



MAPLE LEAF SECONDARY SCHOOL COURSE CALENDAR

MAPLE LEAF INTERNATIONAL SCHOOL

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MAPLE LEAF SECONDARY SCHOOL COURSE CALENDAR

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WELCOME

Maple Leaf International School is a unique learning opportunity on the educational landscape of Trinidad and Tobago. Here, we provide a Canadian learning opportunity for all our students – from Junior Kindergarten to Grade Twelve. This positive and enriching experience is based on the curriculum and learning expectations of the Ontario Ministry of Education.

Canada is recognized as a world leader in education, and parents can be confident that their children will benefit, throughout their lives, by the learning that they encounter at Maple Leaf.

At Maple Leaf International School, it is our belief that life is not a set of instructions, but rather a series of experiences and learning processes. School is not just rules, or bricks and mortar. Our philosophy, then, is that our school is about character, about enriching minds and about providing experiences that will last a lifetime. We are proud of the fact that the majority of our graduates eagerly pursue post-secondary learning opportunities at renowned universities and institutions around the globe. Our focus is definitely on preparing our students for higher learning opportunities: that is our priority.

We also believe that by encouraging our students to become involved in school life through our extracurricular programs, we will have helped to foster well rounded individuals destined to be positive and contributing members to our society at large. Through student engagement, we support our students in refining those necessary skills, attitudes and aptitudes. Our students do make a difference in this world.

As we enter the new school year, we must thank those parents who believed in the value of the Canadian educational system, the Ontario curriculum and in a better learning opportunity for their children.

We are grateful for the many teachers who have come and gone, supporting students in their learning, and for those who today continue the programs and traditions of Maple Leaf. Our Board of Directors provides leadership and operates with care and deliberation. The Parent-Teacher Association supports the school through its many activities for both students and the community.

When Maple Leaf graduates venture forth into their next stage of life, they do so with knowledge, skills and confidence. They are well prepared for the future. They are also venturing forth with fond and lasting memories.

Maple Leaf Administration

BELIEFS & VALUES

We are a community of learners in which student success is most important. The measure of success is not only academic but also includes the development of personal and ethical dimensions. To achieve our goals, we embrace parents as our partners. We expect the highest professional standards of our teachers. Students accept personal responsibility for their learning and behaviour. Our program invites success employing a balanced curriculum in which students grow academically, socially and physically according to the needs of each. On-going assessment creates valid and reliable evaluation which provides for students to be corrected, re-focused and guided to success. Maple Leaf International School provides an education based on how students learn and live in the present, for participation as a productive healthy member of the international community in the future.

CODE OF STUDENT BEHAVIOUR

In the interest of maintaining a school dedicated to allowing students to learn and to make the most of their educational opportunities, a code of behaviour has been developed which outlines the responsibilities and expectations of the members of the Maple Leaf community.

RESPECT towards every person who enters the school

This means recognizing the equality of all persons by:

- according respect to members of every race, religion, culture, gender and age;
- using language which reflects due respect for self and others;
- not tolerating bullying and intimidation, play fighting of any sort, and any "hands-on" behaviour;
- not tolerating harassment with regards to sexuality or race.

RESPECT for property

This means:

- demonstrating respect for the property of others and the school;
- using care to maintain a clean, litter free school;

RESPECT for oneself

Student responsibilities include:

- arriving on time and prepared for classes;
- attending regularly;
- providing notes for absences;
- observing the policy prohibiting the use of alcohol and drugs;
- observing the policy of a smoke-free environment;
- wearing your uniform appropriately;
- giving your best effort at all times.

Maple Leaf recognizes that the majority of students are self-disciplined, that corrective actions suggested by this code will apply only to a minority of students, and that motivation and self-control are essential for positive growth to occur.

Guidance by all staff is intended to convey to students, as clearly as possible, that students are being helped to learn to be co-operative, fulfilled citizens, while maintaining their own individuality.

To serve the interests of students, a variety of strategies are employed. Students who do not exhibit self-discipline are counselled by school personnel to ensure that the standard of behaviour expected is clearly understood. Disciplinary actions, such as specific task assignments, an interview with the Principal, withdrawal of specific privileges, involvement of parents, suspension or permanent removal from school, will take into account the nature of the offence and the individual circumstances involved.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

CREDIT DEFINITION

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

Note: All courses listed in this calendar have a 1.0 credit value unless otherwise indicated.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA- O.S.S.D

TOTAL CREDITS TO GRADUATE (MINIMUM).....	30
COMPULSORY COURSES REQUIRED	18
ELECTIVE COURSES REQUIRED.....	12
ONTARIO SECONDARY LITERACY TEST	SUCCESSFUL COMPLETION
COMMUNITY INVOLVEMENT HOURS REQUIRED.....	40 HOURS

