civics
- 1/2 credit in career studies

Plus one credit from each of the following groups:

- Group 1: one additional credit in 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: one additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3: one additional credit in French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

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

The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 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.

The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit

requirement in the arts.

Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language courses to meet the compulsory credit requirement for French as a second language.

2. Compulsory Credits for students who entered Grade 9 in September 2024 or later (total of 17)

These students complete the same 15 named compulsory credits listed above, that is 4 credits in English, 3 credits in mathematics with at least 1 in Grade 11 or 12, 2 credits in science, 1 credit in Canadian history, 1 credit in Canadian geography, 1 credit in the arts, 1 credit in health and physical education, 1 credit in French as a second language, one half credit in civics and one half credit in career studies.

In addition they complete 1 credit in Technological Education, taken in Grade 9 or Grade 10 from the Technological Education curriculum, 2024. Bronston Canadian Academy offers Technology and the Skilled Trades (TAS1O) at Grade 9 and Health Care (TPJ2O) at Grade 10; either course satisfies the requirement.

They also complete 1 additional credit from the STEM-related group, being business studies, computer studies, cooperative education, or a further credit in mathematics, science or technological education.

Groups 1, 2 and 3 described above do not apply to students who entered Grade 9 in September 2024 or later.

3. Optional Credits (12 credits, or 13 credits for students who entered Grade 9 in September 2024 or later)

In addition to the compulsory credits, students must complete:

- Optional credits, which may include up to 4 credits earned through approved dual credit courses. Students who entered Grade 9 in 2023 to 2024 or earlier take 12 optional credits. Students who entered Grade 9 in September 2024 or later take 13 optional credits.
- 40 hours of community involvement activities
- The Provincial Literacy requirement

Online Learning Graduation Requirement

At a glance: the online learning requirement
Two online learning credits are required for the diploma.
It applies to students who entered Grade 9 in 2020 to 2021 or later.
Bronston students ordinarily meet it through their regular programme.
A parent, or a student aged 18 or over, may opt out in writing on the school form.

Policy/Program Memorandum 167, effective 1 February 2022, applies expressly to inspected private schools. Students who entered Grade 9 in 2020 to 2021 or later, and adult learners who entered the secondary school system in 2023 to 2024 or later, must earn a minimum of two online learning credits in order to be granted the Ontario Secondary School Diploma.

An online learning credit is a Grade 9 to 12 credit course delivered entirely through the internet, in which the student is not required to be physically present at the school except for the purposes of examinations, evaluations and accessing school-based supports. Blended courses, remote learning as defined in Policy/Program Memorandum 164, and courses delivered in person do not count towards this requirement.

Because Bronston Canadian Academy delivers credit courses online, students enrolled in the school ordinarily satisfy this requirement through their regular programme. The Principal confirms and records the two online learning credits on the Ontario Student Transcript.

A student may be opted out of the requirement. An opt-out may be exercised by a parent or guardian of a student under the age of 18, by a student aged 18 or over, or by a student aged 16 or 17 who has withdrawn from parental control. The opt-out is made in writing on the school's opt-out form, in either digital or paper format, and is submitted to the school that holds the student's Ontario Student Record. The school publishes an annual cut-off date for submission. A completed opt-out form is filed in the student's Ontario Student Record.

Financial Literacy Graduation Requirement

Students who entered Grade 9 in 2025 to 2026 or later must demonstrate financial literacy in order to be granted the Ontario Secondary School Diploma. The requirement takes effect in the 2026 to 2027 school year, and applies to adult learners from 2028 to 2029.

The requirement is met within the Grade 10 Career Studies course (GLC2O). Students complete ministry-approved financial literacy modules and an associated test, drawn from the core financial literacy concepts in the Grades 1 to 9 curriculum. A mark of at least 70 per cent is required. The financial literacy component counts for 5 per cent of the final GLC2O mark. Students have two attempts during the course, and further opportunities are available afterwards through a retake outside the course or through equivalency activities determined by the Principal.

Because the financial literacy test is proctored, students taking GLC2O online attend in person, or attend a supervised session arranged by the school or a partner school, in order to complete it. The Principal records completion in the Ontario Student Record.

Mental Health Literacy in Career Studies

In accordance with Policy/Program Memorandum 169, effective 1 September 2024, students complete the

ministry-approved Mental Health Literacy Modules within the Grade 10 Career Studies course (GLC2O), aligned to the Career Studies curriculum, 2024. Absences for reasons of student mental health are treated as excused absences.

How Bronston Courses Meet the Compulsory Credit Requirements

The table below shows the Bronston Canadian Academy course, or courses, through which a student satisfies each compulsory credit requirement. Where a student takes a compulsory course at another school, the credit is recorded on the Ontario Student Transcript in the usual way and the Principal confirms it against this table before recommending the student for the diploma.

