

BELKA HIGH SCHOOL



COURSE CALENDAR AND SCHOOL HANDBOOK

BELKA HIGH SCHOOL

www.belkaecenter.com
2016-2017

BELKA HIGH SCHOOL

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MESSAGE FROM THE PRINCIPAL AND DIRECTOR

Dear BHS Student,

We welcome you to Belka High School. You have decided to embark on an exciting and rewarding stage of your life.

A Secondary School Diploma is the gateway to opportunities in your social and economic development, throughout the course of your life. It is a requirement for employment in most areas, and for continuing to post-secondary education. By completing your Ontario Secondary School Diploma, you will be opening doors for your future that can lead to endless opportunities.

Obtaining your Ontario Secondary School Diploma can be challenging, but is a rewarding accomplishment. At Belka High School, we are committed to our students and their success. Our teachers use differentiated instruction and assessment methods, to meet the needs of all types of learners. Our teachers also work one on one with the students, ensuring the successful outcome of their secondary school experience.





You may review this program and course calendar to help you plan your academic goals for the future. Our experienced staff would also be willing to help ensure that you reach your academic goals.

As you embark on this journey, we are committed to be here to support you all the way!

Miss Liz Baxter
Chair Board of Director

INTRODUCTION

This guide provides information about Belka Organization Board of Directors and our High School.

-  Who to contact if you have question or concern.
-  School life, such as students (homework) and parent engagements.
-  Health, Wellness, and Safety.
-  Belka High School Policy and procedures.

WHAT TO DO WHEN I HAVE A CONCERN, WHO TO CONTACT

Most situations can be resolved with dialogue and co-operation. You could follow the steps provided when addressing concern:

1. Arrange a meeting with the appropriate staff member.
2. If further assistance is required, the school principal or designated may be contacted to review the matter, mediate, and help facilitate the process.
3. Contact Board member if the matter remains unsolved.

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IMPORTANCE AND VALUE OF COMPLETING SECONDARY EDUCATION

The importance of completing a high school or secondary education cannot be overemphasized. The two main reasons include the fact that gaining a high school diploma starts off a great career for the individual, and secondly, the society benefits from a well-educated population. Some detailed reasons will be outlined below: Students must remain in school until the age 18 or until they obtain the OSSD.

Benefits for the individual:

- Completion of secondary education is the minimum requirement for successful employment. While there may be some jobs that do not require the OSSD, the opportunities for students and the pay offered through the positions are much better if candidates have their OSSD.
- Research has shown that people who have completed the OSSD tend to be healthier and happier than people who do not have the OSSD. This may be partly since the high school program is designed to equip students with the knowledge and skills students required to enable them to be more successful.

Benefits for the society:

A society with a highly educated population tends to be economically, socially and emotionally, stable. Individuals who are better educated are frequently very active citizens who get more involved with community activities and give back to their society. They tend to rely less on social services and governmental welfare assistance. They strive to support themselves leading them to feel good about themselves and those around them. A well- educated population tends to have less crime and other societal evils. Children born to educated parents tend to have a greater chance for success as well.

GOALS & PHILOSOPHY OF BELKA

Our Vision

As a dynamic private high school, Belka will provide relevant programs to a diverse group of students that will prepare them to actively participate in a contribute positively in society.

Our Mission

Through our dedicated staff, Belka High School intentionally strives to equip students with the skills they need to be life-long learners regardless of their chosen pathway.

Goals

As a school, we will use a variety of instructional teaching strategies to meet the unique learning abilities of all our students

- By differentiating course work to meet the needs of our students while at the same time maintaining the integrity of the course work
- By encouraging our students to perform to their full potential, both academically and socially
- By providing a rich and enabling environment in which students can operate per his/her unique abilities and distinctive qualities.

