



R.I.S.E. Academy

70 Bongard Avenue,
Ottawa, ON

COURSE CALENDAR 2022-2023

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STATEMENT OF PURPOSE

The current education model, created for the time of the Industrial Revolution, has not changed or kept up with our ever-evolving world. It is time to shake things up and teach our young people how to use the technologies of the 21st Century along with how to use their voices to make a difference in their world.

All courses at *R.I.S.E. Academy* will offer a model that focuses on working on Global Competencies that are required to be successful in our ever-changing world of work. These include critical thinking and problem solving, innovation, creativity, entrepreneurship, learning to learn/self-awareness and self-direction, collaboration, communication, global citizenship, and sustainability.

R.I.S.E. Academy believes in and values public education. The intention of this private school is not to replace the current system but to add to and enhance it, to create an opportunity for students to work on skills that they may not have the chance to develop in their home schools. Courses are offered by *R.I.S.E. Academy* in parallel with students home school, credits will count towards graduation at their home school.

R.I.S.E. Academy currently offers courses in the category of "Optional Credit Requirements", outlined by the Ontario Ministry of Education in regard to the Ontario Secondary School Diploma. Students will have to enroll in compulsory courses at their home schools but will be able to receive credits from *R.I.S.E. Academy* toward the needed 12 optional credits, see courses offered for more information about pre-requisites and pathways.

R.I.S.E. Academy is an inspected private school by the Ontario Ministry of Education. Our BSID # is 669731, which gives R.I.S.E. the legal authority to operate.

R.I.S.E. Academy has been given the authority to grant credits. R.I.S.E. has been inspected to ensure it meets the Ontario Ministry of Education's standards to grant credits towards the Ontario Secondary School Diploma.



PRINCIPAL'S PHILOSOPHY

R.I.S.E. Academy was created by Rebecca Chambers, a high school teacher in Ottawa, Ontario Canada. Rebecca has been teaching in the Ottawa Carleton District School Board for 18 years, covering a variety of subjects from history, social sciences, civics and careers, science, math and law. Rebecca is originally from Hamilton, Ontario and went to The University of Western Ontario and The University of Victoria where she completed her undergraduate degree in History. She attended Teachers College at Queens University and landed a full time teaching gig in Ottawa in 2003 and has been teaching ever since. Rebecca Chambers, the principal of *R.I.S.E. Academy*, is a member of the Ontario College of Teachers in Good Standing. Rebecca wasn't a huge fan of high school, so she became a teacher...

As a teacher, Rebecca's goal was to make her classes a place where students could feel good about who they were, gain self-confidence and to know that she cared about them. Rebecca also wanted to make her classroom a place where students were engaged and could get out of their seats to learn the material. In the first half of her teaching career, Rebecca did the traditional PowerPoint Presentations, projects, tests and added in some fun hands-on activities to keep students engaged. She truly believed that she was quite successful in completing what she had set out to. BUT in 2011 Rebecca was introduced to Sir Ken Robinson and his TED Talk "Do Schools Kill Creativity" and she knew that things had to change. Since then Rebecca has continued to follow so many different progressive educators and she has taken pieces from all of them to work on her ever-evolving classroom. This is where the *R.I.S.E. Academy* comes from...

Rebecca is attempting to create a student-centred, experiential, innovative and creative environment that values skills over content and reflecting on process over testing, doing things for a purpose, encouraging her students to help solve problems (Become Seekers and Peekers as Don Wettrick says) to become changemakers, to learn to embrace failure and learn from it, to learn to use technology and social media in a professional manner, to network and connect youth to their communities.

Rebecca has two amazing daughters (Naomi 12 & Maeve 8) who are funny, curious, innovative and very thoughtful, who both, unfortunately really do not like school. Her eldest, Naomi, is in grade 7 and in a couple of years will be headed to high school. Our public education system is one of the best in the world and Rebecca believes in it wholeheartedly. However, in any big institution change can take some time, and while change is being made, it is not being made quickly enough for her own children. With our ever changing world, Rebecca wants her own children to have the opportunity to work on Global Competencies that are needed in our modern world.

Global Competencies:

- Critical Thinking and Problem Solving
- Innovation, Creativity, and Entrepreneurship
- Learning to Learn/Self-Awareness and Self-Direction
- Collaboration
- Communication
- Global Citizenship and Sustainability

This is why Rebecca is opening *R.I.S.E. Academy*, an online, community connected school for the next generation of social change makers.

Students will work on things that matter to them by finding issues in their world that break their hearts, they will research those issues in-depth, they will create solutions to those problems, they will connect and network with people in their communities and they will implement their solutions and make a difference.

They will become social change makers.



STUDENT & PARENT CODE OF CONDUCT

R.I.S.E. Academy prides itself in being a safe learning environment for all people involved (Students, Parents, Teachers, Administrators). It is expected that students, parents and guardians will be respectful to one another at all times and communicate with each other and staff in a professional manner.

- *Students at R.I.S.E. Academy will help maintain a positive school environment by being courteous and respecting others personal rights and feelings.*
- *R.I.S.E. Academy will not tolerate insults, disrespect to others and hurtful acts. There is a zero tolerance policy in regards to harassment, intimidation, threatening behaviours and profanity.*
- *Included in the zero tolerance policy is the acceptable use of technology.*

Unacceptable use of technology includes:

1: Copyright Infringement: R.I.S.E. Academy's Intellectual Property and/or Trademarks may not reproduce in any form or by any means, with the exception of doing so with written consent from the principal of R.I.S.E. Academy, Rebecca Chambers.

2: Harassment: R.I.S.E. Academy does not tolerate students sending electronic messages that cause a person and/or groups of people to fear for their own safety, or fear for the safety of others they know.

3: Obscenity: R.I.S.E. Academy does not tolerate students distributing, publishing or possessing any obscene material. Absolutely no such photos should be uploaded to the course portal or posted on or through any accounts created or used by a student for the purposes of an Unlearn course.

4: Hate Propaganda: Students at R.I.S.E. Academy should not disseminate messages, statements, images or other documents that promote hatred and/or incite violence against any identifiable group of people. By sending abusive, sexist or racist messages to anyone through the course portal or social media accounts, a student will be under investigation by the principal and will face necessary repercussions at the discretion of the principal.