Compulsory requirement	Courses offered by Bronston Canadian Academy
4 credits in English	ENL1W, ENG2D, ENG3U, ENG4U or ENG4C
3 credits in mathematics, at least 1 in Grade 11 or 12	MTH1W, MPM2D, MCR3U, MHF4U, MCV4U, MDM4U
2 credits in science	SNC1W, SNC2D
1 credit in Canadian history	CHC2D
1 credit in Canadian geography	CGC1W
1 credit in the arts	AVI1O
1 credit in health and physical education	PPL1O
1 credit in French as a second language	FSF1W
Half credit in civics	CHV2O
Half credit in career studies	GLC2O
1 credit in technological education, Grade 9 or 10 (students who entered Grade 9 in September 2024 or later)	TAS1O or TPJ2O
1 STEM group credit (students who entered Grade 9 in September 2024 or later)	BAF3M, BBB4M, ICS3U, ICS4U, or a further mathematics, science or technological education credit
Group 1 credit (students who entered Grade 9 in 2023 to 2024 or earlier)	ETC3M, EMS3O, ETS4U, EWC4U, CHW3M, CHI4U, CIA4U, CGW4U, HHS4M, HHG4M, HSB4U
Group 2 credit (students who entered Grade 9 in 2023 to 2024 or earlier)	AVI1O, AVI3U, BAF3M, BBB4M, PPZ3C
Group 3 credit (students who entered Grade 9 in 2023 to 2024 or earlier)	SBI3U, SCH3U, SPH3U, SBI4U, SCH4U, SPH4U, ICS3U, ICS4U, TAS1O, TPJ2O, TPJ3M, TPJ4M, TOJ4C

Substitution Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians, or Bronston CA Principal, are best served by such substitution. In all cases, however, the sum of compulsory and optional credits will not be less than 30 for those students aiming to earn the Ontario Secondary School Diploma.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section OS 6.1.1.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section 7.3.1).

Each substitution will be noted on the student's Ontario Student Transcript.

Prior Learning Assessment and Recognition (PLAR)

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

The PLAR process developed by a school board in compliance with ministry policy involves two

components: “Challenge and Equivalency”. The Challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The Equivalency process involves the assessment of credentials from other jurisdictions against that of Ontario.

PLAR for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant Equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in OS).

PLAR procedures must also be available to “exceptional” students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enrich or other special programs for gifted students.

Policy/Program Memorandum 129 sets out the PLAR policy and requirements that apply to regular day school students. A student may earn a maximum of 4 credits through the challenge process, including a maximum of 2 credits in any one discipline. Transfer courses, locally developed courses, cooperative education courses, and courses in a subject in which the student already holds a credit at a higher grade may not be challenged.

PLAR for Mature Students

A mature student is a student who is at least eighteen years of age on or after 1 January of the current school year, who was not enrolled as a regular day school student for at least one school year immediately prior to registering, and who is enrolled for the purpose of obtaining an Ontario Secondary School Diploma. The requirements that apply to mature students are set out in Policy/Program Memorandum 132, revised and effective 1 September 2023, which applies expressly to inspected private schools.

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students.

Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

In Grades 9 and 10, a mature student may be granted up to 16 equivalency credits following individual assessment by the Principal. In Grades 11 and 12, a mature student may be granted up to 10 credits through the equivalency and challenge processes combined, or up to 14 credits where the student holds a post-secondary credential. Grade 11 and 12 credits may be obtained in three ways:

- They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the Challenge process;
- They may present education and/or training credentials for assessment through the equivalency process; or
- They may take the course.

It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

A mature student must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school, except where the student holds a post-secondary credential. Under the challenge process a mature student may challenge a maximum of 10 Grade 11 and 12 courses, and the assessment comprises a formal examination worth 70 per cent and other assessment worth 30 per cent, conducted only by teachers certified by the Ontario College of Teachers. The compulsory credits for mature students are English at Grade 11, English at Grade 12, one mathematics credit at Grade 11 or 12, and one credit at Grade 11 or 12 in computer studies, science or technological education.

PPM No. 132 outlines in detail the PLAR policy and requirements that apply to mature students.

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted Equivalent credits through the PLAR equivalency process for regular day school students based on the Principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total

number of compulsory credits in the "Compulsory" column. The Ontario Student Transcript (OST): Manual, 2010, p.13-14

Ontario Secondary School Literacy Requirement

> **At a glance: the literacy requirement**
> **The OSSLT is written online, in the second year of secondary school.**
> **The passing standard is a scale score of 300 out of 400.**
> **EQAO sets two administration windows each year, one autumn and one spring.**
> **After two unsuccessful attempts a student may take the OSSLC instead.**

If you entered Grade 9 in September 2000 or later and are working toward an Ontario Secondary School Diploma (OSSD), you are required to write the Ontario Secondary School Literacy Test (OSSLT). Students enrolled in Bronston CA and are seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript.

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing whether a student meets the provincial secondary school literacy requirement for graduation. The test identifies students who have demonstrated the required literacy skills and those who have not and who therefore need further work, and it identifies the specific areas in which remediation is needed.

The OSSLT is administered digitally by the Education Quality and Accountability Office (EQAO). It comprises two sessions containing 37 questions in total, of which 35 are selected-response and 2 are written open-response. The test is linear rather than adaptive, so all students receive the same questions. The passing standard is a scale score of 300 out of 400. EQAO sets two administration windows each school year, one in the autumn and one in the spring, and the school schedules its administration within those windows. Universal tools available to all students include text-to-speech audio, zoom, a line reader, high contrast and annotation.

Students ordinarily write the OSSLT for the first time in their second year of secondary school. A student who is successful may not rewrite the test. A student who is unsuccessful may retake the test on dates scheduled by EQAO, or, after two unsuccessful attempts or earlier at the discretion of the Principal, may take the Ontario Secondary School Literacy Course (OSSLC) as an alternative means of meeting the requirement. A

mature student may enrol directly in the OSSLC without first attempting the OSSLT. The OSSLC may not be granted through the PLAR challenge process. Bronston Canadian Academy registers with EQAO, arranges administration on campus or at a partner school campus, and provides remediation to students who have been unsuccessful.