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SCHOOL ORGANIZATION

Daily Class Schedule

Monday- Friday (Classes are 2 hours in length)

Period 1	9:00 am to 11:00 am
Period 2	11:15 am to 1:15 pm
Lunch	1:15 pm to 1:30 pm
Period 3	1:30 pm to 3:30 pm

Terms

Term 1 Start and End Date	Sept. 6, 2016 to December 22, 2016
Midterm Reports Issued	November 18, 2016
Last Date to Drop Courses	November 25, 2016
Final Exams	December 19, 20, 21, and 22, 2016
Term 2 Start and End Date	January 10, 2017 to March 28, 2017
Midterm Reports Issued	March 13, 2017
Last Date to Drop Courses	March
Final Exams	March 27, 28, 29, 2017
Term 3 Start and End Date	April 03, 2017
Midterm Report Issued	May 12, 2017
Last Date to Drop Courses	May 17, 2017
Final Exams	June 26, 27 and 28

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SCHOOL'S EXPECTATIONS

Student Responsibilities

Students are expected to:

- Know and exercise positive modes of behavior and good manners.
- Accept responsibility for their own actions and the consequences should they not adhere to school policies and rules
- Respect the rights of others

Student Achievement

It is expected that students will:

- Be on time and attend every class for every teaching day
- Attain good academic achievement that is consistent with their ability
- Complete all homework and assignments/tasks given and submit at the given deadline.

Attendance

- All students are required to attend and successfully complete 100% of the program hours
- All students are required to be present in class unless there is an unforeseen emergency. A student who is unable to attend class must inform the school's administrative office by telephone at before their class begins.
- Students who have incurred more than five classroom absences will be required to meet with the school principal
- students who miss theory hours are required to meet with their instructor to demonstrate knowledge of module learning objectives that they missed during their absence. This may be in the form of a test or assignment designed by the school.
- Students are required to be on time at the start of their class.

SCHOOL CODE OF CONDUCT

The aim of this code of conduct is to ensure that the school is a safe and peaceful one in which successful learning and teaching can take place.

The Principal and staff have a responsibility to implement the Code of Conduct reasonable, consistently, and fairly. Students have a responsibility to conduct themselves in a way that is safe and respectful of others.

Teachers have a right to:

- Expect the co-operation of students
- Expect that they will be able to teach in an orderly and safe environment
- Expect the support of other staff and the administration in fulfilling their professional duties

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- Maintain flexibility in their approach to classroom procedures and organization which are consistent with school policies

Teachers have a responsibility to

- Treat students fairly
- Provide an appropriate range of learning strategies
- Develop in students an awareness and understanding of school rules

Students have a right to

- Feel safe within the school
- Learn in a challenging environment to the best of their ability
- Be treated with respect by other students and staff members
- Be listened to

Student Conduct

1. Discriminatory or abusive language/ behavior is not tolerated on school premises. A student who engages in such behavior may be suspended and/or attendance at school may be terminated
2. All students who engage in disruptive classroom behavior will be asked to leave the class to ensure a safe learning atmosphere is maintained. Continuation of disruptive conduct by a student may result in permanent disbarment from the school.

STANDARDS OF BEHAVIOR

With Respect to Civility and Responsible Citizenship:

All school members must:

- Respect and follow all applicable laws
- Demonstrate honesty and integrity
- Respect differences in people
- Treat one another with dignity and respect always, especially when there is disagreement
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age, or disability
- Respect the rights of others
- Show care and respect for school property and the property of others
- Take the proper steps to help those in need
- Respect all members of the school community, especially those in a position of authority
- Respect the need of others to work in an environment that encourages learning and teaching.
- Seek help from school staff, if necessary, to resolve conflict peacefully
- Not to swear at a teacher or at another person in a position of authority

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With Respect to Safety

School community members must not:

- engage in any form of bullying, whether it is in person or through technology, such as using email or cell phones
- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol to anyone under the legal drinking age
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession or under the influence of alcohol or illegal drugs, or give them to anyone else
- inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behavior caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the student's school or to property on the school premises.

DIPLOMA AND CERTIFICATES

The Ontario Secondary School Diploma (OSSD)

Students are required to successfully complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen of these credits are compulsory.

