



Outline of Course of Study

Grade 10

2022- 2023

www.flexiacademy.com



Our Philosophy, Vision, Mission, and Values

Philosophy

The philosophy of Flexi Online Academy is to assist in providing the student with the knowledge, technical, and non-technical skills necessary to provide opportunities for continuous intellectual, psychological, social, and career development to take a productive place in society. FOA strives to communicate this belief to the public, parents, and community; and strives to involve them actively in the educational process, seeking sustenance from Allah, the only almighty who can make this happen.

Vision Statement

Highest adaptive education; supporting morals and academic competence, fostering acquisition of innovation skills, and preparing for leading the future

Mission Statement

Providing a unique combination of a comprehensive and adaptive quality education and moral teachings to students in a secure, caring virtual environment by means of a customized and balanced curriculum, delivered by qualified staff helping students realize their full potentials

Core Values

- All decisions are on what is in the larger interest of students.
- The School Board will work to fulfill the stated purpose of the school.
- All policies will be decided by Board consensus.
- A safe, positive climate is necessary for social, moral, and academic growth. The talents and dignity of each student and employee must be respected.
- Students, educators, support staff, and the community are partners in the educational process.
- Care and compassion are part of the educator's character in order to respond to a child's needs.
- A nurturing home environment plays a critical role in the student's development.
- Effective support must be extended to parents in order to assist the process. Close communication with parents plays a vital role in optimizing student learning.
- In order for the child to make a successful transition into academics in FOA, the American standards of education will be adhered to, using qualified teachers, reliable e learning tools, and instruction methods, covering core and none-core American Curriculum.
- Excellence in education is achieved through planning instructional strategies and resources and by tapping higher order thinking to accomplish results.
- Professional development of the staff is critical to our effectiveness.

Curriculum, Academics, and Assessment

About the Ontario Curriculum

The Ontario curriculum outlines what students should know and be able to do at the end of each grade or course in a subject. It is used mainly by teachers and educators but is available to everyone. Ontario is helping all students develop the knowledge and skills they need to become informed, productive, and responsible citizens. Ontario recognizes that the needs of students are diverse. It is important that curriculum is meaningful to students, and that they see themselves reflected in what is taught, how it is taught, and how it applies to the world.



Requirements of the OSSD (ONTARIO SECONDARY SCHOOL DIPLOMA)

To earn an Ontario Secondary School Diploma, a student must:

- Earn 30 credits (18 compulsories and 12 optional credits)
- Complete 40 hours of community involvement activities
- Complete the Ontario Secondary School Literacy Test Successfully
- 18 compulsory credits; Students must earn the following 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:

- 1 additional credit (group 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 (group 2): 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 (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education ***
- The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

- 12 Optional Credits
- In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses available in the school course calendar.
- Compulsory and Optional Credits must equal a minimum of 30 credits

** 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.*

Ontario Secondary School Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment (COA). This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new COA.

Provincial Secondary School Literacy Requirements

All students must successfully complete the provincial secondary school literacy requirement in order to earn a secondary school diploma. It will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing.

This will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy and to provide confirmation that those students who have completed the requirement successfully have attained the provincial expectations for literacy.

The Ontario Secondary School Literacy Course (OSSLC)

Students who pass the course are considered to have met the literacy graduation requirement.

The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded OLC30. If used to meet the Grade 12 requirement, the course is coded OLC40. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

The OSSLC may be used as a substitution to meet the requirements for compulsory credits.

Substitutions For Compulsory Courses

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

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

Policy on Substitutions for Compulsory Courses

The principal has the discretion to make substitutions for a maximum of three compulsory courses at the secondary level to address the specific needs of student to be graduated. Substitutions for compulsory credit requirements serve a variety of purposes:

- allow flexibility in designing a student's program pathway;
- ensure that all students can qualify for the secondary school diploma or certificate;
- promote and enhance student learning;
- meet special needs and interests.

FOA will use an "X" to indicate credits that are substitutions for compulsory credits identified by the ministry as diploma requirements. (Such substitutions can only be made with the approval of the principal.) For these credits, also an "X" should be entered in the "Note" column of student's transcript.

Definition of a Credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. It is granted to the student by the principal of a secondary school on behalf of the Minister of Education.

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

The Semester System

The school year is divided into two equal parts and a student is expected to complete half of his/her program each semester. The first semester begins September 1st and ends in January. The second semester begins immediately following the conclusion of the 1st semester and ends at the conclusion of the required time for the courses. Students may enter the program in the 1st or 2nd semester. We also offer summer credit courses during July and August and each student is able to take one credit in each month.

Types of Courses

The types of courses available in the secondary school program are described below.

- In Grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses.
- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. Open courses are also offered in Grades 11 & 12

Academic Courses

Academic courses draw more heavily on theory and abstract examples and problems. In an academic course, you will learn the essential concepts of a subject and explore related materials as well. Although your knowledge and skill in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied Courses

Applied courses focus more on practical applications and concrete examples. An applied course covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. Familiar, real-life situations will be used to illustrate ideas and students will be given more opportunities to experience hands-on applications of the concepts you studied.

Open Courses

In subjects such as healthy active living education, computer applications, integrated technologies visual arts and instrumental music, all students will take the same type of course – an open course.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation Courses

University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All University/College preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

Procedures for Students Who Wish To Change Course Types

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enroll in a different type of course in a subsequent year, changing course types becomes more difficult as students' advance through the system, or in situations involving courses that have prerequisites (see Prerequisite Courses). Nevertheless, a variety of options exist to enable students to make the transition. When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day. A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- take a transfer course that will bridge the gap between course types;
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take;
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

For students who are re-entering secondary school in order to complete their diploma requirements, boards are encouraged to provide re-entry programs to assist the students in making the transition back to secondary school. Students could take such programs in an alternative setting (e.g., a workplace).