Accommodations are available to students with an Individual Education Plan, and a defined set of accommodations is available to students without an IEP. Special provisions are available to English language learners. A deferral may be granted by the Principal to a student who is working towards the Ontario Secondary School Diploma but who is unable to participate, for reasons such as English language proficiency, an identified exceptionality, insufficient literacy skills at the Grade 9 level, illness or injury, or recent enrolment. A deferral is not counted as an attempt and does not qualify a student for the OSSLC. An exemption is available only to a student who is not working towards the Ontario Secondary School Diploma, as indicated in the student's Individual Education Plan. Current accommodation and deferral procedures are confirmed with EQAO before each administration.

Special Provisions for English Language Learners

"The student is an English language learner as defined by English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)."

EQAO Secondary OSSLT Decision Making Process:

"Decide on special provisions"

- prior to the test; for each student individually and in consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff.

Required Documentation

- the student information recorded in the SDC system and information letter from the principal to the parent(s) or adult student outlining the approved special provisions (sample letters are available on the secure section of the EQAO Web site, www.eqao.com)

Keep all documentation on file.

Permitted Special Provisions

Setting (adjustments to the environment in which the test is written)

- an individual or small-group setting or an individual study carel.

Timing (adjustments to the time allotted for the test)

- additional time, to a maximum of double the allotted time
- periodic supervised breaks”

Notes

- English language learners who have special education needs and an IEP are also entitled to accommodations in accordance with “Students with Special Education Needs”
- The student must complete the test by the end of the administration day.
- The time allowed for reading instructions, the break and the questionnaire are not considered part of the time allotted for the student to complete the test.”

Community Involvement Activities

At a glance: community involvement
Forty hours of unpaid community involvement are required for the diploma.
Hours may begin in the summer before a student enters Grade 9.
Activities are approved by the Principal before they begin.
Hours are recorded on the annual community involvement form in the student record.

Community involvement is governed by Policy/Program Memorandum 124, Ontario Secondary School Diploma requirement: community involvement activities, effective 1 September 2023, which replaced the revoked Policy/Program Memorandum 124A. Students must complete a minimum of 40 hours of unpaid community involvement activity. Hours may begin to be accumulated in the summer before the student enters Grade 9.

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking booklet yearly, the data from which is placed on the OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

In order to promote community values by involving students in their community in a positive manner, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any

activity in which the student's safety will be compromised. Any activity not on the approved list must receive written approval of the Principal of Bronston Canadian Academy before beginning the activity.

Non-Approved Community Involvement Activities

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sport teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Approved Community Involvement Activities

Activities that count	Activities that do not count
Volunteering with a registered charity or non-profit organisation	Any activity that is a requirement of a course in which the student is enrolled
Fundraising for a non-profit organisation	Any paid work, or work that replaces a paid position
Coaching or assisting with sport at	Work performed during scheduled instructional

community level	time
Assisting seniors with errands, chores or companionship	Work involving the operation of a vehicle, power tools or scaffolding
Environmental work such as clean-ups, planting and conservation	Work that involves the administering of any medication or medical procedure
Volunteering at a hospital, library, food bank or place of worship	Work that involves handling substances classed as hazardous
Assisting with community events, festivals and cultural activities	Duties normally performed in the home, or for a family member
Peer tutoring, mentoring and student leadership beyond course requirements	Any activity that consists of banking or handling securities or valuables

Hours may begin to be accumulated in the summer before a student enters Grade 9. All activities are approved by the Principal before they begin, and are recorded on the annual community involvement form kept in the Ontario Student Record.

Process

School Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. The Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

In consultation with their parents, students will select an activity or activities from the list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry of Education's and the school's list of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the Principal before beginning the activity.

Before beginning any activity, students will provide the Principal contact a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement

opportunity for the student). The student must submit the form to the Principal or other upon completion of

the 40 hours or at appropriate intervals determined by the Principal.

Parents/guardians should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school Principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term

relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form. The community sponsors should ensure that the students are provided with adequate safety instructions and are trained properly for their work and supervised to ensure a safe volunteer experience.

Insurance

Bronston CA maintains the appropriate insurance to cover the campus based students for any unforeseen circumstances while involved in these community and cooperative educational activities

Ontario Secondary School Certificate

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

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography OR Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts, computer studies or technological education

Optional Credits (total of 7)

- 7 credits selected by the student from available courses

Note: "The Principal, to better serve a student's educational interest, and in consultation with the parent, may replace up to three courses with courses meeting the requirement for compulsory credits. Either the Principal or the parent my initiate the process. The total of compulsory and optional credits will still not be less than 14 for granting an OSSC. The substitution will be noted on the OST".

Certificate of Accomplishment

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

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

Cooperative Education and Other Workplace Experiences

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 to all students, whatever their postsecondary destination may be. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any Ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two

cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

A cooperative education course must be based on a related Ontario course in which the student is currently enrolled or has successfully completed. The cooperative education course and the related course/s together constitute a student's cooperative education program. The student may take the cooperative education course concurrently with the related course or after successful completion of that course. A cooperative education course includes (1) an interview, (2) a pre-placement classroom component, (3) integration activities, (4) the placement component, and (5) the assessment and evaluation component.

For more information about Bronston Canadian Academy's Co-op program see the Grade 12 course outlines.

Apprenticeship Program

Students interested in apprenticeship can participate in the Ontario Youth Apprenticeship Program (OYAP), which allows them to begin an apprenticeship while they are enrolled in secondary school. Students in Grades 11 and 12 can earn credits towards their secondary school diploma while accumulating hours towards the completion of an apprenticeship through cooperative education) program.

