



**VICTUS
ACADEMY**
Course Calendar 2025-2026

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School Policies and Procedures

Importance and Value of a Secondary Education

Victus Academy recognizes the importance and value of completing a secondary education and is committed to reaching every student to help them achieve a successful outcome. All Ontario students must remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD).

Overall Goals and Philosophy

Mission Statement

Victus Academy has been established to unlock the full potential of every student-athlete and to provide to them the skills, character and confidence to pursue their dreams. Victus provides students the best opportunity to succeed: in the classroom, on the ice, and in the gym.

Guiding Principle

Victus Academy is confident that all students enter Victus with a serious purpose, and that the good sense and judgment of its students are and should be an adequate guide to behaviour. Victus expects honesty, discipline and hard work from its students. We intend to develop among our students a sense of responsibility for personal conduct and for the well-being of our student body. Accordingly, we encourage freedom, discussion and debate, within reasonable limitations but we need to enforce all of our rules for the well-being of all students.

Victus Academy Organization

President: Matthew Schmidt

Chief Operating Officer: Robert Radford

Principal: Jodie Schnarr

Director of Hockey Operations: Mike Ellis

Director of Athletic Performance: Scott Atkins

Admin Team: Rose Schmidt, Vanessa Tonic (also Director of Student Engagement)

Teachers: Ken Bisch, Zachary Di Paulo, Nicola MacDonald, David Moore, Ben Poort, Dylan Stawarek

Head On-Ice Coaches: Mark Ellis, Robert Radford, Kevin Linker (Goalie), Ben Playfair

Strength Coaches: Matthew Davenport

Director of Student-Athlete Development: Todd Hoffman

Mental Skills Coach: Jackson Slauenwhite

Skating Coach: Rebecca Babb

Courses Offered at Victus Academy September 2025 to June 2026

Grade 9: 8 courses	Grade 10: 9 courses	Grade 11: 9 courses	Grade 12: 9 courses
- CGC1W Academic Geography - ENL1W De-Streamed English - HFN1O Food & Nutrition (in place of French) - MTH1W De-streamed Math - PAF1O Powerfit - PAL1O Large Group Sport - SNC1W De-streamed Science - TAS1O Technology	- CHC2D Academic History - CHV2O Civics (0.5 credit) - ENG2D Academic English - GLC2O Career Studies (0.5 credit) - MPM2D Academic Math - PAF2O Powerfit - PAL2O Large Group Sport - SNC2D Academic Science - TAS2O Technology	- BDI3C Entrepreneurship - CLU3M Canadian Law - DCO3O Co-op - ENG3U English - MCR3U Functions - PAF3O Powerfit - PAL3O Large Group Sport - SBI3U Biology - SCH3U Chemistry	- BBB4M Intl. Business - ENG4U English - HSB4U Challenge & Change - MHF4U Adv. Functions - PAF4O Powerfit - PAL4O Large Group Sport - PSK4U - Kinesiology - SBI4U Biology - SCH4U Chemistry

Calendar

Semester 1: September 2, 2025 to January 30, 2026

Semester 2: February 2, 2026 to June 25, 2026

Reporting Student Achievement to Parents/Guardians

There are several reporting periods throughout the school year. This year the reporting dates are as follows:

Secondary Reporting Periods

Semester 1:

November 17, 2025 (Progress Interviews starting)

November 24, 2025 (Midterm Report)

February 9, 2026 (Final Report)

Semester 2:

April 1, 2026 (Progress Interviews starting)

April 24, 2026 (Midterm Report)

July 2, 2026 (Final Report)

Elementary Reporting Periods

November 24, 2025 (Progress Report) – Interviews starting November 17

February 12, 2026 (Term 1 Report) – Interviews starting February 9

June 19, 2026 (Final Report)

Timetables for Course Offerings

Grade 5/6

	Monday	Tuesday	Wednesday	Thursday		Friday
8:20-8:30	Homeroom	Homeroom	Homeroom	Homeroom	8:20-8:30	Homeroom
8:30-10:30	Language	Language	Language	Language	9:20-10:40	Language
10:30-10:45	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break	10:40-12:00	Math
10:45-11:00	Change Time	Change Time	Change Time	Change Time	12:00-12:30	Lunch
11:00-12:00	Ice	Ice	Ice	Ice	12:30-1:30	Art
12:00-12:10	Change Time	Change Time	Change Time	Change Time	1:30-1:40	Clean/Dismissal
	Change Time	Change Time	Change Time	Change Time		
12:10-12:50	Strength	Strength	Strength	Strength		
12:50-12:55	Change Time	Change Time	Change Time	Change Time		
12:55-1:30	Lunch	Lunch	Lunch	Lunch		
1:30-2:30	Math	Math	Math	Math		
2:30-3:10	Social Studies	Science	Social Studies	Science		
3:10-3:15	Clean Up/Dismissal	Clean Up/Dismissal	Clean Up/Dismissal	Clean Up/Dismissal		

Grade 7/8

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Homeroom 8:00-8:25am</i>	<i>Homeroom 8:00-8:25am</i>	<i>Homeroom 8:00-8:25am</i>	<i>Homeroom 8:00-8:25am</i>	<i>Homeroom 8:00-8:25am</i>
STRENGTH 8:30-9:40	STRENGTH 8:30-9:40	STRENGTH 8:30-9:40	STRENGTH 8:30-9:40	Health 8:25- 9:25am
MATH 9:45- 10:45	ICE 9:45-10:55am	MATH 9:45- 10:45	ICE 9:45-10:55am	MATH 9:25-10:45m
ICE 11:00-12:00	MATH 11:00am-12:10pm	ICE 11:00-12:00	MATH 11:00am-12:10pm	LANGUAGE 10:45-12:30
LUNCH BREAK 12:05-12:50	LUNCH BREAK 12:05-12:50	LUNCH BREAK 12:05-12:50	LUNCH BREAK 12:05-12:50	LUNCH BREAK 12:00 :12:30
LANGUAGE 12:50-2:30	LANGUAGE 12:50-2:30	LANGUAGE 12:50-2:30	LANGUAGE 12:50-2:30	Arts 12:30-1:40pm
Science 2:30-3:15	Social Studies 2:30-3:15	Science 2:30-3:15	Social Studies 2:30-3:15	