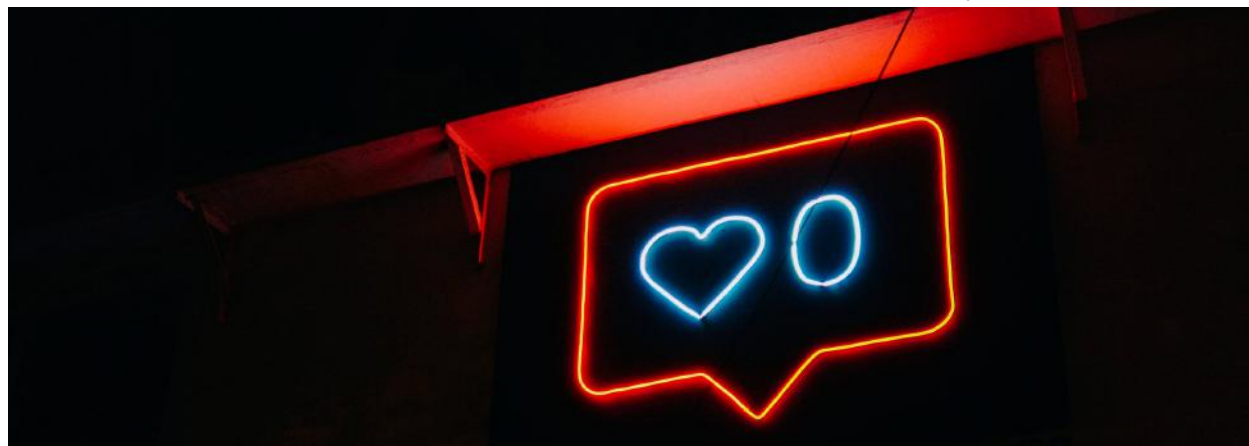
5: Interception of Private Communications (including electronic mail): Unlearn students shall not intercept any private communications through email, course portal or social media account.

6: Defamation: Unlearn students must write or send any statements that would likely injure the reputation of another student, teacher or person by exposing said person to ridicule, hatred and contempt.

7: Hacking and Computer Security: R.I.S.E. students will spend a significant amount of time online due to the nature of the courses offered, students must not do any of the following:

- gain unauthorized access of a device that does not belong to the students, use another student or teacher's password to gain access to the course portal and/or social media accounts used to complete course requirements.
- attempt to eliminate or shut off any and all security features via anti-security programs, knowledge of another person's password or user ID, provide network configuration information or access codes to others, or by disabling anti-virus programs.
- spreading any computer viruses with intention to cause harm or gain access
- interfering with data through encryption, destroying data, or altering data with the intent of making it inaccessible to teacher, classmates, etc.
- being a part of electronic network mischief, including spoofing, using IP addresses without authorization, network sniffing, etc., attempting to probe, scan or test the vulnerability of a system or networks to breach security authentication measures.
- If a student is in breach of the school code of conduct it may result in suspension or expulsion from *R.I.S.E. Academy*.

Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility¹.



¹ Ontario Ministry of Education, 2016. Information retrieved from: "1.1.6 The Provincial Code of Conduct and School Board Codes of Conduct" http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

ACCESSIBILITY & ACCOMMODATIONS

As stated by the Ministry of Education's document titled Ontario Schools: K-12:

*"Students with special education needs should be given every opportunity to achieve 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, and/or alternative expectations developed as part of an alternative program or course."*²

R.I.S.E. Academy is dedicated to student success and will provide any and all accommodations a student requires to succeed, given that the accommodation can be provided via virtual learning.

For that reason, we ask that the parents/guardians of all students enrolled in an *R.I.S.E. Academy* Course send a copy of their child's Individualized Education Plan to the principal of the *R.I.S.E. Academy*. This information will be shared only with the principal and the student's teacher. A digital copy of this document will be accepted.

If a student is enrolled in *R.I.S.E. Academy* courses in more than one school year, we ask that parents/guardians please provide an updated copy at the beginning of each school year or at the start of the semester for which the course is scheduled to take place.

All courses at *R.I.S.E. Academy* focus on a personalized approach that will work with each student individually and will accommodate each student according to their specific needs. All passion projects are personalized to use the students strengths and to support their weaknesses. All courses at *R.I.S.E. Academy* will accommodate and work with students with special needs and English Language Learners. Through the study of the United Nations Sustainable Development Goals, there will be opportunity to look at Environmental Education, Equity and Inclusive Education, Financial Literacy Education, the Ontario First Nations, Metis and Inuit Education Policy Framework, the Role of Information and Communications Technology and Career Education.

Students and parents will have the opportunity to work with *R.I.S.E.* facilitators to help with career / life planning as they make their way through different courses. They will follow *Creating Pathways to Success*, published by the Ministry of Education. *R.I.S.E.* will "ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process; provide opportunities for this learning both in and outside the classroom; and engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning."³

² Ontario Ministry of Education, 2016. Information retrieved from: "5.3.2 Outlines of Courses of Study"
http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

³ Ontario Ministry of Education (2013). *Creating Pathways to Success*. Retrieved from:
<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

PARTICIPATION & ONLINE ATTENDANCE

R.I.S.E. Academy is in the process of being validated by the Ministry and being accredited to grant credits that can be counted towards an OSSD.

Since credits will be granted by *R.I.S.E. Academy*, courses will involve a total of 110 hours required to complete all research, coursework and virtual meetings/discussion with their classmates and their teacher. The Ministry of Education sets out the standard for duration of a 1.0 credit course so if a student is absent or misses sometime in a *R.I.S.E. Academy* courses, they will be required to make up their missed work on another day. Without completing the required 110 hours, students will not be able to receive a credit for their course.

Since *R.I.S.E. Academy* is hosted on an online forum and follows an asynchronous model, attendance is a little different than simply attending a class. Students will be expected to have a face to face virtual meeting once a week with their teacher. Beyond this meeting, students will work on course work in their own time and on their own schedule--their teacher will be available to answer questions via email and virtual face to face meet ups but students are not required to be online during an assigned daily timeframe. Students will be required to login at least twice a week to work on course work. As well, students' attendance will be tracked by their online presence, with the expectation that they are chronicling their work once a day using social media (5 posts a week).

Failure to engage will result in the following steps:

- Step 1: Facilitator to make contact with students to discuss and create a plan to move forward.
- Step 2: Contact parents to discuss absences and disengagement and create a plan to move forward.

SCHOOL CALENDAR

R.I.S.E. Academy runs on semesters. Each full course is completed in approximately 20 weeks. It is expected that students are working on their courses for 1.25 hours a day for a total of 6.25 hours per week. Please note that because *R.I.S.E. Academy* is online and runs mostly asynchronously; there is flexibility in when students work on their courses throughout the week.



The summer program will run for 4 weeks from July 4, 2023 - July 29, 2023, therefore students are expected to be working on their course for approximately 5 hours a day.

Semester # 1 September 6 - February 1, 2023

Midterm October 8, 2022

Semester # 2 February 3 - June 30, 2023 (10 weeks)

Midterm March 4, 2023

Summer July 3 - July 28, 2023

Midterm July 14, 2023

RESPONSIBILITIES

Students

As a student enrolled in a *R.I.S.E. Academy* course, there are several obligations that need to be fulfilled. Firstly, students must ensure that they have the tools necessary to access R.I.S.E. courses on Google Classroom, please see the required material section for more information.

It is also a student's responsibility to ensure they are logging onto their course daily and spending the required 110 hours working on course material, please see the participation and online attendance section for more information.

Students will also be responsible for handing in assignments and assessments on time according to their course outline(s). If a student requires additional support or an extension, they may request one but are not guaranteed additional time. If a student is ever confused or unsure about the expectation set out in their course outlines, they are responsible for clarifying with their teacher.