Health and Safety

- The Principal of the Bronston Canadian Academy will attempt to take all reasonable steps to ensure the health and safety of students, helping them understand the importance of health and safety issues and

the need to assume responsibility for their own safety and the safety of others.

- The Principal of the Bronston Canadian Academy should be familiar with relevant sections of the Provincial Education Act, the Occupational Health and Safety Act, and the federal Hazardous Products Act, as well as with the safety procedures mandated by the Ministry and by the school.

English Second Language (ESL)

Some students may require support in learning English and to develop English literacy to enable them to achieve the curriculum expectations in all subjects and at all grade levels.

The programs of study offered by the Bronston Canadian Academy will be flexible to accommodate the needs of students who require instruction in English as a second language or English literacy development, and teachers of all subjects are responsible for helping students develop their ability to use English through their course work.

Appropriate accommodations to teaching/learning, and evaluation strategies are constantly completed to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. The teachers must be aware of the fact that it may take up to seven years for most students to acquire a level of proficiency in reading, writing, and abstract thinking in a second language that is consistent with the level mastered by speakers of a first language.

Guidance and Career Programs

Bronston Canadian Academy provides supplementary individual student counseling with respect to course selection and post secondary education planning. In so doing, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Choices Into Action, 1999" will help students succeed in school, as well as contribute to their success in the workplace.

Throughout their secondary school education, students enrolled in the school's courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

Bronston Canadian Academy:

1. Clearly indicates competencies for students in each subject;
2. Indicates a range of career exploration activities within each course;
3. Provides the direction to specific Pathways and plan for each student whose Ontario Student Record (OSR) is held by Bronston Canadian Academy;

4. Provides to students individual assistance and short-term counseling when requested;
5. Provides program of study advice;
6. Provides information on post-secondary programs to all of its students upon admission
7. Provides Cooperative Education in collaboration with Bronston CHL

Further, students attending Bronston Canadian Academy, whose Ontario Student Records are held by Bronston Canadian Academy, will have individual education plans created based on the school's Pathways to Success program and in consultation with the student, the student's parent or guardian when the student is under 18 years of age and the Bronston CA Principal.

Complaints Management

Bronston CA has the goal of meeting all Ministry of Education of Ontario and other relevant Provincial compliance related regulations, on an ongoing basis and to maintain a policy of ongoing customer satisfaction through quality education and services. At Bronston CA, the satisfaction of our students and their parents/guardians is of paramount importance to us. To this end we have systems in place to seek students and or parents/guardians concerns, and encourage complaints to be directed to faculty, staff or management for effective and prompt resolution.

Procedures

1. Students and or their parents/guardians who may have any form of concerns or complaints are encouraged to contact the Director of Student Services immediately to voice their complaints.
2. If in the student's and or parent/guardian's opinion, the matter at hand poses no threats to the student's safety or does not impede seriously upon the students learning process and can be resolved with the staff or student involved in a positive manner, then Bronston CA encourages the direct resolution as a first step in the problem solving process.
3. If, however, the student and or their parent/guardian prefer to lodge a written or verbal complaint, the complaint should be lodged to the Director of Student Services or Principal either verbally, or in writing.

1. The Director of Student Services shall ensure that all students', parents' and or publiccomplaints are managed effectively as per Ministry of Education of Ontario regulations

and the school's complaint procedures, and to ensure students, parents and public satisfaction with actions taken in relation to complaints.

2. The Director of Student Services shall ensure that, all complaints written or verbal are documented and followed through immediately with a report to the Principal.
3. The Principal shall initiate an immediate investigation into the matter and collect

information in a professional, tactful and confidential manner.

4. The Principal may assign other staff to conduct the investigation depending on the nature and seriousness of the complaint.
5. Class A complaints relate to matters of potential breaches to the Ministry of Education's Act and Regulations and or Provincial or Federal laws. In cases of complaints related to physical and or sexual assault against a student and or staff, the Police MUST be notified by the Principal immediately the complaint is received and the CAO informed immediately.
6. Class B complaints are related to general service issues not related to breaches in the ACT, Regulations or Laws. In such cases, the matter is handled within 24 hours and no later than 48 hours upon receipt of the compliant.

Technological Skills

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information and literacy skills. Since Bronston Canadian Academy relies entirely on online systems to run its courses to online students and incorporates online systems within its on campus programs, ALL students, online or campus based, will experience first hand the benefits of a technologically enriched education and thereby acquire skills for current practice. Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. Bronston Canadian Academy places emphasis and importance on using the information obtained to solve problems and make decisions in student's daily course work.

Software Programs for Students

As part of their training in computer and information literacy, students would become familiar with a wide range of available software programs. Among the applications that can aid student learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in student's course work. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general,

students must acquire the knowledge, skills, and attributes to allow them to use computer and information technology safely, effectively, consistently and ethically.

The curriculum has been developed to effectively integrate the use of computers and information technologies into the teaching/learning process.

Note:

This program calendar summarises and discusses the relevant policies set out in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (OS), 2024, as updated January 2026, together with the Policy/Program Memoranda listed below, as issued by the Ministry of Education of Ontario. Where this calendar and ministry policy differ, ministry policy prevails.

Bronston to all of the appropriate Ontario Curriculum Documents are available to parents, guardians and students from the Introduction Unit of each course. They are also available to the general public from the Ministry of Education's website

Bronston to Policy Documents

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (OS), 2024, updated January 2026 (ontario.ca). Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010, together with the secondary assessment and evaluation changes effective September 2026.