SEMESTER 1: Monday / Wednesday

	9	10	11	12
8:30-9:40	ENL1W (Mr. Poort)	MPM2D	ICE	
9:45-10:55	ICE		STRENGTH	PSK4U
11:00-12:10	STRENGTH	SNC2D	BBB4M	MHF4U
12:10-12:50	LUNCH			
12:50-2:00	SNC1W	STRENGTH	CLU3M	HSB4U
2:00-3:15	HFN1O	CHC2D	SBI3U	STRENGTH

SEMESTER 1: Tuesday / Thursday

	9	10	11	12
8:30-9:40	ENL1W (Mr. Poort)	ICE		
9:45-10:55	ICE	MPM2D	STRENGTH	PSK4U
11:00-12:10	STRENGTH	SNC2D	BBB4M	MHF4U
12:10-12:50	LUNCH			
12:50-2:00	SNC1W	STRENGTH	CLU3M	HSB4U
2:00-3:15	HFN1O	CHC2D	SBI3U	STRENGTH

SEMESTER 1: Friday

	9	10	11	12
8:25 - 9:35	ENL1W (Mr. Poort)	SNC2D	BBB4M	MHF4U
9:37-10:47	ATHLETIC CURRICULUM			
10:50-12:00	HFN1O	CHC2D	SBI3U	PSK4U
12:00-12:30	LUNCH			
12:30- 1:40	SNC1W	MPM2D	CLU3M	HSB4U

Ms. MacDonald

Mr. Bisch

Mr. Stawarek

Mr. Moore

*Schedule subject to change; After school support is on M-Th from 3:15 - 4:00 pm

SEMESTER 2: Monday / Wednesday

	9	10	11	12
8:30-9:40	MTH1W	TAS2O	ICE	
9:45-10:55	ICE		MCR3U	STRENGTH
11:00-12:10	CGC1W	STRENGTH	ENG3U	SBI4U
12:10-12:50	LUNCH			
12:50-2:00	STRENGTH	CHV2O/GLC2O	SCH3U/4U	BDI3C
2:00-3:15	TAS1O	ENG2D	STRENGTH	ENG4U

SEMESTER 2: Tuesday / Thursday

	9	10	11	12
8:30-9:40	MTH1W	ICE		
9:45-10:55	ICE	STRENGTH	ENG3U	SBI4U
11:00-12:10	TAS1O	ENG2D	STRENGTH	ENG4U
12:10-12:50	LUNCH			
12:50-2:00	STRENGTH	CHV2O/GLC2O	SCH3U/4U	BDI3C
2:00-3:15	CGC1W	TAS2O	MCR3U	STRENGTH

SEMESTER 2: Friday

	9	10	11	12
8:25-9:35	TAS1O	ENG2D	MCR3U	ENG4U
9:37-10:47	MTH1W	TAS2O	ATHLETIC CURRICULUM	
10:50-12:00	ATHLETIC CURRICULUM		SCH3U/4U	BDI3C
12:00-12:30	LUNCH			
12:30-1:40	CGC1W	CHV2O/GLC2O	ENG3U	SBI4U

Ms. MacDonald

Mr. Bisch

Mr. Stawarek

Mr. Moore

*Schedule subject to change; After school support is on M-Th from 3:15 - 4:00 pm

Victus Academy's Expectations Regarding Students' Responsibilities, Achievement, and Attendance

It is expected that each Victus Student is intelligent, polite, honest, respectful, kind-hearted, trusting and trustful, and well-behaved.

It is our goal that, with a Victus Education, each student becomes hard-working, organized, well-read, self-confident, a leader/participant, an achiever, a university/college graduate, and a hockey player at the highest level he or she wishes to attain.

Behaviour Expectations & Code of Conduct

Victus staff continues to review strategies to encourage positive behaviour in the school and on the ice. The goal continues to be to find ways for the school and home to work together to support students in making positive choices.

Each person is responsible for his/her conduct.

If the conduct is:

- negative,
- demeaning,
- degrading or
- disrespectful of self/others, school rules, and surroundings, one can expect a consequence.

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- refrain from any behaviour that could be construed as bullying (bullying being a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause or should be known to cause fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation;(bullying occurs in a context where there is a real or perceived power imbalance);
- demonstrate honesty, integrity, and healthy living;
- respect differences in people and their ideas and opinions;
- treat one another with dignity and respect at all times, especially when there is a disagreement;
- respect the dignity, rights, and fair treatment of others, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- demonstrate citizenship and acceptable strategies for resolving conflict;
- show proper care and regard for school property and the property of others;

- demonstrate honesty in achieving academic expectations;
- respect persons who are in a position of authority;
- demonstrate regular attendance;
- respect the need of others to work in an environment of learning and teaching;
- respect and honour the appropriate dress code of the school community;
- demonstrate appropriate and ethical use of technology;
- respect guidelines regarding use of personal items (e.g., cell phones, iPods, etc.).

Bullying

A student is bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one student or more. Students who bully other students will face appropriate consequences. School authorities will contact parents to address the issue. Every student has the right to feel safe attending school. Bullying can be verbal, physical, and/or emotional. Staff will continue to make sure that the issues and the consequences are shared with parents.

Consequences

Consequences may include some or all the following:

- a discussion,
- a detention,
- parental involvement,
- loss of privileges,
- community service,
- restitution,
- administration involvement,
- suspension,
- expulsion.

A consequence is dependent on many factors:

- The act itself
- Previous behaviour
- Intention
- Knowledge
- Degree of effect on others and property
- Mitigating circumstances

Dressing Rooms

To avoid issues of messy dressing rooms, and unwarranted disciplinary actions, on-ice dressing rooms will be assigned by grade levels.