Teachers will be in contact with parents on a regular basis if any concerns arise in regards to attendance or progress with course material.

Parents

Parents are encouraged to monitor their child's progress in their *R.I.S.E. Academy* courses through contact with their child's teacher as well as conversations with their child. Parents can support their children by ensuring they are spending adequate time working on their online courses, helping them schedule their time and checking that their child is completing assignments. Parents are always welcome to contact their child's teacher and/or the principal

via the email address provided in each course outline.



ACADEMIC INTEGRITY & PLAGIARISM

Plagiarism is when someone claims that work and/or ideas are their own when in fact someone else produced them. Plagiarism can range from copying and pasting, to forgetting to include sources, to using an assignment produced by another person claiming that they wrote said assignment.

The *R.I.S.E. Academy* does not tolerate plagiarism in any form. A big component of *R.I.S.E. Academy's* courses take place online, conducting research. Students are taught proper research and recording methods and are expected to follow guidelines outlined in course outlines and assignments.

When students are conducting research for their courses, they need to be paraphrasing content and/or quoting sources. Students are also expected to have an up to date works-cited page. If a student is ever in doubt of if their work has been paraphrased and sourced adequately, they can always reach out to their teacher before submitting their work.

If caught plagiarising course work, the principal of the *R.I.S.E. Academy* will decide if a student should redo an assignment or receive a zero. A student's first event of plagiarism may result in an assignment being redone while a second attempt at plagiarising will likely result in a zero.

PROGRAM & PLANNING

In Ontario, students are required to stay in secondary school until they reach the age of eighteen or until they obtain an Ontario Secondary School Diploma (OSSD). *R.I.S.E. Academy* understands the importance and value of completing a secondary education and is committed to reaching every student and helping them achieve a successful outcome from their secondary school experience. Below is a summary and discussion of the relevant policies set out in Ontario Schools, Kindergarten to Grade 12: Policies and Program Requirements, 2011 (OS) as set out by the Ministry of Education. Available online:

<http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf>

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

- 30 credits including 18 compulsory credits and 12 optional credits*
- 40 hours of community involvement
- Successful completion of the EQAO Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

Compulsory Credits

Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

Plus one credit from each of the following groups:

- Group 1: 1 additional credit in English, or French as a Second Language,** or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education***
- Group 2: 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language,** or Cooperative Education***
- Group 3: 1 additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language,** or Computer Studies, or Cooperative Education***

* A maximum of 3 credits in English as a second language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in Cooperative Education can count as compulsory credits.

The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Optional Courses

In addition to the compulsory credits, 12 optional credits are required. Elective credits are selected by the student based on individual interests and goals. Parents, counsellors, teachers and administrators can help the student make a wise selection.

Community Involvement

(TO BE COMPLETED AT HOME SCHOOL)

As part of the diploma requirements, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least 40 hours which must be completed before graduation. The activities must occur outside normal instructional hours.

The purpose of the community involvement is to promote community values by:

- helping students understand how they can make a positive difference in their environment
- having students demonstrate their integrity
- having students contribute to their community
- increasing student awareness of community needs
- discovering the role students can play in making their communities better places in which to live and work



- developing a positive self-image and a greater sense of identity in the community
- providing a possibility for exploring career opportunities

Since September 1999, all students in Ontario have been required to complete a minimum of 40 hours of community involvement as part of the secondary school diploma requirements. Students are eligible to start accumulating community involvement hours in the summer before they enter grade 9.

EQAO Ontario Secondary School Literacy Test (OSSLT)

(TO BE COMPLETED AT HOME SCHOOL)

The Ontario Ministry of Education has mandated that the Ontario Secondary School Literacy Test (OSSLT) be given to grade 10 students province-wide to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of grade 9.

The OSSLT is administered annually in the spring and is 2.5 hours in length. The OSSLT is designed, and its implementation is supervised, by the Ontario Education and Accountability Office (EQAO).

Receiving an Ontario Secondary School Diploma (OSSD) depends on passing the OSSLT. Students who are not successful on the test are able to attempt it again, in a future administration, or enrol in the Ontario Secondary School Literacy Course (OSSLC).*

Students with special needs may be permitted accommodations provided they have an Individual Education Plan (IEP). Students enrolled in ESL/ELD programs may be permitted special provisions or they may be deferred so that they write the OSSLT once they have a reasonable chance of success. Policies and guidelines regarding accommodations, deferrals, and exemptions are established and provided by EQAO.

* Note: Enrolment in the OSSLC is limited to students who have written and have been unsuccessful on the OSSLT at least once.

Ontario Secondary School Literacy Course (OSSLC)

Students who have written the Ontario Secondary School Literacy Test at least once and have not been successful may take the Ontario Secondary School Literacy Course (OSSLC). Upon successful completion of the course, a student is deemed to have met the literacy requirements necessary to achieve an OSSD.

The Ontario Secondary School Certificate

(TO BE ISSUED BY STUDENTS HOMESCHOOL)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the

requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

- ◆ 7 required compulsory credits
- ◆ 2 credits in English
- ◆ ◆ 1 credit in mathematics
- ◆ ◆ 1 credit in science
- ◆ ◆ 1 credit in Canadian history or Canadian geography
- ◆ ◆ 1 credit in health and physical education
- ◆ ◆ 1 credit in the arts, computer studies, or technological education
- ◆ ◆ 7 required optional credits
- ◆ ◆ 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

(TO BE ISSUED BY STUDENTS HOMESCHOOL)

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

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



The following requirements cannot be completed through R.I.S.E. Academy Online:

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 Graduation⁴. This assessment will have to be taken at the student's homeschool. 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 (Ontario Secondary School Literacy Course)⁵. This course is not offered at *R.I.S.E. Academy*, and students will have to enroll through their homeschools.

Community Involvement (Community Service Hours Requirement): Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements.⁶ The planning, acquiring and logging of community service hours should be done with the student's homeschool. *R.I.S.E. Academy* will not house Ontario Student Records and therefore will not have the capacity to store information pertaining to this graduation requirement.

Other Programs not offered through R.I.S.E. Academy

Co-operative Education (Co-op): The process by which students may earn a credit through a work-like placement is not currently offered by *R.I.S.E. Academy*. *R.I.S.E. Academy* does not store a student's OSR and therefore does not keep records such as co-op logs, etc. Any student wishing to receive co-op credits should seek to do so through their home schools.

⁴ Ontario Ministry of Education, 2016. Information retrieved from "6.1.3.1 The Ontario Secondary School Literacy Test (OSSLT)" http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

⁵ Ontario Ministry of Education, 2016. Information retrieved from "6.1.3.2 The Ontario Secondary School Literacy Course (OSSLC)" http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

⁶ Ontario Ministry of Education, 2016. Information retrieved from "6.1.4 The 40-Hour Community Involvement Requirement" http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

TYPES OF SECONDARY SCHOOL COURSES

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination, which may include university, college, apprenticeship training, or the workplace. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education. The common course code of all courses consists both of a five-code character and a course title component, as designated by the Ministry of Education and Training in Ontario.