PPM 124, Ontario Secondary School Diploma requirement: community involvement activities, effective 1 September 2023 (replaces the revoked PPM 124A).

PPM 128, The Provincial Code of Conduct and School Board Codes of Conduct, effective 1 September 2024.

PPM 129, Prior Learning Assessment and Recognition: implementation in Ontario secondary schools, 2001.

PPM 132, Prior Learning Assessment and Recognition for mature students, effective 1 September 2023.

PPM 167, Online learning graduation requirement, effective 1 February 2022. This memorandum applies expressly to inspected private schools.

PPM 169, Student mental health, effective 1 September 2024.

PPM 119, Developing and implementing equity and inclusive education policies in Ontario schools, 2013.

Ontario Student Record (OSR) Guideline, 2000, and the Ontario Student Transcript (OST) Manual, 2013.

General Pathway

Enrol at Bronston either directly on campus or through a partner school abroad at any grade.

Complete the OSSD.

Bronston will assist to apply to universities in Canada,

Receive admission,

Apply for the study permit,

Attend the Canadian University,

Or

Apply to any other Universities of choice outside Canada,

Gain admission and attend.

Current Course Offerings

Courses at a Glance

The full outline for every course follows, arranged by grade. Course availability in any given term depends on enrolment; speak with your Academic Coach before finalising your timetable.

Grade	Courses offered
9	ENL1W English | MTH1W Mathematics | SNC1W Science | CGC1W Canadian Geography FSF1W Core French | AVI1O Visual Arts | PPL1O Healthy Active Living | TAS1O Technology and the Skilled Trades BTT1O Information Technology in Business
10	ENG2D English | MPM2D Principles of Mathematics | SNC2D Science | CHC2D Canadian History CHV2O Civics and Citizenship | GLC2O Career Studies TPJ2O Health Care | BTT2O Information Technology in Business
11	ENG3U English | MCR3U Functions | SBI3U Biology | SCH3U Chemistry | SPH3U Physics AVI3U Visual Arts | CHW3M World History | BAF3M Financial Accounting | ICS3U Computer Science EMS3O Media Studies | ETC3M Canadian Literature | PPZ3C Health for Life | TPJ3M Health Care
12	ENG4U English | ENG4C English | EWC4U Writer's Craft | ETS4U Studies in Literature MHF4U Advanced Functions | MCV4U Calculus and Vectors | MDM4U Data Management

	SBI4U Biology | SCH4U Chemistry | SPH4U Physics | ICS4U Computer Science BBB4M International Business | CHI4U Canada: History, Identity and Culture | CIA4U Economic Issues CGW4U Canadian and World Issues | HHS4M Individuals and Families | HHG4M Human Development HSB4U Challenge and Change | TPJ4M Health Care | TOJ4C Child Development and Gerontology

Students may register for any course at any time during the calendar year but must maintain an attendance in the class that is consistent with the class schedule and complete the class based on the end date of the class.

The following pages give the full outline for every course offered by Bronston Canadian Academy, arranged by grade. Students may register for a course at any time during the calendar year.

GRADE 9

BTT1O/2O - Introduction to Information Technology in Business

COURSE OUTLINECourse Title: Introduction to Information Technology in BusinessCourse Code: BTT1O/2OGrade: 9 / 10Course Type: OpenCredit Value: 1Prerequisite: NoneCurriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 9 and 10, 2006 (Revised)Department: Business StudiesCourse Developer: Bronston Canadian AcademyDepartment Head: Dr. OforiTeacher: Dr. OforiDevelopment Date: 2014

Review Date: 2026

Course Description:

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

ENL1W - English, Grade 9, De-streamed

COURSE OUTLINE

Course Title: English, Grade 9, De-streamed

Course Code: ENL1W

Grade: 9

Course Type: De-streamed

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum: English, Grade 9, De-streamed (ENL1W), 2023

Department: English

Development Date: 2013

Review Date: 2026

Course Description:

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 every day 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 skills. The course is designed with the intention to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

MTH1W - Mathematics, Grade 9, De-streamed

COURSE OUTLINE

Course Title: Mathematics, Grade 9, De-streamed

Course Code: MTH1W

Grade: 9

Course Type: De-streamed

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum: Mathematics, Grade 9, De-streamed (MTH1W), 2021

Department: Mathematics

Course Developer: Bronston Canadian Academy

Development Date: 2014 Review Date: 2026

Course Description:

This course enables students to consolidate and extend their mathematical learning through the strands of mathematical thinking and making connections, number, algebra, data, and geometry and measurement, including financial literacy, coding and the mathematical modelling process. Students apply mathematical processes, make connections between mathematics and real-life situations, and develop the knowledge and skills required for further study in mathematics.

PPL1O - Healthy Active Living

COURSE OUTLINE

Course Title: Healthy Active Living

Course Code: PPL1O

Grade: 9

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Health and Physical Education, The Ontario Curriculum, Grades 9 to 12, 2015 (Revised)

Department: Health and Physical Education

Course Developer: Bronston Canadian Academy

Development Date: 2016 Review Date: 2026

Course Description:

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

SNC1W - Science, Grade 9, De-streamed

Course Code: SNC1W

Grade: 9

Course Type: De-streamed

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum: Science, Grade 9, De-streamed (SNC1W), 2022

Department: Science

Course Developer: Bronston Canadian Academy

Development Date: 2014 Review Date: 2026

Course Description:

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.