This allocation of dressing rooms will provide Victus Academy students with the opportunity to be responsible for the cleanliness of their assigned dressing room.

Each grade will be responsible for keeping their dressing room clean and can be efficiently held accountable for their room, as per policy expectations of the City of Kitchener.

Showers are adequate enough within one dressing room.

Should students misuse their privilege of their dressing room or leave it in a condition that is unsuitable, their privilege will be limited at the discretion of the Victus Academy staff and a further consequence may be applied.

No food will be permitted in the dressing rooms.

It is expected that no students will be late for class after practise.

Discipline Policy

In a private school, the discipline system may differ from public schools. Our goals are to enlighten our students and to treat them as fairly as possible when rules are broken.

Disruption in the classroom and any other behaviour that impacts the learning of others will not be tolerated. Our campus must be a safe, welcoming, respectful environment to allow for the greatest possible environment for student success.

During any disciplinary process, the principal has the right to place a student on probation or leave, or require the withdrawal from Victus. The principal may also withhold student records.

A student may be dismissed from Victus at any time for violating any of our policies or procedures and in particular, in respect of the following serious matters:

1. bullying, hazing and harassing other students;
2. sexual misconduct;
3. dishonest acts of any kind, including academic dishonesty;
4. any drug or alcohol use;
5. violence of any kind; and
6. disrespecting any member of the Victus team either by verbal or physical abuse, or any other dangerous or injurious conduct.
7. any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Students who choose to remain present while these actions are taking place may also be subject to disciplinary action.

Each student is responsible for fully understanding the code of conduct and for complying with all of our rules and procedures. Failure to be aware of and understand them is not a defence to disciplinary action.

Students who are away from campus are required to behave as they are required to on campus. Victus may hold students accountable for their off-campus and online conduct in appropriate ways, including a disciplinary response. Disciplinary decisions will be made in off-campus programs by the faculty member in charge.

The principal may, for any reason deemed appropriate, require a student to leave campus temporarily, or not enter upon the Victus premises. The length and conditions of such leave will be set by the principal.

In imposing punishment for violation of any rule, the principal or the applicable faculty member has broad discretion in determining and imposing appropriate sanctions.

Under no circumstances is bullying, hazing or harassment of other students permitted. This is essential to provide a safe, secure and civil environment upon which all of us can depend. It is not our goal nor is it possible to legislate every possible infraction, nor can we demand kindness

and respect. However, our goal is to encourage the development of leadership, character and good judgment and although most students do possess these qualities, when they do not, we must step in for the benefit of all other students and take disciplinary action.

<https://www.ontario.ca/page/bullying-we-can-all-help-stop-it>

For obvious reasons (i) harassment or ridicule, such as the use of an offending nickname, (ii) disparaging remarks about racial, sexual, religious, physical or other characteristics, (iii) bullying of any kind, including cyber-bullying which harm a student, cause emotional distress, or interfere with a student's activities or otherwise create a hostile environment, are always inappropriate.

Academic Dishonesty Policy

Victus expects academic honesty from all of its students; engaging in any form of academic dishonesty or misconduct in order to obtain an academic credit or advantage of any kind is a breach under this policy. Students who have questions about plagiarism or any other form of academic dishonesty should always ask their teachers for guidance. Incidents of academic dishonesty include plagiarism, cheating or an intent to cheat on exams, tests or assignments. Plagiarism includes copying or paraphrasing the work of others without citation; misrepresenting someone else's work as one's own; copying another student's work or using the same piece of work in separate courses or for two separate assignments. Cheating includes viewing or using tests or examinations without permission of the teacher; bringing and using notes, electronic or unauthorized aids in an evaluation or examination, giving unauthorized aid to another student, sharing or allowing another student to copy or use one's test, exam, essay or homework; theft of the test or examination; receiving excessive help with homework, take home assignments, essays, etc. from a tutor, parent or fellow student. Any faculty member who suspects cases of academic dishonesty must report their suspicions to the principal. If it is determined that academic dishonesty has occurred, the principal will take appropriate action.

Acceptable Use of Social Media / Technology

Although we acknowledge the many benefits afforded by technology and certainly respect the right of students to use social media networks, personal websites and blogs (“Social Media”). However, there are risks associated with internet use and we urge all students to manage their on-line privacy carefully and in compliance with our rules and policies and also keeping in mind the following concerns:

1. Information posted on Social Media sites can potentially be viewed by anyone and is never truly deleted; accordingly, students should make sure to review privacy settings on Social Media sites and exercise care and good judgment when posting content.
2. Be careful not to post personal information about yourself or other students which can enable identity theft or put you or others at risk.
3. Others have varying degrees of comfort with their words and images being posted on-line; as such, consider the privacy of others, and seek permission before posting information and photos on Social Media.
4. As otherwise noted in these policies, nothing that constitutes bullying, harassment, discrimination or sexting may be posted on Social Media sites.
5. Unless a student has our permission to do so, they may not use Victus’ name (including any derivation or shortening of the name) or logo in any way that could be interpreted to suggest that we endorse your Social Media activity. If a student’s activity on the internet or Social Media violates any of our rules or policies, the student will be required to cease such activity. Depending on the circumstances, the student may be subject to disciplinary action.

All students must also comply with the City of Kitchener Wi-Fi policies when at Sportsworld.

Late Work Guidelines

Victus Academy follows the Ontario Ministry of Education Guidelines for late work, outlined in *Growing Success*. However, students who struggle with handing in work on time may be assigned to complete any late work in the “After School Support” program with their respective teachers to ensure they do not fall behind.