GRADES 9 AND 10 COURSES

De-streamed courses: Ontario's Ministry of Education is committed to addressing systemic discrimination and helping to break down barriers for Indigenous, Black, and racialized students, students from low-income households, students with disabilities, and students with special education needs. As part of this commitment, the Ministry of Education is removing Academic and Applied courses (de-streaming) in Grade 9 and implementing de-streamed courses. De-streaming will help ensure that students have as many opportunities as possible to make good choices about their future.

De-streaming began with Grade 9 Math in September 2022 and will continue in September 2023 with the de-streaming of all other Grade 9 courses. Locally Developed Compulsory Credit Courses will continue to be offered in the 2023-2023 school year.

Academic courses: Academic courses develop a student's knowledge base 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: Applied courses focus on the essential concepts of a subject, and develop a student's knowledge base 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: Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. Students in Grades 9 and 10 will make the choice between academic, applied and open courses primarily on the basis of their strengths, interests, and needs. Their parents or guardians, the Principal and teachers, will help them make their choices, which will be reflected in their Annual Education Plan. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.

GRADES 11 AND 12 COURSES

In Grades 11 and 12, students will choose from destination-related course types: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course.

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.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

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 workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace.

Changing Course Types: Changing course types in grades 11 and 12 will require the completion of the appropriate prerequisite. In some cases the student may request that the Principal waive the prerequisite. The decision to waive the prerequisite will be made by the Principal in consultation with the student and parents.

You can access all Ontario Curriculum policy documents at:
<http://www.edu.gov.on.ca/eng/document/curricul/curricul.html>.

Substitution of Compulsory Courses: The range of courses that may be used through substitution to meet a compulsory credit requirement is extended to include courses from the guidance and career education curriculum.

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

A limit of three substitutions remains in effect. Two half credits may still be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may still be substituted for two half-credit courses to meet a compulsory credit requirement (also counted as one substitution).⁷

REACH-AHEAD OPPORTUNITIES FOR ELEMENTARY STUDENTS

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. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit. Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9 (see section 6.1.4).⁸

PLAR - R.I.S.E. PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior Learning and Assessment and Recognition (PLAR) is a formal evaluation and accreditation process. Students obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This prior learning is evaluated

⁷ PPM No. 139, “Revisions to Ontario Secondary Schools (OSS) to Support Student Success and Learning to 18” (February 1, 2006; effective as of September 1, 2005) <http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf>

⁸ Ontario Ministry of Education, 2016. Information retrieved from: “6.1.4 The 40-Hour Community Involvement Requirement” http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf



to see if the student has met provincial course expectations. A student may “challenge” a specific course for credit or obtain credits through the “equivalency” process if they have credentials from schools outside Ontario. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses, no more than 2 of these credits may be granted in one discipline.

How do I start?

All students and parents of students under 18 who want to challenge a course for credit must have a conversation with the Principal at R.I.S.E. Academy in order to make sure that this is the right fit.

In order to qualify as a challenge candidate:

Your answers need to be ‘NO’ to all questions below:

- Have you earned a credit in the course you plan to challenge?
- Have you earned a credit in a course similar to the one you plan to challenge? (ex: challenging for ENG 2D, when you have ENG 2P)?
- Did you get this credit as part of a block of equivalency credits for the course you plan to challenge?
- Did you fail the course you plan to challenge?
- Did you already earn an English credit and plan to challenge an English as a second language (ESL), or Anglais pour débutants (APD)?
- Did you already earn a French credit and plan to challenge French as a second language (FSL), or Actualization Linguistique en Français (AFL), or Perfectionnement du Français (PDF)?

Your answers need to be ‘YES’ to all questions below:

- Do you plan to challenge the whole course for credit?
- Have you met the prerequisite requirements for the course you plan to challenge?
- Does a successful challenge for credit meet educational goals outlined in your Pathways plan?

Once all parties have agreed that the student would like to move forward with the PLAR process students will need to fill out the following form.

[PLAR FORM](#)

Frequently Asked Questions

What courses can I challenge for credit?

Students can challenge Grade 10, 11 or 12 courses found in a provincial policy document (1999 or later).

How many courses can be challenged?

Students may earn up to 4 credits through the challenge process to a maximum of 2 credits in any 1 discipline.

Is parental permission needed to challenge for credit?

Students 18 and under must have parental approval before applying to challenge a course for credit.

Can I get a head start while waiting for my challenge confirmation?

Students begin by gathering evidence that demonstrates knowledge and skills acquired that are to do with the course being challenged. [Ontario Ministry of Education course information](#) is in French and English. Course codes can be searched by subject or grade. Please read the overall and specific expectations for the course you are planning to challenge. If you have questions about where to find the curriculum, please contact R.I.S.E Academy info@riseacademy.ca for support.

What are examples of evidence that demonstrated prior learning?

Reference letters from teachers or community leaders, certificates, sample assignments, original work samples, portfolio, program descriptions, courses or experiences are used to support your application. Specific information and evidence provided with the challenge application will assist the PLAR committee in determining whether reasonable evidence for success exists and whether the challenge should occur.

When can I challenge a credit?

Students may challenge credits any time throughout the school year September - July.

STEPS IN THE PLAR PROCESS
Over 18 weeks during regular school year
Over 4 weeks in July
Cost \$549

1. Student / parents inquiries about PLAR and set up a meeting with the Principal and fill out this form. [PLAR](#)
2. R.I.S.E. sends PLAR: Challenge For Credit to the home school guidance counselor / principal who must sign off on student taking a PLAR through R.I.S.E.

Week 1 - 2 (Summer Week 1)

3. Principal meets with the student and their parent / guardian to discuss the course they would like to challenge and go over the application form.

Week 3 - Week 8 (Summer Week 2)

4. Students will have 8 weeks during the regular school year and 2 weeks during the summer to prepare credible evidence.
5. Student returns google form with evidence and the Principal assesses materials. Principal gives details of next step:
 - date of assessment
 - components of assessment (handout)

Week 10 - 18 (Summer Week 3 - 4)

6. Principal records on tracking sheet.
7. Students participate in assessment tasks.
8. Qualified teacher evaluates assessment tasks.
9. Qualified teacher reports to the school principal.
10. Principal issues credit and reporting form. Records on tracking form.
11. R.I.S.E. sends PLAR: Challenge For Credit to the school guidance counselor who inserts a reporting form and tracking form in OSR.
12. School Counselor adds credit to Ontario Student Transcript.