The 18 compulsory credits are:

- 4 English (one credit per grade)- maximum of 3 credits in English as a second language
- 1 French as a Second Language
- 3 Mathematics (at least one in Grade 11 or 12)
- 2 science
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts
- 1 Health and Physical Education
- 0.5 credits in Civics
- 0.5 credit in Career Studies

Plus, one credit from each of the following groups:

- 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***
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a second language**, or Cooperative education***
- 1 additional credit in science (Grade 11 or 12) or Technological Education (Grade 9-12), or French as a second language**, or Computer Studies or Cooperative education***

In addition to the compulsory credit requirements, students must also complete the following prior to graduation:

- 12 optional credits
- Provincial literacy requirements
- 40 hours of community involvement activities

** 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

*May Include up to four Credits achieved through approved Dual Credit Course

1 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

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THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

- **Ontario Secondary School Literacy Test (OSSLT)**

All students who have entered a secondary school in the 2000-2001 school years or later must successfully complete the Provincial Secondary School Literacy Test to earn an Ontario Secondary School Diploma.

The test is based on the Ontario curriculum expectations for language and communication, particularly in reading and writing, up to and including the level expected for Grade 9. Remedial assistance will be provided for students who required additional support.

Students normally take the literacy test when they are in Grade 10. Students who do not successfully complete the test will have opportunities to retake it.

The test is designed and marked by the Education Quality & Accountability Office (EQAO) and is usually administered in March/ April of each year. The EQAO website provides answers to frequently asked questions and provides other necessary information.

NOTE: Belka has not applied with EQAO to administer the OSSLT. Students who need to complete the literacy requirement for the OSSD should contact a public secondary school in their community

- **Ontario Secondary School Literacy Course (OSSLC)**

Students who have taken the OSSLT at least once and were unsuccessful, are eligible to take a comprehensive, full credit literacy course [OSSLC], which satisfies provincial literacy requirements. The goal is to provide students with the necessary skills to meet the requirements of the Ontario Secondary School Diploma.

NOTE: Belka does not offer the OSSLC

- **Accommodations, Special Provisions, Deferrals, and Exemptions for the Literacy Requirement**

Accommodations such as the use of a scribe, writing in a quiet area, use of computer, and large print version will be implemented as indicated in the student's Individual Education Plan.

A student may be deferred or exempted from writing the test when it is deemed appropriate. In most cases, only students who are not working towards an Ontario Secondary School Diploma would be exempt.

Any accommodations, deferrals, and exemptions are discussed with parents.

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COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will fulfill the community involvement requirement. A complete information package about the involvement requirement will be given to students at the beginning of the school year. Students registering from schools outside Ontario, in Grades 10 through 12 may have the

required numbers of hours pro-rated. The approval of the principal should be obtained prior to beginning volunteer activities to ensure that the intended activities qualify under provincial legislation.

Students should consider their personal interests, possible career goals and the needs of their community in deciding upon community involvement activities they wish to complete. Belka considers the following as some activities which are eligible activities:

- Assistance to seniors
- Environmental projects
- Sports and recreation activities
- Working with charitable and service organizations
- Working in health facilities
- Community or specific school related activities

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

- Is a requirement of a class or course in which the student is enrolled (e.g. cooperative education portion of a course, job shadowing, work experience);
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- Take place in a logging or mining environment, if the student is under sixteen years of age;
- Takes place in a factory, if the student is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Would normally be performed for wages by a person in the workplace;
- Involves the operation of a vehicle, power tools, or scaffolding;

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- Involves the administration of any type or form of medication or medical procedure to other persons;
- Involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Involves banking of the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Consists of duties normally performed in the home (i.e. Daily chores) or personal recreational activities
- Involves activities for court ordered program (i.e. Community- service program for young offender, probationary program)

SUBSTITUTION POLICY FOR COMPULSORY CREDITS

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

REQUIREMENTS OF THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, if they have earned a minimum of 14 credits, distributed as follows:

Compulsory Credits (total of 7)

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

Optional Credits (total of 7)

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CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This may be useful to students in seeking further training or in finding employment.

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CIRRICULUM INFORMATION

Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a secondary school on behalf of the Ministry of Education.