Cell Phone Policy

Cell phones and other mobile devices with recording capabilities, which includes voice recording, still cameras, and video cameras, increase the risk for some forms of abuse or misconduct. As a result, the use of any personal device and its recording capabilities in schools is prohibited. Many institutions and sports organizations have implemented policy and practice on restricting the use of these devices. Victus Academy has adopted similar policy that prohibits the use of any of these devices within its facility. This has been developed and implemented in conjunction with our Ice Staff, Strength Staff and Academic Staff.

Students must put away their cell phones when they enter the facility. Upon arrival at the start of the day, they are to go to their homeroom class and place it into cell phone storage with their teacher as soon as they enter the classroom. The phones are to remain in the classroom as phones are not permitted in the changerooms, washrooms, strength area, etc. If a parent needs to connect with their child, all communication must be facilitated through the office at (519-219-5900) or email info@victusacademy.com.

Our teachers reserve the right to allow their students to use their cell phones in class for educational purposes provided that they are monitored by the teacher and the activity is pre-approved by the principal.

Any visible presence would indicate that they are being used.

Cell phones are not permitted at any time in the changerooms or washrooms. If any member of the Victus team sees a student with a cell phone going into the changerooms or washrooms it will be immediately confiscated and can be picked up at the end of the school day.

Students who do bring electronic items to school are encouraged to leave them in their lockers.

Example of an infraction: a student's cell phone is visible and they are engaged in some form of use. This will result in a cell phone violation.

First offence – phone will be kept with the teacher until the end of class, document the violation, and return the phone to the student

Second offence – phone will be kept at office until the end of the day, the violation will be documented, and the phone will be returned to the student

Third offence – phone will be kept at office and a parent will be asked to come to school to pick up the phone.

Subsequent offence(s)

Formal progressive discipline will be assigned. Any subsequent infractions could result in suspension(s) throughout the semester.

***Refusal to co-operate with any part of this policy could result in a suspension**

Exiting a Student for Behaviour Reasons

Some reasons why a student's success at Victus Academy would be jeopardized and/or enrolment discontinued include, but are not limited to, the disobedience of the Student Expectations and Code of Conduct and its aforementioned assumptions and such indicators as tardiness, absenteeism, breaking the law, negatively affecting the public good will and reputation of the school, threatening or endangering the physical or emotional well-being of another person, refusal to comply with academic or behavioural expectations, attitude, verbal or nonverbal disrespect, interference with the general ability of others to benefit from the school, negative influence upon other's attitudes or efforts, smoking, or continuing inappropriate behaviour. All of the above indicators shall be solely at the Principal's definition.

Attendance at Victus Academy is mandatory and is expected up until the child is 18 or has earned his/her OSSD. Students are required to fulfil all course expectations as well as the mandatory 110 course hours in order to complete a course. Students who are not in attendance for 110 course hours must have parental permission (up to 5 absences) and/or a doctor's note (up to 10 absences). Absences due to hockey commitments are inevitable, and students need to work collaboratively with their teachers to stay caught up with academic class work. When a student nears 15 days absent from the fall or winter semester, the credit is in jeopardy due to lack of course hours. The principal is the decision maker if a credit is to be denied due to absences. Under some exceptional circumstances, a student may miss in excess of 20 days due to high level athletic competition, and as long as the student can still achieve the course learning outcomes, the credit may be granted.

Regular attendance, is an expectation for continued enrolment at Victus Academy.

Exiting a Student for Academic Reasons

Victus Academy program is an academic track program. Students who are unable to meet the academic standard at a level that will allow them to be successful at the subsequent course, may be exited from the school program. Identifying academic issues and building in support systems begin early in the school year and parents will be included in this process with the goal of ensuring student success.

Requirements for the Ontario Secondary School Certificate and the Certificate of Education

All Ontario students must remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD).

Ontario Secondary School Diploma (OSSD) Requirements

*** What you need to earn an Ontario Secondary School Diploma depends on the year you started Grade 9.**

If you started Grade 9 in 2023 or in prior years, you must earn:

18 compulsory credits
12 optional credits
the literacy requirement
at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

17 compulsory credits
13 optional credits
the literacy requirement
at least 2 online learning credits

*** Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.**

Specific Diploma Requirements

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for [group 1, 2 and 3 courses](#) (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde
-

Group 2

- health and physical education
- the arts
- business studies

- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

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.

Optional credits

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

Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the [STEM-related course group](#)

The following apply to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

Courses Offered at Victus Academy

English

Victus Academy offers 4 credits in English: ENL1W, ENG2D, ENG3U, and ENG4U.

Mathematics

Victus Academy offers 4 credits in Mathematics: MTH1W, MPM2D, MCR3U, MHF4U.

Science

Victus Academy offers 6 credits in Science: SNC1W, SNC2D, SBI3U, SCH3U, SBI4U, and SCH4U

The Arts

Victus Academy typically offers Media Arts in Grade 10 - ASM2O, but needs to instead offer the Technology course to satisfy OSSD requirements. It will return next year.

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

Canadian Geography (Grade 9)

Victus Academy offers CGC1W

Canadian History (Grade 10)

Victus Academy offers CHC2D

French as a Second Language

Note: At Victus Academy, French as a second language may not be an available course, therefore students who enroll without having earned this credit, will take another course as a substitute, as designated by the Principal. In Grade 9, this course is HFN1O.

- 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 course to meet the compulsory credit requirement for French as a second language.

Health and Physical Education

Victus Academy offers 2 credits in Health and Physical Education in each grade corresponding to Healthy Living and Large-Group Activities and Personal and Fitness Activities:

Grade 9 – PAL1O and PAF1O

Grade 11 – PAL3O and PAF3O

Grade 10 – PAL2O and PAF2O

Grade 12 – PAL4O and PAF4O

Additionally, in Grade 12, Kinesiology PSK4U is offered.

Career Studies

Victus Academy offers GLC20

Civics

Victus Academy offers CHV20

Technological Education

Victus Academy offers TAS10 and TAS20

Literacy Graduation Requirement

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

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in OSS 2016 Section 6.1.3.1. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process (see OSS 2016 Section 6.1.3).