OTHER WAYS OF EARNING CREDITS

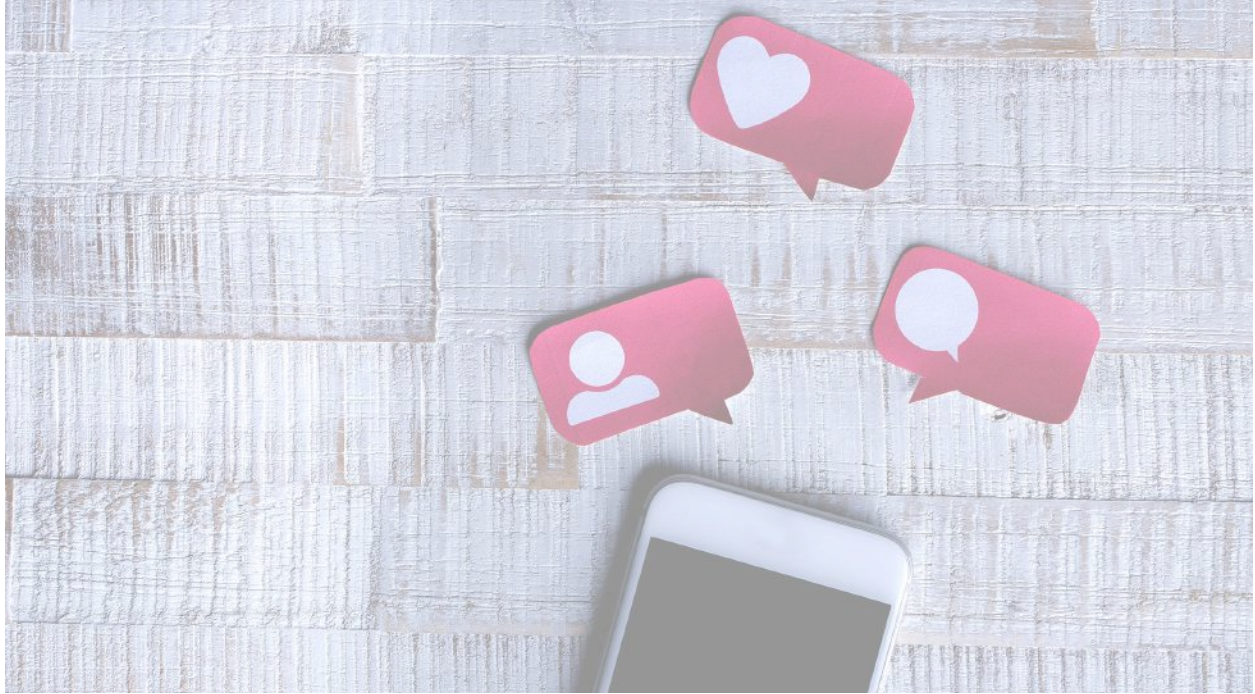
Music Certificates Accepted For Credit:

Students who are working towards their OSSD are able to use specified music certificates towards credits. Check the Ontario Ministry of Education's [Music Certificate Policy](#) for more information and/or contact Guidance at your home school.

Correspondence Courses:

The Independent Learning Centre (ILC) provides a distance education program, in English and in French, for Ontario residents who want to access credit and non-credit courses towards the OSSD or equivalent, upgrade their skills, and achieve their academic and career goals or study for personal development. For more information please contact Guidance Services or visit <http://www.ilc.org>.

OVERVIEW OF COURSES OFFERED AT R.I.S.E. ACADEMY



Prerequisites:

Proof of prerequisites must be sent during registration in the form of a final report card, transcript, or credit counselling summary. Screenshots of Career Cruising, My Blueprint, OUAC, etc., will not be accepted. Prerequisite documentation must clearly show the student's legal name, Ontario Education Number (OEN), course code, and final grade. To see prerequisites required for each course offered by *R.I.S.E. Academy*, please refer to the [INTRO TO UNLEARNING SEMI-STRUCTURED INQUIRY MODEL](#) and the [UNLEARNING OPEN PASSION PROJECT MODEL-COMBINED CREDITS](#) sections.

Waived Prerequisites:

"The policy regarding prerequisites is stated as follows in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (section 7.2.3).

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in Ministry Curriculum Policy Documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites.