CGC1W - Exploring Canadian Geography

COURSE OUTLINE

Course Title: Exploring Canadian Geography

Course Code: CGC1W

Grade: 9

Course Type: De-streamed

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum: Exploring Canadian Geography, Grade 9, De-streamed (CGC1W), 2024

Department: Canadian and World Studies

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

This course examines the interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students apply the concepts

of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of human activities on the natural environment and ways of responding to the resulting challenges. This course meets the compulsory credit requirement in Canadian geography.

FSF1W - French as a Second Language, Core French

COURSE OUTLINE

Course Title: French as a Second Language, Core French

Course Code: FSF1W

Grade: 9

Course Type: De-streamed

Credit Value: 1

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

Curriculum Policy Document: The Ontario Curriculum: French as a Second Language, Grade 9, De-streamed (FSF1W), 2023

Department: French as a Second Language

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

This course provides opportunities for students to speak and interact in real-life situations in French and to develop and apply their listening, speaking, reading, and writing skills. Students consolidate and build on their previous learning, developing their knowledge of French and their understanding of French-speaking cultures in Canada and around the world. Students use language learning strategies and resources, including digital tools, to communicate for a variety of purposes and audiences. This course meets the compulsory credit requirement in French as a second language.

AVI1O - Visual Arts

COURSE OUTLINE

Course Title: Visual Arts

Course Code: AVI1O

Grade: 9

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum, Grades 9 to 12: The Arts, 2010 (Revised)

Department: The Arts

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret and produce works of art. They will also examine the connections between art and society. This course meets the compulsory credit requirement in the arts.

Note: Studio work is submitted digitally. Students photograph or scan their work and upload it, together with a reflective artist's statement, through the Canvas learning environment. A required materials list is provided in the Introduction Unit of the course.

TAS1O - Technology and the Skilled Trades

COURSE OUTLINE

Course Title: Technology and the Skilled Trades

Course Code: TAS1O

Grade: 9

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum, Grades 9 and 10: Technological Education, 2024

Department: Technological Education

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

This course introduces students to the skilled trades and to the technological problem-solving process. Students explore a range of trade sectors, including construction, manufacturing, transportation, hairstyling and aesthetics, and green industries, and develop practical skills through hands-on projects. Students learn about health and safety standards, the responsible use of tools, materials, and processes, and the environmental impact of technological activity. They also examine career pathways in the skilled trades, including apprenticeship, and develop the transferable skills employers seek.

Note: This course meets the compulsory Technological Education credit required of students who entered Grade 9 in September 2024 or later. Practical components are completed through supervised project work, with a materials kit and a safety orientation provided to students learning at a distance.

GRADE 10

CHC2D - Canadian History Since World War I

Course Title: Canadian History Since World War I

Course Code: CHC2D

Grade: 10

Course Type: Academic

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2005, revised

Department: Canadian and World Studies

Course Developer: Bronston Canadian Academy

Development Date: 2014

Review Date: 2026

Course Description:

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view

ENG2D – English
Course Code: ENG2D
Grade: 10

Course Type: Academic

Credit Value: 1

Prerequisite: English, Grade 9, De-streamed (ENL1W)

Curriculum Policy Document: English, The Ontario Curriculum, Grades 9 and 10, 2007 (Revised), as it applies to Grade 10

Department: English

Course Developer: Bronston Canadian Academy

Development Date: 2014 Review Date: 2026

Course Description:

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

GLC2O - Career Studies
Course Code: GLC2O

Grade: 10

Course Type: Open

Credit Value: 0.5

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum: Career Studies, Grade 10, Open (GLC2O), 2024

Department: Guidance and Career Education

Course Developer: Bronston Canadian Academy

Development Date: 2014

Review Date: 2026

Course Description:

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

Note: In accordance with Policy/Program Memorandum 169, this course includes the ministry-approved Mental Health Literacy Modules. From the 2026 to 2027 school year it also includes the ministry-approved financial literacy modules and test, which count for 5 per cent of the final mark and on which a mark of at least 70 per cent is required in order to meet the financial literacy graduation requirement.

MPM2D - Principles of Mathematics

Course Title: Principles of Mathematics
Course Code: MPM2D
Grade: 10
Course Type: Academic
Credit Value: 1
Prerequisite: Mathematics, Grade 9, De-streamed (MTH1W)
Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 9 and 10, as it applies to Grade 10
Department: Mathematics
Course Developer: Bronston Canadian Academy
Development Date: 2014 Review Date: 2026

Course Description: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.

SNC2D - Science

Course Code: SNC2D

Grade: 10

Course Type: Academic

Credit Value: 1

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

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 9 and 10, 2008 (Revised), as it applies to Grade 10

Course Developer: Bronston Canadian Academy

Development Date: 2013 Review Date: 2026

Course Description:

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

CHV2O - Civics and Citizenship

COURSE OUTLINE

Course Title: Civics and Citizenship

Course Code: CHV2O

Grade: 10

Course Type: Open

Credit Value: 0.5

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (Revised)

Department: Canadian and World Studies

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students 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 global community. Students apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course meets the compulsory half credit requirement in civics.

TPJ2O - Health Care

COURSE OUTLINE

Course Title: Health Care

Course Code: TPJ2O

Grade: 10

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum, Grades 9 and 10: Technological Education, 2024

Department: Technological Education

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

This course introduces students to the health care sector and to the knowledge and skills required in a range of health care settings. Students explore human anatomy and physiology, infection prevention and control, client care and communication, and the safe use of equipment. Students develop an awareness of health and safety standards, professional ethics, privacy of health information, and the environmental and societal issues associated with health care, and they investigate secondary and postsecondary pathways and careers in the sector.