Definitions of Types of Courses Available in the Ontario Curriculum

Four types of courses are offered in Grades 9 and 10 in Ontario schools:

- **Academic courses** emphasize theory and abstract problems.
- **Applied courses** focus on practical applications and concrete examples.
- **Open courses** are designed to prepare students for further study in certain subjects and to enrich their education generally.
- **LDCC (Locally Developed Compulsory Courses)** courses are designed to prepare students for the applied level in grade 9.

Courses in Grades 11 and 12 are based upon the student’s destination:

- **Workplace preparation courses** are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship and other training programs.
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **University/college preparation courses** include content that is relevant for both university and college programs.
- **Open courses** are appropriate for all students and are not linked to any specific postsecondary destination.

NOTE: Belka High School will not be offering all types of courses.

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AN EXPLANATION OF THE CODING SYSTEM

The course code consists of a course title and a five-character code. The Ministry of Education designates the first five characters; the school determines the sixth character.

Code Characters	Explanation	Example – ENG 1D
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	“ENG” indicates an English course
4 th	Grade level as a number *(see below) “1” Grade 9 “2” Grade 10 “3” grade 11 “4” grade 12	“1” Grade 9 or first year
5 th	Type of course as a letter “D” Academic (grades 9 and 10) “P” Applied (grades 9 and 10) “4” Essential (grade 9) “3” Essential (grade 10) “O” Open (all grades) “E” Workplace preparation (grades 11 and 12) “U” University preparation (grades 11 and 12) “C” College preparation (grades 11 and 12) “M” University/College preparation (grades 11 and 12)	“D” Academic course
6 th	School-designated character that indicates credit value or may be used to differentiate between courses with similar codes	

*In the case of a language course, the fourth character refers to the level of proficiency

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DESCRIPTIONS OF ALL COURSES OFFERED AT BELKA HIGH SCHOOL (Belka High School will be offering 2 courses in the summer)

English Courses

ENG3U – University English, Grade 11

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

Prerequisite – English, Grade 10, Academic

ENG4U – University 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.

Prerequisite – English, Grade 11, University Preparation

Mathematics Courses

MCR3U – Functions (University), Grade 11

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

Prerequisite – Principles of Mathematics, Grade 10, Academic

MHF4U – Advanced Functions

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended

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for both students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

MCV4U – Calculus and Vectors, Grade 12

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

Prerequisite – The new Advanced Functions course (MFH4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

MDM4U – Mathematics of Data Management, Grade 12

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

Prerequisite – Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation.

Science Courses

SBI3U – Biology (University), Grade 11

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

Prerequisite – Science, Grade 10, Academic

SPH3U – Physics (University), Grade 11

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This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. There will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite – Science, Grade 10, Academic

BUSINESS STUDIES

Information and Communication Technology

BTT101

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

CREDIT: 1

TYPE: Open

GRADE: 9

Introduction to Business

BBI201

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

CREDIT: 1

TYPE: Open

GRADE: 10

Introduction to Business for ESL/ELL Students

BBI20L

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

CREDIT: 1

TYPE: Open

GRADE: 10

BAF3M1

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

CREDIT: 1 **TYPE:** University/College **GRADE:** 11

Entrepreneurship: The Venture **BDI3C1**

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.

CREDIT: 1 **TYPE:** College **GRADE:** 11

Marketing Goods, Services and Events **BMI3C1**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

CREDIT: 1 **TYPE:** College

Information and Communication Technology: The Digital Environment **BTA3O1**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post secondary studies. Please note that this is an e-Learning Credit. Please check with your Guidance Counselor for course availability and registration or visit <http://www.elearningcredits.yrdsb.edu.on.ca>

CREDIT: 1 **TYPE:** Open

Financial Accounting Principles **BAT4M1**

This course introduces students to advanced accounting principles that will prepare them for post secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and

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corporations.