If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be

waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.”⁹

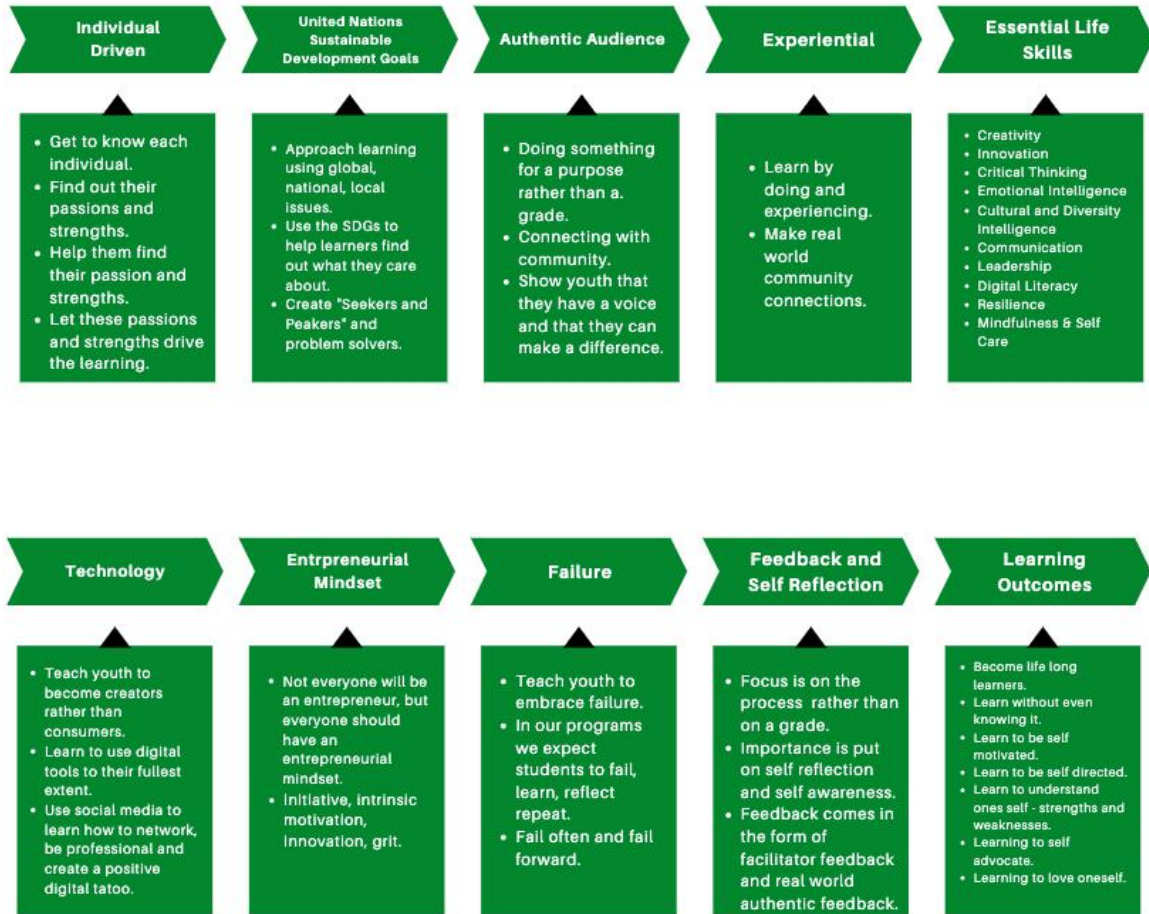
SOCIAL CHANGE-MAKER MODEL

Our current education model, created for the time of the industrial revolution has not changed or kept up with our ever changing world. It is time to change things up and teach our young people how to use the technologies of the 21st century along with how to use their voices to make a difference in their world. All courses at *R.I.S.E. Academy* will offer a model that focuses on working on Global Competencies that are required to be successful in our ever changing world of work. These include critical thinking and problem solving, innovation, creativity, and entrepreneurship, learning to learn/self-awareness and self-direction, collaboration, communication, global citizenship and sustainability. Students will work on things that matter to them by finding issues in their world that breaks their hearts, they will research those issues in depth, they will create solutions to those problems, they will connect and network with people in their communities and they will implement their solutions and make a difference. They will become social change makers.

⁹Ontario Ministry of Education, 2016. Information retrieved from: 7.2.3 Course Prerequisites”
http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

SOCIAL CHANGE MAKER MODEL

PILLARS

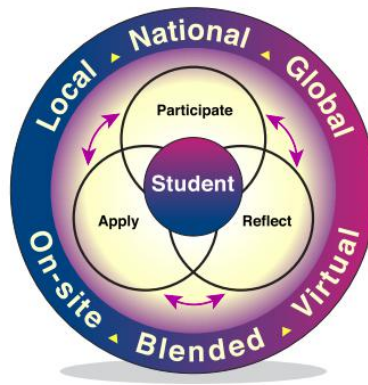


The Social Change Makers model was created in accordance with Community-Connected Experiential Learning A POLICY FRAMEWORK FOR ONTARIO SCHOOLS, KINDERGARTEN TO GRADE 12.

“Community-connected experiential learning is an approach to student learning that provides students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global); reflect on those experiences to derive meaning from them; and apply their learning to their decisions and actions in various aspects of their lives.”¹⁰

¹⁰ Ontario Ministry of Education, 2016. Community Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12. “1.2 Definition and Goals” Information retrieved from: http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/CommunityConnected_ExperientialLearningEng.pdf

Figure 1. The Experiential Learning Cycle



Source: Adapted from Rolfe, Freshwater, & Jasper, 2001.

“Three questions – *What?*, *So what?*, and *Now what?* – are associated with each stage of the process, respectively, and help to focus students' thinking and drive the process, as follows:

Participate: *What?* Students are immersed in an experience, acknowledging what they are doing, what they are thinking, and what they are feeling during the experience.

Reflect: *So what?* Students think about their experience, guided by reflective questions and prompts, and identify what they learned as a result of the experience – about themselves, other people, the world, their opportunities, or the subject of study.

Apply: *Now what?* Students describe how their learning stimulates further inquiry; how it has influenced – or may influence – their decisions, opinions, goals, and plans; and what they might do differently if they have a similar experience in future.”¹¹

“Experiential learning requires educators to provide explicit instruction in the skills of reflection and to assist students in developing the habit of looking for the learning that can be drawn from all life experiences. Reflection is a strategy that develops skills of metacognition – the process of thinking about one's own thought processes. Metacognition includes the ability to

¹¹ Ontario Ministry of Education, 2016. Community Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12. “1.3 The Experiential Learning Cycle” Information retrieved from: http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/CommunityConnected_ExperientialLearningEng.pdf

monitor one's own progress towards achieving a learning goal, a skill that is reinforced in curriculum expectations and assessment policy (assessment as learning)."¹²

INTRO TO UNLEARNING SEMI-STRUCTURED INQUIRY MODEL

In this introduction to the *unlearning model*, students will be challenged to think about school in a whole new way. They will slowly embark on their own unlearning journey through structured inquiry. Students will be challenged to learn the course curriculum by finding issues that they care about, researching them, using social media, reaching out into the community to make others aware, creating solutions and implementing them. This model will prepare students to move onto the *Open Passion Project Model* if they so choose to.

UNLEARNING OPEN PASSION PROJECT MODEL-COMBINED CREDITS

This model builds on the *Social Change Maker Structured Inquiry model*. Students will take the skills that they learned in their first course and take things to the next level. Students will work on their self directed and independent skills to continue working with their communities and making change for the better. Each student in these courses will take Equity and Social Justice and pair it with one of the courses in the menu below it. This will allow students to choose a focus such as Recreation and Leadership, Nutrition, Art or World Issues. Students will work with their teachers and community mentors to create passion projects that they will work on throughout the course.

¹² Ontario Ministry of Education, 2016. Community Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12. "1.3 The Experiential Learning Cycle" Information retrieved from: http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/CommunityConnected_ExperientialLearningEng.pdf

CGC1D – Issues in Canadian Geography, Grade 9

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.¹³

Prerequisite: None

Credit Value: 1.0

ENG1D / 1P – English, Grade 9

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.¹⁴

Prerequisite: None

Credit Value: 1.0

¹³ Course description was retrieved from the Ontario Ministry of Education’s curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

¹⁴ Course description was retrieved from the Ontario Ministry of Education’s curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf>

BBI10 – Business, Grade 9

The Introduction to Business course is the foundational course for the business studies program. This course introduces students to each of the major areas of business: business operation, accounting, marketing, information and communication technology, human resources, production, management, international business, finance, and entrepreneurship. This introductory course aims to ensure that all students acquire a general understanding of the role and nature of business, as they begin to develop management skills related to financial decision making and ethical business practice. The course will provide a strong foundation both for students who wish to pursue business studies in greater depth and for students who wish to master the business-related knowledge and skills required for everyday life.¹⁵

Prerequisite: None

Credit Value: 1.0

SNC1W – Science, Grade 9

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.¹⁶

Prerequisite: None

Credit Value: 1.0

¹⁵ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

¹⁶ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-science/courses/snc1w>

HFN1O/2O – Food and Nutrition, Grade 9 or 10

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. ¹⁷

Prerequisite: None

Credit Value: 1.0

MTH1W - Mathematics, Grade 9

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. ¹⁸

Prerequisite: None

Credit Value: 1.0

¹⁷ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

¹⁸ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w>

TGJ1O – Exploring Communications Technology , Grade 9

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

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.¹⁹

Prerequisite: None

Credit Value: 1.0

CHC2D – Canadian History Since World War I, Grade 10

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..²⁰

Prerequisite: None

Credit Value: 1.0

¹⁹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf>

²⁰ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

AMS2O - Media Arts, Grade 10

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.²¹

Prerequisite: None

Credit Value: 1.0

BBI20 – Business, Grade 10

The Introduction to Business course is the foundational course for the business studies program. This course introduces students to each of the major areas of business: business operation, accounting, marketing, information and communication technology, human resources, production, management, international business, finance, and entrepreneurship. This introductory course aims to ensure that all students acquire a general understanding of the role and nature of business, as they begin to develop management skills related to financial decision making and ethical business practice. The course will provide a strong foundation both for students who wish to pursue business studies in greater depth and for students who wish to master the business-related knowledge and skills required for everyday life.²²