Note: This course is the Grade 10 entry point to the school's health care pathway, which continues through TPJ3M, TPJ4M, and TOJ4C.

GRADE 11

BAF3M - Financial Accounting Fundamentals
Course Title: Financial Accounting Fundamentals

Course Code: BAF3M

Grade: 11

Course Type: University / College

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006

Department: Business Studies

Department Head: Dr. Ofori

Teacher: Dr. Ofori

Course Developer: Bronston Canadian Academy

Development Date: 2014

Review Date: 2026

Course Description:

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

EMS3O - Media Studies

Course Code: EMS3O

Grade: 11

Course Type: Open

Credit Value: 1

Prerequisite: Grade 10 English, Academic or Applied Level

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: English

Course Developer: Bronston Canadian Academy

Development Date: 2014

Review Date: 2026

Course Description:

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

ENG3U - English

Course Code: ENG3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: ENG2D

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: English

Development Date: 2013Review Date: 2026

Course Description:

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.

ETC3M - Canadian Literature

Course Code: ETC3M

Grade: 11

Course Type: University / College Preparation

Credit Value: 1

Prerequisite: ENG2D or ENG2P

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: English

Course Developer: Bronston Canadian Academy

Development Date: 2014Review Date: 2026

Course Description:

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

ICS3U - Introduction to Computer Science

Course Code: ICS3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Computer Studies, The Ontario Curriculum, Grades 10 - 12, 2008

Department: Computer Studies

Course Developer: Bronston Canadian Academy

Development Date: 2014

Review Date: 2026

Course Description:

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.

MCR3U - Functions

Course Code: MCR3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: MPM2D

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: Mathematics

Course Developer: Bronston Canadian Academy

Development Date: 2013Review Date: 2026

Course Description:

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.

PPZ3C- Health for Life

Course Code: PPZ3C

Grade: 11

Course Type: Open

Credit Value: 1

Prerequisite: None

Policy Document: The Ontario Curriculum, Grades 11 and 12: Health and Physical Education, 2000

Department: Science

Course Developer: Bronston Canadian Academy

Development Date: 2013Review Date: 2026

Course Description

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

SBI3U – Biology

Course Title: Biology

Course Code: SBI3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: SNC2D

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2000

Department: Science

Course Developer: Bronston Canadian Academy

Development Date: 2013

Review Date: 2026

Course Description:

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.

SCH3U - Chemistry

Course Title: Chemistry

Course Code: SCH3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: SNC2D

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008

Department: Science

Course Developer: Bronston Canadian Academy

Development Date: 2013

Review Date: 2026

Course Description:

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.

SPH3U - Physics

Course Code: SPH3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: SNC2D

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008 (Revised)

Development Date: 2013Review Date: 2026

Course Description:

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.

TPJ3M – HEALTH CARE

Course Code: TPJ3M
Grade: 11
Course Type: University Preparation
Credit Value: 1
Prerequisite: None
Curriculum Policy Document: Technology Education, The Ontario Curriculum, Grades 11 - 12, 2009
Department: Health care
Course Developer: Bronston Canadian Academy
Development Date: 2014
Review Date: 2026

COURSE DESCRIPTION:

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, and equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field analyse environmental and societal issues related health care, and learn about professional practice standards and career opportunities in the field.

AVI3U - Visual Arts

COURSE OUTLINE

Course Title: Visual Arts

Course Code: AVI3U

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: Visual Arts, Grade 9 or 10, Open (AVI1O or AVI2O)

Curriculum Policy Document: The Ontario Curriculum, Grades 9 to 12: The Arts, 2010 (Revised)

Department: The Arts

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

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 use of emerging technologies and mixed media. Students will use the critical analysis process when evaluating their own work and the work of others, and will examine historical and cultural contexts, including the work of Canadian and Indigenous artists.

Note: Studio work is submitted digitally through the Canvas learning environment, accompanied by process documentation and a written analysis.

CHW3M - World History to the End of the Fifteenth Century

COURSE OUTLINE

Course Title: World History to the End of the Fifteenth Century

Course Code: CHW3M

Grade: 11

Course Type: University / College Preparation

Credit Value: 1

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied (CHC2D or CHC2P)

Curriculum Policy Document: The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015 (Revised)

Department: Canadian and World Studies

Course Developer: Bronston Canadian Academy

Development Date: 2026 Review Date: 2026

Course Description:

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, will learn about their interactions with the natural environment and with other societies, and will analyse their contributions to the modern world. Students will extend their skills of historical inquiry and will

apply the concepts of historical thinking when investigating social, political, and economic structures and historical forces.

GRADE 12

BBB4M- International Business Foundations

Course Code: BBB4M

Grade: 12

Course Type: University / College

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Business Studies

Course Developer: Bronston Canadian Academy

Development Date: 2013Review date: 2026

Course Description:

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

TOJ4C – Child Development and Gerontology

Course Code: TOJ4C

Grade: 12

Course Type: College Preparation

Credit Value: 1

Prerequisite: TOJ4C

Curriculum Policy Document: Technology Education, The Ontario Curriculum, Grades 11 - 12, 2009

Department: Health Care

Course Developer: Bronston Canadian Academy

Development Date: 2014Review Date: 2026

Course Description

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, and career opportunities related to child care gerontology.

ETS4U - Studies in Literature
Course Code: ETS4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: ENG3U

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: English

Course Developer: Bronston Canadian Academy

Development Date: 2014Review Date: 2026

Course Description:

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.