CREDIT: 1

TYPE: University/College

GRADE: 12

PREREQUISITE: BAF3M1 - Financial Accounting Fundamentals

International Business Fundamentals

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

CREDIT: 1

TYPE: University/College

GUIDANCE AND CAREER STUDIES

Learning Strategies 1: Skills for Success in Secondary School

GLS101

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

CREDIT: 1

TYPE: Open

GRADE: 9

Career Studies 0.5 Credit

GLC201

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

CREDIT: 0.5

TYPE: Open

GRADE: 10

COREQUISITES: If you take this course, you must also take CHV201 - Civics 0.5 credit

Career Studies 0.5 Credit for ESL/ELL Students

GLC20L

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

COURSE NOTE: ESL department head approval required.

CREDIT: 0.5

TYPE: Open

GRADE: 10

COREQUISITES: If you take this course, you must also take CHV20L - Civics 0.5 credit For ESL/ELL Students

Designing Your Future

GWL301

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

CREDIT: 1

Leadership and Peer Support for Grade 11, Students

GPP 301

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

TYPE: OPEN

GRADE: 11

ENGLISH AS A SECOND LANGUAGE

English as a Second Language - Level 1

ESLAO1

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

CREDIT: 1

TYPE: Open

GRADE: 9

English as a Second Language - Level 2

ESLBO1

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

CREDIT: 1

TYPE: Open

GRADE: 9

PREREQUISITE: ESL Level 1 or equivalent

English as a Second Language - Level 3

ESLCO1

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

CREDIT: 1

TYPE: Open

GRADE: 9

PREREQUISITE: ESL Level 2 or equivalent

English as a Second Language - Level 4

ESLDO1

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

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COURSE NOTE: After completing ESLD01 and ESLE01, students must complete a grades 10, 11 and 12 English to receive their diploma.

CREDIT: 1

TYPE: Open

GRADE: 9

PREREQUISITE: ESL Level 3 or equivalent

*We are offering these course (s) at the Summer Credit course

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ACCESS TO COURSES OF STUDY

Parents and/or students who want to review course outlines at Belka High School may do so by contacting the principal or by visiting our website at www.belkaecenter.com

ACCESS TO ONTARIO CURRICULUM POLICY DOCUMENTS

Course curriculum guidelines may be viewed at the Ministry of Education website.

EXPERIMENTAL LEARNING PROGRAMS IN ONTARIO SCHOOLS

Experimental learning programs provide students with opportunities to see how the classroom learning applies in a workplace setting and allow them to explore a career interest as they plan a pathway through high school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education which are offered in high school.

NOTE: Belka currently does not offer any experiential learning programs although teachers are encouraged to use “real-life experiences” to broaden the walls of the school and make learning relevant for our students.

FULL DISCLOSURE: STUDENT WITHDRAWAL FROM COURSES

The following Ministry policy applies to Grade 11 and 12 students:

- If a student withdraws from a Grade 11 and or 12 course within 5 instructional days following the mid-term report, the withdrawal is recorded only on the report card as a “W”, but not on the Ontario Student Transcript.
- If a student withdraws from a Grade 11 or 12 course after 5 instructional days following the issue of the mid-term report, the withdrawal is recorded on the Ontario Student Transcript as a “W” accompanied by the mark achieved at the time of withdrawal.

CHANGING COURSE TYPES: PREREQUISITE REQUIREMENTS AND WAIVING PREREQUISITES

There are no prerequisites for grade 9 and some Grade 10 courses. Prerequisite courses for Grades 11 and 12 are indicated with the course description. Where a student does not have the prerequisite for a course, the student should speak to the principal. Where, after appropriate consultation and investigation, the principal believes the student has sufficient background to be successful in the course she/he wishes to take, the principal may waive the prerequisite and documentation is provided in the OSR. Some background work may be required of the student prior to the commencement of the course.

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NOTE: The principal can only waive pre-requisites to courses if the OSR is at Belka High School.

PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside of Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition Process (PLAR), students enrolled in Ontario secondary schools may have their skills and knowledge, evaluated against the overall expectations outlined in provincial curriculum policy documents to earn credits toward the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process involves two components: challenge and equivalency. The challenge process is the proves whereby students' prior learning is assessed for granting credit for a course developed from a provincial curriculum policy document. We do not offer the challenge program however the procedure that we follow for the equivalency is students are asked to go in person to Canadian Education Association located at 119 Spadina Avenue suite 705 to evaluate the equivalency of their certificate and we give them assessment test after the evaluation before given the student the proper grade course.

The equivalency process involves the assessment of credentials from other jurisdictions.

ASSESSMENT AND EVALUATION POLICIES

Students are assessed and evaluated in a manner consistent with *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*. Standards are based on the achievement charts found in the provincial curriculum policy documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. 70% of the final mark is based on work throughout the course and is determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests. This grade reflects the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the final mark is based on a final summative evaluation that me be determined through a variety of methods in the latter portion of the course. These could include an essay, examination, performance or demonstration. This final evaluation reflects the student's mastery of course expectations and demonstrates the range and level of student skills and knowledge towards the conclusion of the course.

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At the beginning of each semester, students receive an outline of the course assessment practise from each teacher. This outline includes a description of the assessment of academic achievement and learning skills in the course. Students will be made aware of the distinctions between assessment for, as, and of learning as stated in *Growing Success, 2010*. Generally, assessment for learning refers to diagnostic assessment which identifies a student's prior knowledge. Assessment as learning is used as an ongoing process of helping weaknesses or next steps. Assessment of learning is a measure of the student's mastery of course expectations and is measured in a percentage grade.

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to identify students' difficulties, and adapt instructional methods to meet students' individual needs. In addition, the various forms of assessment are important tools for determining the effectiveness of the programs, instructional approaches and classroom practices at Belka High School.

Performance Standards: The Achievement Charts

The achievement charts mentioned above identify four categories of knowledge and skills that are common to all subject areas and disciplines. These are:

- Knowledge and Understanding: Content and the comprehension of its meaning and significance
- Thinking: The use of creative thinking skills and/or processes
- Communication: The conveying of meaning through various forms
- Application: The use of knowledge and skills to make connections

Students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of curriculum expectations across all four categories. In keeping with *Growing Success, 2010*, Belka High School policy is to assess and evaluate in a balanced manner with respect to the four categories. At the same time, the relative importance of each of the categories may vary for different subjects and courses. Examinations and final summative tasks will reflect the balance between categories used in the 70% semester long evaluations.

While they are broad in scope and general in nature, the achievement levels shown below serve as a guide for gathering information, and act as a framework used to assess each student's achievement. As such, they enable teachers to make consistent judgements about the quality of work, and provide clear and specific information about their achievement to students and their parents.

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

Percentage	Achievement	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial high standard.
60-69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	Below Level 1	Insufficient achievement of curriculum expectations. A credit will not be granted.

Note: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

The Provincial Report Card, Grades 9-12

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12. The report card documents the student's achievement in every course, at points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of the course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above).

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The report card provides a record of the learning skills demonstrated by the student in every course in the following categories:

- Works independently
- Teamwork
- Organization
- Work habits
- Initiative

The learning skills are evaluated using a four-point scale (E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills should not be considered in the determination of percentage grades.

Student progress is formally reported to parents at mid-semester and end of semester. In addition, we, at Belka High School believe in partnering with parents. The administration receives regular reports from its teachers and communicates with parents when appropriate. Teachers are asked to communicate their concerns to parents of their students in a timely fashion.

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student. Because only one OSR can be created for a student, if a student is registered in more than one school, the OSR is held at the school where the student takes majority of his/her courses. The OSR contains achievement results credits earned and diploma requirements completed, and other information important to the education of the student. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

Students and their parents (if the student is not an adult) may examine the contents of the OSR upon request. The Education Act and freedom of information legislation protect these records.