COMPULSORY CREDITS – 18

ENGLISH	4	CANADIAN GEOGRAPHY	1
MATHEMATICS	3	ARTS	1
SCIENCE	2	PHYSICAL HEALTH EDUCATION	1
FRENCH OR SPANISH	1	CIVICS	0.5
CANADIAN HISTORY	1	CAREER STUDIES	0.5

3 ADDITIONAL CREDITS, CONSISTING OF 1 CREDIT FROM EACH OF THE FOLLOWING GROUPS:

GROUP 1: ENGLISH (INCLUDING THE ONTARIO SECONDARY SCHOOL LITERACY COURSE), FRENCH AS A SECOND LANGUAGE, CLASSICAL LANGUAGES, INTERNATIONAL LANGUAGES, NATIVE LANGUAGES, CANADIAN AND WORLD STUDIES, NATIVE STUDIES, SOCIAL SCIENCES AND HUMANITIES, GUIDANCE AND CAREER EDUCATION, COOPERATIVE EDUCATION

GROUP 2: FRENCH AS A SECOND LANGUAGE, THE ARTS, BUSINESS STUDIES, HEALTH AND PHYSICAL EDUCATION, COOPERATIVE EDUCATION

GROUP 3: FRENCH AS A SECOND LANGUAGE, SCIENCE (GRADE 11 OR 12), COMPUTER STUDIES, TECHNOLOGICAL EDUCATION, COOPERATIVE EDUCATION

NOTE: THE FOLLOWING CONDITIONS APPLY TO SELECTIONS FROM THE ABOVE THREE GROUPS:

- A MAXIMUM OF 2 CREDITS IN FRENCH AS A SECOND LANGUAGE MAY COUNT AS ADDITIONAL COMPULSORY CREDITS, 1 CREDIT FROM GROUP 1, AND 1 CREDIT FROM EITHER GROUP 2 OR GROUP 3.
- A MAXIMUM OF 2 CREDITS IN COOPERATIVE EDUCATION MAY COUNT AS ADDITIONAL COMPULSORY CREDITS, SELECTED FROM ANY OF GROUPS 1, 2, OR 3.

SUBSTITUTION FOR COMPULSORY CREDITS

IN ORDER TO PROVIDE THE FLEXIBILITY TO TAILOR AN INDIVIDUAL STUDENT'S PROGRAM TO THE STUDENT'S NEEDS AND TO SUPPORT HIS OR HER PROGRESS THROUGH SECONDARY SCHOOL, PRINCIPALS MAY SUBSTITUTE UP TO THREE COMPULSORY CREDITS WITH COURSES FROM OTHER SUBJECT AREAS SPECIFIED IN THE LIST OF COMPULSORY CREDIT REQUIREMENTS. A COMMON EXAMPLE IS TO SUBSTITUTE SPANISH FOR FRENCH.

ELECTIVE CREDITS

Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

The Provincial 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 a year, usually in the spring.

Students will usually take the OSSLT in Grade 10, 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.

Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the students' IEP must be available on the day of the test. Sample test materials are available at www.eqao.com.

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 Ontario Secondary School Literacy Course (OSSLC). Principals have 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.

COMMUNITY INVOLVEMENT REQUIREMENTS (40 HOURS)

Students entering grade 9 must complete 40 hours of volunteer work as one of the Ministry requirements for their high school diploma. The aim is to encourage students to become actively involved in making positive contributions to their community. Students are encouraged to select many different community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount. Students are not paid for performing any community involvement activity.

The Community Involvement Passport and a list of eligible community involvement opportunities and organizations needing volunteers are available to students from Guidance. Students must complete their community involvement activities while in grades 9 – 12. The community involvement is completed outside of classroom hours, and may not be paid employment. Students can now begin accumulating their hours during the summer prior to entering Grade 9.

Students are encouraged to complete the 40 hours of community involvement as early as possible in high school ideally by the end of grade 10. Ministry guidelines have established eligible and ineligible activities for the community involvement requirement. Students and parents must follow these guidelines.



ONTARIO SECONDARY SCHOOL CERTIFICATE

A student who decides to leave school before earning the Ontario Secondary School Diploma will receive, on request, the Ontario Secondary School Certificate if a minimum of 14 credits are earned:

English	2 credits	Total Compulsory Courses/Credit	6
Mathematics	1 credit	Total Elective Courses/Credits	8
Science	1 credit		
Canadian History or Canadian Geography	1 credit	TOTAL CREDITS	14
Physical/Health Education	1 credit		

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs, other kinds of training, or who plan to find employment after leaving school. Students who return to school to complete additional credit and non-credit courses will have their transcripts updated accordingly, but will not be issued a new Certificate of Accomplishment.