HHS4M - Individuals and Families in a Diverse Society
Course Code: HHS4M

Grade: 12

Course Type: University / College Preparation

Credit Value: 1

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

Curriculum Policy Document: Social Science and Humanities, The Ontario Curriculum, Grades 11 and 12, 2000

Department: Social Sciences and Humanities

Course Developer: Bronston Canadian Academy

Development Date: 2014Review Date: 2026

Course Description:

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

HSB4U - Challenge and Change in Society

Course Title: Challenge and Change in Society, Grade 12, University Preparation (HSB4U)Course Name: Challenge and Change in SocietyCourse Code: HSB4UGrade: 12Course Type: University PreparationCredit Value: 1.0Prerequisite: Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.Curriculum Policy Document: Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013 (Revised)Course Developer: Bronston Canadian AcademyDepartment: Social Science and HumanitiesDepartment: Social Science and Humanities Development Date: 2013Review Date: 2026

Course Description

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

MDM4U - Mathematics of Data Management

Course Code: MDM4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: Functions, MCR3U OR Functions and Applications, MCF3M

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: Mathematics

Course Developer: Bronston Canadian Academy

Development Date: 2014

Course Description:

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

TPJ4M – HEALTH CARE

Course Code: TPJ4M
Grade: 12
Course Type: University Preparation
Credit Value: 1
Prerequisite: TPJ3M
Curriculum Policy Document: Technology Education , The Ontario Curriculum, Grades 11 - 12, 2009
Department: Health care
Course Developer: Bronston Canadian Academy
Development Date: 2014
Revision Date:

COURSE DESCRIPTION:

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

CHI4U - Canada: History, Identity, and Culture

Course Code: CHI4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: Any 3U or 3M level Canadian and World Studies, English or Social Studies and Humanities course

Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2005, (Revised)

Department: Canadian and World Studies

Course Developer: Bronston Canadian Academy

Development Date: 2014Review Date: 2026

Course Description

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.

CIA4U - Analyzing Current Economic Issues

Course Code: CIA4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: Any 3U or 3M level Canadian and World Studies, English or Social Studies and Humanities course

Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2005 (Revised)

Department: Canadian and World Studies

Course Developer: Bronston Canadian Academy

Development Date: 2014Review Date: 2026

Course Description:

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that

individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

CGW4U - Canadian and World Issues: A Geographic Analysis
Course Code: CGW4U
Grade: 12
Course Type: University Preparation
Credit Value: 1
Prerequisite: Any 3U or 3M level Canadian and World Studies, English or Social Studies and Humanities course
Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)2005
Department: Canadian Studies
Course Developer: Bronston Canadian Academy
Development Date: 2014
Review Date: 2026

Course Description:

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

HHG4M – Human Development Throughout The Lifespan

Course Code: HHG4M
Grade: 12
Course Type: University Preparation
Credit Value: 1
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
Curriculum Policy Document: Social Science and Humanities, The Ontario Curriculum, Grades 9 - 12, 2013
Department: Health Science
Course Developer: Bronston Canadian Academy
Development Date: 2014
Review Date: 2026

Course Description:

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

ENG4U - English
Course Code: ENG4U
Grade: 12
Course Type: University Preparation
Credit Value: 1
Prerequisite: ENG3U
Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)
Development Date: 2013
Review Date: 2026

Course Description:

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.

EWC4U – Writers Craft
Course Code: EWC4U
Grade: 12
Course Type: University Preparation
Credit Value: 1
Prerequisite: ENG3U
Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)
Department: English
Course Developer: Bronston Canadian Academy
Department Head:
Development Date: 2014
Review Date: 2026

Course Description: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.

ENG4C - English

Course Code: ENG4C

Grade: 12

Course Type: College Preparation

Credit Value: 1

Prerequisite: ENG3C

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Development Date: 2013Review Date: 2026

Course Description:

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 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.

SCH4U - Chemistry

Course Code: SCH4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: SCH3U

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008 (Revised)

Department: Science

Course Developer: Bronston CA

Development Date: 2013

Review Date: 2026

Course Description:

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.

MHF4U - Advanced Functions
Course Code: MHF4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: Functions, MCR3U; or Mathematics for College Technology, MCT4C

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Department: Mathematics

Course Developer: BRONSTON CA

Development Date: 2013Review Date: 2026

Course Description:

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.

MCV4U - Calculus and Vectors

Course Code: MCV4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: MHF4U, Advanced Functions, Grade 12, University (may be taken concurrently)

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007

Department: Mathematics

Course Developer: Bronston Canadian Academy

Development Date: 2014

Revision Date: 2026

Review Date: 2026

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Course Description:

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

SBI4U - Biology

Course Code: SBI4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: SBI3U

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008 (Revised)

Development Date: 2013Review Date: 2026

Course Description:

This course provides students with the opportunity for in-depth study of the concepts and

processes associated with 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 achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields.

SPH4U – Physics

Course Code: SPH4U

Grade: 12

Course Type: University Preparation

Credit Value: 1

Prerequisite: SPH3U

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008

(Revised)

Development Date: 2013

Review Date: 2026

Course Description:

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

ICS4U - Computer Science

Course Code: ICS4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: ICS3U, Introduction to Computer Science, Grade 11, University

Curriculum Policy Document: Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008

Department: Computer Studies

Course Developer: Bronston Canadian Academy

Development Date: 2014

Revision Date: 2026

Review Date: 2026

Register Now

Course Description:

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

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