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC. (See OSS 2016, Appendix 3, Section 4 for exemption procedures).

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

OSSLT Accommodations, Special Provisions, Deferrals, and Exemptions

Victus provides accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. As

explained in Part One, section 3.3.1, an accommodation is a support given to a student to assist him or her in achieving the learning expectations set out in the Ontario curriculum. Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course. Accommodations needed for the test or course may be challenging to implement; consequently, careful planning will be required on the part of the principal. To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an IPRC in order to have an IEP.)

Procedures for Making Accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student.

Decisions about accommodations must:

- Always be made on an individual student basis
- Be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support services staff, where appropriate)
- Be made prior to the taking of the OSSLT or enrolling in the OSSLC
- Take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this appendix and with the EQAO document entitled guide for accommodations, special provisions, deferrals, and exemptions (see the subsection "permitted accommodations", below)
- Be consistent with regular classroom practice, including assessments
- Be clearly communicated in writing to the parents, or directly to the adult student in advance of the writing of the test or enrolment in the course
- Be recorded, with all pertinent details, on the student data collection system provided by the EQAO for students writing the OSSLT. An adult student is a student who is eighteen years of age or older.

Permitted Accommodations

The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student's IEP. Details about the accommodations that may be provided for the OSSLT and the process for seeking

accommodations are outlined in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions.

Accommodations that are permitted by the EQAO for the OSSLT include the following:

- Adjustments to the environment in which the test is administered
- Adjustments in the time allowed for the test
- Changes/adjustments to the format of the test (e.g., alternative forms of print)
- Changes/adjustments to the format of responses.

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation. If an accommodation that is described in a student's IEP is also one that is permitted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions, the principal must ensure that the accommodation is available to the student during the OSSLT.

If an accommodation that might be necessary is not included in the student's IEP, or if the student doesn't have an IEP but the provision of an accommodation might be necessary, a request for special consideration may be submitted as described in the following subsection, "Requests for Special Consideration of Accommodations". Accommodations other than those listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions will be given consideration by the EQAO upon receipt of a request, as outlined in the following subsection. See also, below, the subsection "Human Resources Required for the Implementation of Accommodations during Administration of the OSSLT".

Requests for Special Consideration of Accommodations

Accommodations That Are Listed in the EQAO Guide

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions, one of the following procedures applies, as appropriate: If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final. If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final. If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered.

Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final. For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final. For students in approved education programs in care and/or treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final. For students in ministry-inspected private schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Accommodations That Are NOT Listed in the EQAO Guide

When a parent, adult student, or principal identifies a need for an accommodation: that is not listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions or that involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student's IEP, then the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. The Principal has the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. In such cases, the student must have been present to take the test but the

required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

Community Involvement Diploma Requirement

Community Involvement Activities

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.

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

When looking for volunteer opportunities:

- make sure you know [which activities qualify in your school board and meet the Ministry of Education's guidelines](#)
- check your school board's website for:
 - eligible and ineligible activities
 - tools to help you record hours and find volunteer activities
- ask your principal or guidance counsellor for more information

If you're under 18, ask your parents to help you plan and select your activities. Talk with your guidance counsellor or principal about other ways your school can help you earn community involvement hours.

Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

- develop transferable skills
- explore different sectors and potential career opportunities
- understand more about yourself and your role in society

[Learn more about getting your high school volunteer hours.](#)

Students will select one or more community activities in consultation with their parents. Selection of the activities should take into account the age, maturity, and ability of the student, the location and the environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount. Students will not be paid for performing any community involvement activity. A list of approved activities and the necessary forms are available from the Principal. The school cannot approve student participation in any activities that the Ministry of Education has declared ineligible. If the student selects an activity that is not indicated on the list of approved activities, the student must obtain written approval from the Principal before beginning the activity. "Notification of Planned Community Involvement Activities" form must be completed, signed by both student and his/her parent, and

submitted to the Principal prior to the commencement of the activity. Parents are responsible for insurance and liability. The school's only responsibility is to verify that the activities reported have been completed and recorded. "Completion of Community Involvement Activities" form must be completed, signed by the student, parent, and sponsor of the activity, and submitted to the Principal upon completion of the activity. The Principal will determine whether the student has met the requirements and if so, will record it as completed on the student's official transcript.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Online Learning Requirement

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

This requirement is designed to support students to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world.

Credits Earned During COVID-19

Students can count **one** secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures.

Opting Out

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school board. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

Eligible credits

Online learning courses or *online learning credits*, also known as “e-learning” courses or credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:

- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners and

students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9 (please refer to *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

Ineligible credits

Credits that shall not count towards the online learning graduation requirement include those earned through:

- **in-person learning**, in which students are physically present with other students in the same course and their educator in the school environment
- **blended learning**, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online
- **flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment
- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements as defined in [Policy/Program Memorandum 164](#)

Exception: remote learning credit earned in 2020-21

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a

student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

Ontario Secondary School Certificate (OSSC) Requirements

This certificate will be awarded to everyone who successfully completes a minimum of 14 credits, including 7 compulsory credits and 7 optional credits from the available course offerings. Such credits will be based on the discipline specific expectations and assessment policies as set out in the provincial curriculum policy documents.

The compulsory credit requirements are:

- English - 2 credits
- Canadian Geography or Canadian History - 1 credit
- Mathematics - 1 credit
- Science - 1 credit
- Health and Physical Education - 1 credit
- Arts, Computer Studies or Technological Education - 1 credit

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

Certificate of Accomplishment

This certificate may be granted by the principal to students who are leaving school prior to fulfilling the requirements for an OSSD or OSSC, but who have achieved significant progress in completing personal and educational goals. An Ontario Student Transcript, including the Individual Education where applicable, will be attached to the certificate.