Prerequisite: None

Credit Value: 1.0

²¹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>

²² Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

ENG2D – English, Grade 10

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.²³

Prerequisite: English, Grade 9, Academic or Applied

Credit Value: 1.0

CHV2O - Civics and Citizenship, Grade 10

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.²⁴

Prerequisite: None

Credit Value: 0.5

GLC2O - Career Studies, Grade 10

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,

²³ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf>

²⁴ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <https://www.dcp.edu.gov.on.ca/en/curriculum/canadian-and-world-studies/courses/chv2o>

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.²⁵

Prerequisite: None

Credit Value: 0.5

GLD20 – Discovering the Workplace, Grade 10

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.²⁶

Prerequisite: English, Grade 9, Academic or Applied

Credit Value: 1.0

²⁵ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

²⁶ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf>

TGJ2O – Exploring Communications Technology , Grade 10

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.²⁷

Prerequisite: None

Credit Value: 1.0

HSP3U - Introduction to Anthropology, Psychology, and Sociology, Grade 11

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.²⁸

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

Credit Value: 1.0

²⁷ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf>

²⁸ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

CGD3M - Regional Geography, Grade 11

This course explores the interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region. Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region of the world.²⁹

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

Credit Value: 1.0

NBE3U -English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.³⁰

Prerequisite: English, Grade 10, Academic

Credit Value: 1.0

²⁹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

³⁰ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/First-nations-metis-inuit-studies-grades-9-12.pdf>

IDC3O Be World Class The Mental and Emotional Development of the Athlete in Sports, Grade 11

This course combines the expectations for Interdisciplinary Studies, Grade 11, Open with selected expectations from two or more other courses (HSP3C, Introduction to Anthropology, Sociology and Psychology, HPW3C Living and Working With Children, HIP4O Personal Life Management, PPZ3C Health for Life, PPL3O Healthy Active Living).

This course will help student athletes to understand the importance of emotional and mental development in the individual sport. Students will investigate sources of information and compare differing perspectives on key issues, developing both a sense of self confidence, self awareness, individual purpose and value as well as resilience in their sport. They will also apply theoretical and foundational knowledge by building a sports plan, creating an emotional caddie and implementing it into their own life.³¹

Prerequisite: None

Credit Value: 1.0

CLU3M Understanding Canadian Law, Grade 11

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.³²

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

Credit Value: 1.0

³¹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/interdisciplinary1112curr.pdf>

³² Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

TPJ3M - Health Care, Grade 11

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the healthcare field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.³³

Prerequisite: None

Credit Value: 1.0

TGJ3M - Communications Technology, Grade 11

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.³⁴

Prerequisite: None

Credit Value: 1.0

³³ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>

³⁴ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>

BDI3C - Entrepreneurship: The Venture, Grade 11

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.³⁵

Prerequisite: None

Credit Value: 1.0

PAF10/20/30/40 - Healthy Living and Personal and Fitness Activities, Grade 9 - 12

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 and exposure to a broader range of activity settings, students 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.³⁶

Prerequisite: None

Credit Value: 1.0

³⁵ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

³⁶ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

HSC4M - World Cultures, Grade 12

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.³⁷

Prerequisite: Any University, University/College course in Social Sciences and Humanities, English, or Canadian and World Studies

Credit Value: 1.0

HHS4U - Families in Canada, Grade 12

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.³⁸

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

Credit Value: 1.0

³⁷ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

³⁸ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

HSE4M - Equity and Social Justice: From Theory to Practice, Grade 12

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue. ³⁹

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

Credit Value: 1.0

HFA4U - Nutrition and Health, Grade 12

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. ⁴⁰

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

Credit Value: 1.0

³⁹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

⁴⁰ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

HSB4U - Challenge and Change in Society, Grade 12

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.⁴¹

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

Credit Value: 1.0

HHG4M - Human Development throughout the Lifespan, Grade 12

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.⁴²

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

Credit Value: 1.0

⁴¹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

⁴² Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

HNB4M - The World of Fashion, Grade 12

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. ⁴³

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

Credit Value: 1.0

CGW4U - World Issues: A Geographic Analysis, Grade 12

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. ⁴⁴

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

Credit Value: 1.0

⁴³ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

⁴⁴ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

CLN4U - Canadian and International Law, Grade 12

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. ⁴⁵

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

Credit Value: 1.0

PLF4M - Recreation and Healthy Active Living Leadership, Grade 12

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. ⁴⁶

Prerequisite: Any health and physical education course

Credit Value: 1.0

⁴⁵ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

⁴⁶ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

ENG4U - English, Grade 12

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. ⁴⁷

Prerequisite: English, Grade 11, University Preparation

Credit Value: 1.0

TPJ4M - Health Care, Grade 12

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field. ⁴⁸

Prerequisite: Health Care, Grade 11, University/College Preparation

Credit Value: 1.0

⁴⁷ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

⁴⁸ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

TGJ4M - Communications Technology, Grade 12

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. ⁴⁹

Prerequisite: Communications Technology, Grade 11, University/College Preparation
Credit Value: 1.0

BDV4C - Entrepreneurship: Venture Planning in an Electronic Age, Grade 12

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website. ⁵⁰

Prerequisite: None
Credit Value: 1.0

⁴⁹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>

⁵⁰ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

BOH4M - Business Leadership: Management Fundamentals, Grade 12

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.⁵¹

Prerequisite: None

Credit Value: 1.0

⁵¹ Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

Experiential Community Learning

R.I.S.E. Academy partners with community organizations and works with them to accredit programs that offer. Below you will see current partners and the programs that R.I.S.E. and the partner are offering together.

PAF10/20/30/40 - Healthy Living and Personal and Fitness Activities

PAI10/20/30/40 - Healthy Living and Individual and Small-Group Activities

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 and exposure to a broader range of activity settings, students 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 creatively⁵²

Prerequisite: None

Credit Value: 1.0

HIF10 / 20 - Exploring Family Studies

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families

⁵² Course description was retrieved from the Ontario Ministry of Education's curriculum document, which can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Prerequisite: None

Credit Value: 1.0

HIP4O - Exploring Family Studies

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

Credit Value: 1.0

GPP3O - Leadership and Peer Support

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

Credit Value: 1.0

SUMMER REACH AHEAD

July 3 - 28, 2023

Grade 9

CGC1D - Issues in Canadian Geography, grade 9
ENG1D - English, grade 9
ENG1P - English, grade 9
BBI1O - Intro to Business, grade 9
TGJ1O - Communications Technology, Grade 9
MTH1W - Mathematics, grade 9
HFN1O - Food and Nutrition, grade 9