STUDENT EVALUATION AND REPORTING

A number of evaluation methods are used throughout our courses to provide an accurate reflection of the level of success of each student. The types are numerous and directly reflect the nature of the course being studied. Final evaluations are held twice yearly, at the end of each semester (in January and June). A student's final achievement mark in a course is based on term work and final evaluation results. The proportion is determined by Ministry policy at 70% term work and 30% final evaluation. The final evaluation may be an exam and/or culminating activity. Ontario schools do not use rank or grade point average. Students receive report cards at mid-semester as an indication of progress.

Grading is based on the following scale:

80-100%	(A)	honours	Level 4 exceeds Ministry provincial standards
70-79%	(B)	very good	Level 3 meets Ministry provincial standards
60-69%	(C)	satisfactory	Level 2 approaching Ministry provincial standards
50-59%	(D)	poor	Level 1 limited grasp of Ministry provincial standards
Under 50%	(F)	failure	

REPORTING TIMELINE

End of September	Learning Skills Reports go home
After 9 weeks	Mid-Semester 1 Reports go home
Early November	Secondary Parent/Teacher Interviews
Late January	Secondary Semester 1 Final Reports go home
End of February	Learning Skills Reports go home
After 9 weeks	Mid-Semester 2 Reports go home
Mid April	Secondary Parent/Teacher Interviews
Early July	Secondary Semester 2 Final Reports are available for collection

The Learning Skills Reports which are issued in September and February, focus on the student's work habits and learning skills. These skills include Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. We have also included Uniform because we believe that our students' deportment also plays an important role in their success and development as independent, self-directed learners. This is one way of giving parents a "heads up" on how their child is settling in to their new courses at the beginning of each Semester. These skills are also part of the Provincial Report Card at mid-term and semester end.

PRIOR LEARNING AND RECOGNITION (PLAR)

For students transferring from home schooling, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

A general rule is that a student from Trinidad who has successfully completed:

Form 2 would begin grade 9

Form 3 may be granted up to 8 credits and may be placed in grade 10

Form 4 may be granted up to 16 credits and may be placed in grade 11

Form 5 may be granted up to a maximum of 23 equivalent credits

This assessment would be based on the following:

- i) marks and comments in courses at current school
- ii) results in CXC exams (minimum of 8)
- iii) results on the English and Mathematics tests administered by Maple Leaf
- iv) current age

All information listed will determine the student's placement in an appropriate grade and into specific courses.

PREREQUISITE COURSES

Generally, a student must have successfully completed the prerequisite course at one grade to proceed to that subject at the next grade. If the student is planning to move from one level to the next, that student must go back and complete the previous course at the appropriate level. For example, a student who took Grade 9 Math at the Applied level, and wishes to try Grade 10 Math at the Academic level, would have to go back and do the Grade 9 Academic Math.

Some courses have no prerequisite. Prerequisite courses are listed at the end of each course description. The Curriculum Policy documents for all of the courses offered by the school are on the website of the Ministry of Education for Ontario: www.edu.gov.on.ca

SUBSTITUTIONS FOR PREREQUISITE COURSES

In order to meet the needs of individual students, the Principal will determine whether or not the prerequisite should be waived. Up to three prerequisite courses may be waived. The Principal will make the decision in consultation with the parent/guardian and appropriate school staff.

ALTERNATIVE WAYS OF EARNING CREDITS

The Independent Learning Centre is a provider of Ontario Ministry of Education high school credits in both paper and e-learning formats. Students complete course work independently, submitting assignments through the mail, or through email. Students are required to complete an exam at the end of the course. The student has 10 months to complete a course. Each course is divided into 4 units, and each unit contains 5 lessons for a total of 20 lessons (110 hours of instruction) and half-credit courses have 10 lessons in total (55 hours of instruction).

For a list of courses and policies access the website: www.ilc.org

ADVANCED PLACEMENT PROGRAM (AP)

AP enables students to pursue college-level studies while still in high school. Through 34 college-level courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous curriculum available to them.

Each AP course concludes with a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. AP is accepted by most two- and four-year colleges and universities worldwide for college credit, advanced placement or both on the basis of successful exam scores in the admission process and/or award credit and placement for qualifying scores.

Performing well on an AP Exam not only indicates the successful completion of a course. Research consistently shows that students who score a 3 or higher typically earn higher GPAs in college and have higher graduation rates than their non-AP student peers.