Ontario Student Transcript (OST)

The Ontario Student Transcript is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma. Information is updated annually and is a part of the Ontario Student Record (OSR) Information is stored electronically and will be copied onto an official OST form when a printed copy is required. When a student completes

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courses at Belka High School and if the OSR for that student is not at Belka High School, the student will be advised to take the report card to the school where the OSR is held and the information will be added to the OST,

All Grade 11 and 12 courses are recorded on the student's transcripts. This includes current, repeated, and attempted courses. However, if a student withdraws from a course on or before 5 instructional days after the first report card is issued, the course is not recorded on the transcript.

Supports and Resources Available for Students

Guidance and Career Counselling

The guidance and career education program is an integral part of the secondary school program at Discovery Academy. The program is under the immediate direction of the principal. *Ontario Schools, K-12: Policy and Program Requirements, 2011* mandates three areas of learning for the program- student development, interpersonal development and career development. Through the program, students will acquire the knowledge and skills that they used to learn effectively, to live and to work cooperatively and productivity with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through classroom instruction.

Two of the three areas-- student development and interpersonal development—are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*. The third area of learning—career development—is an integral part of our courses.

Through our program, our students are expected to:

- Understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- Develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- Apply this learning in their daily lives both at school and in the community.

Belka High School implements a guidance and career education plan that ensures that students have access to the learning experiences, personal assistance, and information they need to achieve the program goals outlined in *O.S., 2011, Growing Success, 2010, and Choices into*

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Action, 1999 as well as the expectations given in the secondary school curriculum policy documents for guidance and career education.

Strategies and Resources for Students and their Parents to Support Education Planning

Students are encouraged to talk to their teachers and the principals with any questions they have regarding their education planning. They are also advised to access course requirements at college/ university websites to ensure that they have the pre-requisites required for admission to the program of their choice.

Intervention Strategies, Supports and Programs

Students are encouraged to contact their teacher as soon as they have difficulty with the course work to obtain additional support and guidance. Teachers may also have access to other community supports which students can access.

Supports for English Language Learners

Belka High School has a teacher with qualifications in ESL and who can support students who need additional support. Students should contact the principal for more information.

Computer Labs and Resources Center/ Library

Belka High School has a computer lab that students can access during school hours. While we do not have a library, there is a Toronto Public Library within walking distance that supports the learning needs of our students.

Community Resources

Belka High School is easily accessible by TTC. There are numerous institutions/ retirement facilities/ organizations that students can access to complete their community involvement hours.

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PLAGIARISM POLICY

The following Plagiarism Policy has been adopted by the Belka High School. Please be sure you understand the consequences for cheating or copying the work of another—from any source.

Cheating and/or plagiarism are regarded as very serious offences. Copying or paraphrasing material/text from the work of another student, from published sources (i.e. Coles Notes, Cliff Notes, books, magazines, newspapers, etc.) and/or from the Internet **without proper documentation** constitutes academic theft.

The penalty for cheating or plagiarism will be...

Plagiarism First Offence

- ✓ 0% given on the assignment
- ✓ Discussion with teacher
- ✓ Incident is recorded on student record
- ✓ Parent contact

Plagiarism Second Offence

- ✓ 0% given on assignment
- ✓ Further disciplinary action may be taken by Administration and may include possible suspension or withdrawal from course
- ✓ Parent contact
- ✓ Incident is recorded on OSR

ABSENT, LATENESS AND LATE ASSIGNMENT POLICY

When a student is absent three times without a proper written explanation or a doctor's note, he/she will be given a warning letter and the parents will be contacted. If a student continues to miss classes with no valid reason, the student will be removed from the course. With the approval of the principal, the student can remain in the course until he/she finishes all assessments and evaluations to satisfy the 110 hours as required by the ministry before granting a credit.

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When a student is late three consecutive times, it will be considered as one absence and if the student continues to be late, a warning letter will be issued and the parents will be contacted.

Students are responsible to hand in assignments on time to teachers, however students can let their teacher know in advance if they need more time to hand in assignment. Students who hand in assignment late without notifying teachers in advance will be warned verbally. Teachers will refer problematic situations with the principal, when necessary.

Students who miss tests, quizzes and class assignments should arrange with their course teacher to complete the course work missed. Students must complete all the tests/ assignments required, prior to completing the final examination.