Curriculum

Definition of a Credit

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. ‘Scheduled time’ is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses and the amount of classroom instruction will relate accordingly (e.g., a half credit equals 55 hours)

Secondary School Courses Available in the Ontario Curriculum

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

Grade 9 and 10 Courses

The following four types of courses are offered in Grades 9 and 10 in the Ontario curriculum: Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

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

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

De-streamed courses, a combination of academic and applied courses, meant to provide a learning experience for all students and emphasize connections among concepts, real-life applications and students’ lived experiences.

Victus Academy offers only academic, de-streamed, and open courses In Grades 9 and 10. The course offerings are fixed for students in Grades 9 and 10, allowing them to earn credits towards their OSSD. In some compelling cases, with the approval of the principal, a Grade 9 or 10 student may pursue a course that is outside of the Victus offerings for Grades 9 and 10.

Grade 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12 in the Ontario curriculum: College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

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

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

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

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, the Ontario curriculum allows students to focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs.

Victus Academy does not offer these learning opportunities beyond the school setting, rather offers some choice in subjects allowing students to both earn the required courses for their OSSD, take courses which meet or supersede the prerequisites for most post-secondary educational paths and continue to focus on the skills development associated with the Victus hockey program.

Course Code System

M₁D₂M₃4U₅

- The first digit indicates the major area of study for the course; for example: **M for Math**, S for Science, E for English.
- The second and third digit serve as the course descriptor within the subject area; for example: **DM stands for Data and Management**, while CH stands for Chemistry.
- The fourth digit signifies the grade level; for example, 1 is grade 9, 2 is grade 10, 3 is grade 11, and **4 is grade 12**.
- The fifth and final digit is used to denote the level of intensity at which the course is delivered.
 - In grades 9 & 10, D represents Academic, P represents Applied, W represents De-streaming, while O denotes open level courses.
 - In grades 11 & 12, this digit indicates the intended post-secondary destination of students in those courses: **U is for University**, C is for College, while M represents mixed-level courses appropriate to either university or college.

Course Types

As a high school student, you will have important choices to make that will open doors to your future, including the selection of your courses throughout high school.

De-streamed (Grade 9)

- Designed to provide a learning experience for all students
- Emphasize connections among concepts, real-life applications and students' lived experiences.
- Example: English ENL1W

Academic (Grade 10)

- Cover the core content and have an emphasis on theoretical and conceptual learning
- Example: History - CHC2D

Open (Grades 9-12)

- Learning expectations are the same for all students
- Designed to prepare students for further study and to enrich general education in a subject
- Can be counted as compulsory or elective credits
- Example: Health and Physical Education - PPL1O

Alternative (No Credit, Grades 9-12)

- 'K' courses focus on specific skill development which may be taken in preparation for credit courses or in place of
- Designed to meet students' education needs not met by existing credit courses

College Preparation Courses (Grades 11 and 12), C in the 5th position

- Provide students with the knowledge and skills needed to meet entrance requirements for most college programs
- Emphasis is on concrete applications of the theoretical material covered in the course and development of critical thinking and problem-solving skills
- Focus on the development of independent research skills and independent learning skills
- Example: *Entrepreneurship: The Venture* - BDI3C

University Preparation Courses (Grades 11 and 12), U in the 5th position

- Provide students with the knowledge and skills needed to meet entrance requirements for university study
- Emphasis on theoretical aspects of the course content, with supporting applications
- Courses will focus on the development of both independent research skills and independent learning skills
- Example: *Challenge and Change in Society* - HSB4U

University/College Preparation Courses (Grades 11 and 12), M in the 5th position

- Include content that is relevant for both university and college programs
- Provide students with knowledge and skills needed to meet entrance requirements for specific university and college programs
- Emphasis on both theoretical aspects and related concrete applications of the course content
- Example: *Recreation and Healthy Active Living Leadership* – PLF4M

Workplace Preparation Courses (Grades 11 and 12), E in the 5th position

- Prepare students to move directly into the workplace or to be admitted to apprenticeship or other training programs in the community
- Emphasis on practical workplace skills

Dual Credit Programs

- Designed to help students finish Ontario Secondary School Diploma (OSSD) and move on successfully to college and apprenticeship programs
- Focus is on students facing challenges in graduating
- A maximum of four optional credits may count toward the OSSD for approved college courses or Level 1 Apprenticeship college-delivered Dual Credit programs

Credit Recovery Courses

- Designed for a group of students through referral from the Student Success Team
- Provide opportunity to get a credit without repeating the entire course
- Provide support to students by way of intervention to support successful completion of the credit. See Guidance Counsellor for details.

*Victus Academy does not offer courses which are the Applied (P) or Workplace (E) preparation level. The Victus program is designed to allow all students to pursue a university program, if they are successful in their Victus courses. Course types offered at Victus Academy are listed above.

List of Courses in Grades 9 to 12 and all of the Prerequisite Requirements

Victus Grade 9 Courses

CGC1W

Exploring Canadian Geography, Grade 9, De-Streamed

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. Prerequisite: None

ENL1W

English, Grade 9, De-Streamed

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. Prerequisite: None

HFN1O

Food and Nutrition, Grade 9, Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. Prerequisite: None

MTH1W

Mathematics, Grade 9, De-streamed

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. Prerequisite: None

PAF1O

Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 9, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will focus on healthy living and personal and fitness activities, through hockey and strength/personal fitness activities. Prerequisite: None

PAL1O

Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength), Grade 9, Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will focus on large group activities primarily hockey, as well as strength and personal fitness activities. Prerequisite: None

SNC1W

Science, Grade 9, De-streamed

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. Prerequisite: None

TAS1O

Technology and the Skilled Trades, Grade 9, Open

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

Victus Grade 10 Courses

CHC2D

Canadian History Since World War I, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

CHV2O

Civics and Citizenship, Grade 10, Open (0.5 credit value)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about a range of political issues and developments that are both of significance in today's world and of personal interest to them. Prerequisite: None