Grade 10

CHC2D - Canadian History, grade 10
AMS2O - Media Arts, grade 10
CHV2O / GLC2O - Civics and Careers, grade 10
ENG2D - English, grade 10
BBI2O - Intro to Business, grade 10
TGJ2O - Communications Technology, Grade 10
GLD2O - Discovering the Workplace, Grade 10
HFN2O - Food and Nutrition, grade 10

Grade 11

HSP3U - Intro to Anthro, Psych & Soc, grade 11
SVN3M - Environmental Science, grade 11
NBE3U - English: Contemporary Aboriginal Voices, Grade 11
CLU3M - Understanding Canadian Law, grade 11
CGD3M - Regional Geography, grade 11
TPJ3M - Health Care, Grade 11
TGJ3M - Communications Technology, Grade 11



BDI3C - Entrepreneurship:The Venture, Grade 11

Grade 12

HSE4M - Equity and Social Justice, grade 12

HSB4U - Society Challenge and Change, grade 12

HFA4U - Food and Nutrition, grade 12

HSC4M - World Cultures, grade 12

HHS4U - Families in Canada, grade 12

HHG4M - Human Growth and Development, grade 12

HNB4M - The World of Fashion, grade 12

CGW4U - World Issues, grade 12

CLN4U - Canadian and International Law, grade 12

PLF4M - Recreation Leadership, grade 12

ENG4U - English, grade 12

TPJ4M - Health Care, grade 12

TGJ4M - Communications Technology, Grade 11

BDV4C - Entrepreneurship:Venture Planning in an Electronic Age, grade 12

BOH4M - Business Leadership: Management Fundamentals Grade 12

Experiential Community Learning

[The Fitness Lab Ottawa](#) - PAF10 (2O,3O,4O)

[Willow Wellness - Holistic Wellness](#) PAI1O (2O,3O,4O)

[John Haime Sports Psychology](#) - IDC3O

Please note that all course outlines, including access to Ontario curriculum documents can be accessed on the R.I.S.E. Academy website. www.riseacademy.ca

ASSESSMENT & EVALUATION

Assessment and Evaluation of student learning at *R.I.S.E. Academy* is conducted in accordance with the Ontario Ministry of Education (2010) "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" seven fundamental principles:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education of needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- are communicated clearly to students at the beginning of each course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (OS K-12, 2016, p. 27)

Teachers at *R.I.S.E. Academy* use criterion-referenced assessment and evaluation; student work is assessed and evaluated in a balanced manner with reference to established criteria for four levels of achievement that are standard across Ontario, rather than by comparison with work done by other students, or through the ranking of student performance.⁵³

Assessment

Assessment is the process of gathering information from a variety of sources (including inquiries, social media posts, class discussions, one on one student teacher conferences) that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. Teachers at *R.I.S.E. Academy* will use the assessments above for learning to get to know their students strengths and weaknesses to help guide them through the curriculum expectations.

⁵³ Ontario Ministry of Education, 2016. Information retrieved from "5.3.2 Outlines of Courses of Study" http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

At *R.I.S.E. Academy* we believe in the importance of learning from constructive feedback. Students will receive ongoing weekly feedback via an ongoing document as well as one on one conversations with their teacher. Students will use their feedback weekly to improve on their learning throughout the entire semester. Multiple opportunities for feedback and follow-up are provided during a student's course to allow for improvement in learning prior to assessment of learning (evaluation)⁵⁴.

All courses at *R.I.S.E. Academy* will be assessed as follows:

- 70% Coursework (Inquiries, Lesson, Social Media, Reflections, Podcasts)
- 30 % Summative (Course Culminating Activity)

"Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine a student's report card grade"⁵⁵.

REPORTING STUDENT ACHIEVEMENT

R.I.S.E. Academy does not issue Ontario Secondary School Diplomas (OSSD), a report card will be sent to the students home school where the mark will then be entered onto their transcript once *R.I.S.E. Academy* is accredited with the Ontario Ministry of Education. A copy of the report card is to be kept in the student OSR (Ontario Student Record) at their homeschool.

REGISTRATION INFORMATION

Students can register through the *R.I.S.E. Academy* website. Once all documents and payments are received students will be provided with a link to enroll in their course on Google Classroom, the school Learning Management System. Proof of Ontario residency in the form of an OEN number, birth certificate, transcript, or report card from an Ontario School is required to complete registration. Please go to www.riseacademy.ca to access the information form.

⁵⁴ Ontario Ministry of Education, 2016. Information retrieved from "2.3.1 The Provincial Report Cards and the Kindergarten Communications of Learning" Information retrieved from: http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

⁵⁵ Ontario Ministry of Education, 2016. Information retrieved from "2.3.1 The Provincial Report Cards and the Kindergarten Communications of Learning". Information Retrieved from: http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

COURSE WITHDRAWAL

For Grade 11 and 12 courses, all withdrawals are recorded on the Ontario Student Transcript (OST) UNLESS a student withdraws before the midterm point of the course or within 5 hours of login time following the midterm point.

The withdrawal will be recorded on the OST by entering a "W" in the "Credit" column, and the percentage grade at the time of the withdrawal will be recorded in the "Grade column".

For specific withdrawal dates, please refer to each updated course outline.

REFUND POLICY

Unfortunately due to full access to the courses at the point of enrollment, refunds are not available.



REQUIRED MATERIALS

R.I.S.E. Academy uses Google Classroom to host online courses, as well as social media platforms to demonstrate learning. There are no required textbooks for courses offered by *R.I.S.E. Academy*, all reading materials will be accessible online through students' Google Classroom student account. Since all aspects of courses will occur online, students will need a computer, tablet or a cellphone with high-speed internet access. Below are details necessary to access the content of *R.I.S.E. Academy's* courses. Google Classroom is able to run on all browsers on all devices, below is a list of appropriate hardware, software and browser options to choose from.

Hardware

- A PC running Windows XP or higher
OR
- A Mac running OS X
OR
- A Chromebook running Chrome OS
WITH
- 2GB of RAM
- High speed internet connection
- A sound card with speakers or headphones
- A functional webcam and microphone

Software & Accounts

- Google Classroom Student Account
- G-Suite
- Students must have/create a Gmail account
- Students will be required to use Twitter, Instagram and Facebook

Browser

- Mozilla Firefox4 or higher or
- Internet Explorer 7 or higher or
- Safari 5 or higher or
- Google Chrome 11 or higher

REFERENCES

"Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12)." Ontario Ministry of Education, 2010. Retrieved from: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

"Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements ." Ontario Ministry of Education, 2016. Retrieved from: http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

"The Ontario Curriculum, Grades 9-12: Social Sciences." Ontario Ministry of Education, 2013. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

"The Ontario Curriculum, Grades 9-12: Health and Physical Education." Ontario Ministry of Education, 2015. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

"The Ontario Curriculum, Grades 11 and 12: Native Studies." Ontario Ministry of Education, 2000. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies1112curr.pdf>

"The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies." Ontario Ministry of Education, 2015. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>