Visit the College Board's website for more information:

- Information about AP courses and exams:
www.apcentral.collegeboard.org
- Universities outside the United States that recognize AP
www.collegeboard.org/apintl

**** AP courses are not part of the Ontario curriculum and therefore do not count in the 30 credits to get a diploma.**

AP courses offered depend on enrolment. A minimum of 5 students is required for a course to run. Students require a minimum of 85% in the high school credit to apply for the AP course of study.

COOPERATIVE EDUCATION

Cooperative education is a program which places senior students into a working environment, to give them real world, hands-on experience in a job setting. Students work for 220 hours for 2 periods in the schedule for 2 credits. Cooperative credits are linked to the courses the student is taking, to allow transfer between the classroom and a job. Students are responsible for providing their own transportation to the job site. Evaluation is a combination of the cooperative education teacher and the placement supervisor.

Academic Honesty

It is the responsibility of the student to be honest in all aspects of their school work. Copying from another student, looking at another student's test or using secretive methods to share answers during a test are considered cheating. A student who is found cheating may receive a mark of zero. Administration and parents will be notified. A student who presents work done by others as if it were his/her own is plagiarizing. Likewise, omitting to reference the source of information is also considered plagiarism. Teachers will educate students as to proper referencing of sources. Students who plagiarize may be asked to do the assignment over again. A second offence may result in a mark of zero. Parents will be notified and a meeting with administration will be arranged.

Late and Missed Assignments

Students are responsible for completing the work assigned by a teacher in a timely fashion. Failure to submit assignments on time or at all, may result in consequences. Teachers will use a variety of methods to encourage prompt submission of work. These methods may include helping students to develop time management skills, chunking assignments into parts, so that the whole assignment isn't due all at once, negotiating due dates with students who are feeling overwhelmed, maintaining on-going communication with parents regarding due dates, setting up a student contract, providing alternative assignments, when appropriate, assigning detentions to complete work, and deducting marks for late assignments. A student's mark at the end of the course is an indication of the level of success on the expectations of the course. However, if many assignments are missing, the teacher may not be able to award a credit as the student may not have demonstrated all the expectations yet.

Student Records

Student records are maintained in the Ontario Student Record (OSR) file. These files are secure at the school and may be accessed by students and parents of students under the age of 18. The OSR contains registration material, report cards, literacy test results, community service records and a transcript of the student's marks. It may also contain Psycho-Educational testing results and other materials deemed by the principal to benefit the instruction of the student. The OSR is retained for 55 years after graduation of the student.

The Ontario Student Transcript (OST) is a record of the credits earned by the student between grades 9 and grade 12. It shows all successfully completed credits from grade 9 and 10, and all credits attempted in grades 11 and 12. Courses dropped more than 5 days after the mid-term report will show on the transcript as withdrawn with the mark at the withdrawal date.

Career and Guidance Education

Besides the Grade 10 course in Career Studies, the full-time guidance counsellor provides career and post-secondary counselling. Maple Leaf hosts a College and University Fair each fall, runs workshops on study skills, applying to college and university, and brings in guest speakers to ensure students have the information necessary to make informed career decisions. Our Co-operative education program allows students to explore career options before graduation.

CANADIAN POST SECONDARY DESTINATIONS

The Maple Leaf International operational structure and program delivery is geared toward University/College admission in Ontario, Canada. However, the Ontario Secondary School Diploma (O.S.S.D.) is recognized worldwide and, to that end, Maple Leaf International works to prepare the graduates for a variety of destinations.

Ontario Community Colleges

Ontario Community Colleges have excellent programs and degrees. They offer:

Certificate Programs	- 1 year
Diploma Programs	- 2 - 3 years
Applied Degrees	- 4 years

Entrance requires the completion of the Ontario Secondary School Diploma (OSSD), and may have courses at U/M/C level of difficulty.

For more specific requirements it is necessary to consult the individual College website or www.ontariocolleges.ca.

Ontario Universities

Ontario Universities require a minimum of six (6) Grade 12 University or University / College courses. These are courses that have a "U" or "M" as the 5th character in the course code. The universities will not accept College or Open courses for admission. These are courses that have "C" or "O" as the fifth character in the course codes.

Example: ENG4U or HSB4M > accepted for admission
 PPL4O or ENG4C > not accepted for admission

Most University programs have specific course requirements, so it is important that you research these requirements at www.electronicinfo.ca

If the University asks for a Grade 12 course as a prerequisite, they will not accept you without it. However, if the university states that it is a recommended course they will still consider your application. You should be aware that, if you don't have a recommended course, the University may accept you into the program and require that you take that course in your first year.

Students must consult the specific University or College website for eligibility and requirements. After option sheets have been returned, course changes may be made where appropriate and where space is available. Limited course changes will also be considered on days allocated at the start of each semester.