ENG2D

English, Grade 10, Academic

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

Prerequisite: English, Grade 9, Academic or Applied

GLC2O

Career Studies, Grade 10, Open (0.5 credit value)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of

exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

MPM2D

Principles of Mathematics, Grade 10, Academic

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

Prerequisite: Mathematics, Grade 9, Academic, or Mathematics Grade 9, Applied and Mathematics Transfer course, Grade 9, Applied to Academic

PAF2O

Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will focus on healthy living and personal and fitness activities, through hockey and strength/personal fitness activities. Prerequisite: None

PAL2O

Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength) Grade 10, Open

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

Prerequisite: None

SNC2D

Science, Grade 10, Academic

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

Prerequisite: Science, Grade 9, Academic or Applied

TAS2O

Technology and the Skilled Trades, Grade 10, Open

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. Prerequisite: None

Victus Grade 11 Courses

BDI3C

Entrepreneurship: The Venture, Grade 11, College Preparation

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

Prerequisite: None

CLU3M

Understanding Canadian Law, Grade 11, University/College Preparation

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

DCO3O

Creating Opportunities through Co-op

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will

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

Prerequisite: None

ENG3U

English, Grade 11, University Preparation

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

Prerequisite: English, Grade 10, Academic

MCR3U

Functions, Grade 11, University Preparation

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

PAF3O

Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 11, Open

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

Prerequisite: None

PAL30

Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength) Grade 11, Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will focus on large group activities primarily hockey, as well as strength and personal fitness activities. Prerequisite: None

SBI3U

Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study and helps students refine skills related to scientific investigation. Prerequisite: Grade 10 Science, Academic

SCH3U

Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, Grade 10, Academic

Victus Grade 12 Courses

BBB4M

International Business, Grade 12, University Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None

ENG4U

English, Grade 12, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and

evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace

Prerequisite: English, Grade 11, University Preparation

HSB4U

Challenge and Change in Society, Grade 12, University Preparation

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 analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse 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.

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

MHF4U

Advanced Functions, Grade 12, University Preparation

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

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

PAF4O

Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The focus of this course is on healthy living and personal and fitness activities, specifically related to the sport of hockey and strength & conditioning.

Prerequisite: None

PAL4O

Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength) Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The focus of this course is on healthy living and large group activities, specifically related to the sport of hockey and strength & conditioning.

Prerequisite: None

PSK4U

Introductory Kinesiology, Grade 12, University Preparation

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisites: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

SBI4U

Biology, Grade 12, University Preparation

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

Prerequisite: Biology, Grade 11, University Preparation

SCH4U

Chemistry, Grade 12, University Preparation

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

Prerequisite: Chemistry, Grade 11, University Preparation

Access: If any parent or student would like information regarding access to outlines of courses of study, please contact Victus Academy at (519) 219-5900 or by email to info@victusacademy.com.

To gain access to the Ontario curriculum, please visit the following website:

<https://www.dcp.edu.gov.on.ca/en/>

Experiential Learning Programs - Cooperative Education and Job Shadowing

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student’s school–work transition program.

Victus Academy offers Cooperative Education but does not offer Job Shadowing.

Student Withdrawal from Courses

If a student wishes to withdrawal from a course, they must first speak with the Guidance Counsellor. A credit evaluation and examination will be conducted to ensure that the student is still on track for to meet graduation requirements. If the student wishes to withdraw from the class in the first week to enrol in another class, this is done through the Guidance Counsellor. Parental permission may be required. Communication is sent to the parents/guardians regarding the change with an update on the credit accumulation so the parents/guardians, as well as the student, are fully aware of the child’s up-to-date credit count (for purposes of graduation). Below is how a withdrawal from a course is or is not recorded on the Ontario Student Transcript.

Grade 9

Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grade 10

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12

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

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered course or five instructional days following the issue of the second provincial report card in a full year course, the withdrawal is recorded on the OST by

entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student’s learning plan.

Procedures for Students Who Wish to Change Course Types*

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

If you wish to change the course, you must have the pre-requisite.

*Victus Academy offers courses at only one level, so changing course type while enrolled is not an option for students. The information above applies to students who seek to enroll at Victus and may have already earned applied, college level or workplace secondary school course credits.

Waiving Prerequisite Courses

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

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 Victus Academy 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.

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 and 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, the principal will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. *Forms available in office.*

Other Ways of Earning Credits

Students may earn credits in other ways, such as e-learning, the Independent Learning Centre, and continuing education courses for credit. E-learning Credit Courses are courses taught by e-learning teachers using the provincial Learning Management System (LMS). E-learning courses can be offered for students who cannot be in the physical classroom to learn. The Independent Learning Centre offers high school credit courses for students in Grades 9-12 and can grant Ontario Secondary School Diplomas (OSSD). Students who wish to earn credits through other means are encouraged to speak with our Guidance Counsellor to receive more information and to determine the best course of action for that student. Students may also choose to earn credits through accredited summer school programs offered by Ontario school boards, schools or study-travel opportunities.

For more information about Ontario's E-learning Strategy, see:

<https://www.ontario.ca/page/online-learning-secondary-students>

For more information on the Independent Learning Centre, see:

http://www.ilc.org/pages/future_students.php

For more information on Virtual High School,

see: <https://www.virtualhighschool.com/>

Evaluation and Examination Policies

The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning. The assessment and evaluation procedures and practices at Victus Academy follow expectations as laid out in the Ministry of Education document "Growing Success".

Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario Curriculum Grades 9-12:

- Knowledge/ Understanding
- Thinking and Inquiry
- Communication
- Application

Teachers will use subject specific "Level of Achievement Charts" found in the Ontario Curriculum as the basis for all assessment and evaluation. Achievement is reflected as a percentage grade using the provincial guidelines:

80 - 100% (Level 4) a very high to outstanding level of achievement which is above provincial standard

70 - 79%	(Level 3) a high level of achievement. This is the provincial standard.
60 - 69%	(Level 2) a moderate level of achievement which is below the provincial standard.
50 - 59%	(Level 1) a passable level of achievement which is below the provincial standard.
<50%	below 50% insufficient achievement of curriculum expectations. A credit will not be earned

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions. All attempts are made to allow for only one examination each day of the exam week and all examinations are scheduled in the morning. Exam accommodations for individual students are based on the recommendations in the student's Individual Educational Plan (IEP).

Reporting Procedures

Ontario Student Records

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR Records may be obtained by the parents/guardians of students under the age of 18, or by the students over 18, by contacting the principal.

An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses successfully completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12 levels) that has been scheduled, for a minimum of 110 hours. These detailed courses of study, and the guidelines on which they are based, are available for parents' perusal in the school. Victus Academy uses the Ontario Provincial Report Card as well as a Victus specific progress report and issues reports on the schedule indicated earlier in this document.

Ontario Student Transcript (OST)

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript. In Grades 11 and 12, all courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student

withdraws from a Grade 11 or 12 course before the date indicated earlier in this document, the withdrawal will not be recorded. A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

Supports and Resources

Guidance, Education and Career Planning Supports including the Individual Pathways Plan

Victus Academy incorporates guidance education and career planning through its Careers course and through work with the school guidance counsellor who meets with students as groups and individuals. All students in Grades 7-12 have an account with the post-secondary information program called My Blueprint, which incorporates survey and interest tools, as well as providing post-secondary schooling information and allows students to complete the Individual Pathways Plan, starting in Grade 7. Grade 11 and Grade 12 students are provided with one-on-one career counselling and post-secondary guidance throughout their school year. Hockey is a significant factor in planning for post secondary education options for Victus Academy students, and there are a number of teachers and coaches who have direct experience in combining these two pursuits.

In addition, each student has a homeroom teacher who takes on the role of advising students on both educational and personal counselling, where appropriate. The small, family-like atmosphere of Victus Academy ensures that students do not "fall through the cracks". In addition, there are these elements of the Victus Program in place designed to support students.

- Computers are mandatory for all students Grade 5 to 12
- Student-Athlete Seminar series
- Regular work of sports psychologist in all school presentations, small group workshops and on-ice sessions
- Individual Education Plans
- Individual teacher attention
- Small Class Sizes
- Community service projects
- Online Learning Platform (Chalk) with parent and student login
- School "house" system to build belonging and school spirit

Education Planning and Course Selection Process

Grade 9 and 10

Course familiarization begins in the preceding years before Grade 9 and Grade 10. Typically, this is completed in May. Courses for Grades 9 and 10 are predetermined, but students still work with the guidance counsellor to understand the graduation requirements and how the courses meet those requirements. As well, there is a parent night in May describing the high school

courses as well as the high school credit system. Parents are strongly advised to attend this evening as many questions about completing an OSSD will be explained.

Grade 11 and 12

Course selection for Grades 11 and 12 begin the year before. Students who are in Grades 10 and 11 will meet with their Guidance Counsellor to discuss possible courses for the following year, as well as a possible post-secondary plan. Courses for Grades 11 and 12 are predetermined, but students still work with the guidance counsellor to understand the graduation requirements and how the courses meet those requirements.

Parents and students are strongly encouraged to visit the following websites for information regarding the university/college application process:

University Program information: <http://www.electronicinfo.ca/>

University Applications information: <http://www.ouac.on.ca/>

College Program/Application information: <http://www.ontariocolleges.ca/home>

Intervention Strategies, Support, and Programs

Much can be done at Victus Academy in terms of intervention strategies, support, and programs. Victus Academy has a built in educational support program where students with IEPs can get additional support in their education. These supports take place at a time that is convenient for the student and their family (before school, during work periods, at lunch, or after school). All teachers working with the supportive environment have years of experience working with children with exceptionalities. Victus has an after school “homework club”, where students can volunteer to attend or be assigned if they need a structured, quiet place to do their homework and/or get teacher help with school work.

For students who are at risk of not meeting the OSSD graduation requirements, early intervention happens, starting with a meeting with the student and his/her parents and the educational staff. If it is an issue with comprehension and skills in one or more courses, the teachers work with students individually. If it is an issue with effort or focus, interventions are put in place to help the student be more successful. Ultimately, it is the responsibility of the student to complete the work required and engage in additional support sessions with the professional staff to allow them to be successful in their courses.

English as an Additional Language Learners

Students that do not speak English as their mother tongue need extra supports to help them achieve. Victus Academy has small class sizes, where individualized language acquisition and support can be offered to EAL students.

Computer Labs

Victus Academy does not currently have nor maintain a computer lab. With recent computer trends, all students are required to have and maintain their own computer, tablet, or laptop and

the ability to access the internet both at home and at school in order to utilize our digital Learning Management System (LMS) Classroom environment. Each student is required to bring a fully charged laptop, that is able to connect to the internet via the school wifi to school each day. The most up-to-date operating system for the laptop should be installed, as we access online educational program and assessments that require current configurations.

Each student must have a laptop (PC, Mac, Chromebook) that has the following capabilities:

1. At least 1 USB port;
2. A full keyboard (not on screen)

Community Resources

Whenever possible, Victus Academy utilizes the community around us to enhance the curriculum. Trips to public libraries, university libraries, university open houses, arenas, gyms, theaters and nature centres all assist Victus Academy in providing a high quality education.

Special Education & Learning Exceptionalities

Students with special education needs or learning exceptionalities should be given every opportunity to achieve the curriculum expectations or be challenged within the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations.

Victus Academy *does not* have a dedicated Learning Support Team or Special Education Department. Victus Academy will provide accommodations (such as specific teaching and assessment strategies), but does not modify the curricular learning expectations. Every effort is made to work with students to support them to achieve the learning expectations within the small class environment.

In some cases, when the professional staff suspect a learning disability may exist that is not documented, the teachers will employ a variety of strategies, but may also request that the family engage the services of an educational psychologist to better understand the issue and suggested accommodations