Curriculum Structure

Curriculum is organized into three main sections:

- Program Planning (general information)
- Curriculum Context (information for specific curriculum)
- Curriculum Expectations (what students learn) and Teacher Supports (how students might learn).

Program Planning

Program Planning information applies to the curriculum in all subjects and disciplines in Grades 1 to 12. It provides the most up-to-date information on policy governing education in publicly funded schools across the province. For example, it includes information regarding the creation of safe, accepting and inclusive classrooms. Educators are guided by Program Planning information as they develop lessons and programs based on the curriculum and create the classroom and school environments in which the lessons and programs are taught.

Curriculum Context

Each curriculum has a section that supports the teaching of the specific subjects. This section often includes the vision and goals for the curriculum. It also has information that guides educators as they develop lessons and programs. For example, the math curriculum has specific information about how teachers approach mathematics education. This content is part of the official Ontario curriculum.

Curriculum Expectations and Teacher Supports

The curriculum combines the curriculum expectations (what students learn) with teacher supports (how students might learn) while giving teachers the flexibility to choose appropriate resources and teaching strategies.

Curriculum Expectations

The curriculum for each subject or discipline is made up of a set of learning expectations that outline the knowledge and skills students are expected to learn and apply by the end of a grade or course.

For each subject, expectations are arranged into sections (or strands) to help with organization. However, educators look at the learning goals across the entire grade or course as they plan for and develop lessons and learning activities.

Curriculum expectations are mandatory, and courses of study and classroom programs in each grade must be developed from them.

There are two sets of curriculum expectations – overall expectations and specific expectations.

Overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade.

Specific expectations describe the expected knowledge and skills in greater detail. They are often organized under numbered subheadings, so that they can be identified within the overall expectation.

While the expectations are arranged into sections to help with organization, educators look at the learning goals across the entire grade or course as they plan for and develop lessons and learning activities.

Curriculum expectations are often accompanied by optional “teacher supports” that give educators tools, examples and resources related to specific learning goals.

Teacher supports are for educators to use to help them plan their work in the classroom but **are not a mandatory component** of the curriculum.

Teacher supports may include examples, sample teacher prompts and other teaching resources. These show how students may achieve the learning outlined in the curriculum expectations. Teachers can choose to use the examples and prompts that work for their classrooms, or they may develop their own approaches.

Here is an example from the Grade 8 History curriculum that shows how overall expectations, specific expectations and teaching supports are used together to support learning:

Why Is My Child Learning This?

This information has been included throughout curriculum to provide parents with information on what their child is learning in that strand or expectation. This content is not part of official issue curriculum; they have been included for informational purposes only. If you have any questions about what your child is learning, or how they are being assessed and evaluated, you may contact their teacher or principal.

Assessment and Evaluation

Assessment is the process of gathering evidence of how well a student is doing. The main purpose of assessment is to improve student learning. Teachers provide students with helpful feedback and coaching for improvement. They also help students learn independently, set individual goals, monitor their own progress, determine next steps, and reflect on their own thinking and learning.

Evaluation is the process of judging the quality of student learning against set criteria and assigning a value, mark or grade.

For Grades 1 through 12, all curriculum expectations must be taught and assessed, but evaluation focuses on students' achievement of the overall expectations. Teachers use their professional judgement to determine which specific expectations:

- should be used to evaluate achievement of the overall expectations
- will be accounted for in instruction and assessment but not necessarily evaluated.

Report cards reflect the student's achievement of the overall expectations.

Each curriculum contains an achievement chart. It provides a standard province-wide guide for teachers to assess and evaluate student achievement of the expectations in the particular subject or discipline.

Academic Programs (9-12)

Grade 10	Core Subjects	English	Applied English 10	ENG2P	130	1	Grade 9 English, Academic or Applied
		Mathematics	Foundations of Mathematics 10, Applied	MFM2P	120	1	Grade 9 Mathematics, Academic or Applied
		Canadian History	Canadian History since World War I, Academic	CHC2D	110	1	None
		Civics	Civics and Citizenship, Open	CHV2O	110	1	None
		Guidance & Career Education	Career Studies, Open	GLC2O	110	1	None
	Foreign Languages	Foreign Language 1	Arabic Language 10	ARL10N	120	1	Arabic Language 9
		Foreign Language 2	Core French 10	FSF2P	110	1	French Language 9
	Electives (1 Course)	Business Studies	Introduction to Business, Open	BBI2O	110	1	None
		Applied Science	Science 10, Applied	SNC2P	120	1	Grade 9 Science, Academic or Applied
		Academic Science	Science 10, Academic	SNC2D	120	1	Grade 9 Science, Academic or Applied

Courses Outline (Grade 10)

English, Grade 9, Academic - ENGID

Course Title:	English, Grade 10, Applied (ENG2P)
Course Name:	English
Course Code:	ENG2P
Grade:	10
Course Type:	Applied
Credit Value:	1.0
Prerequisite:	ENG1D, English, Grade 9, Academic or ENG1P
Department:	English
Department Head:	Aqsa Mushtaq

Course Description

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Unit Titles and Descriptions	Time Allocated
Getting the Message Out In this unit students will learn how to "listen to understand." Students will identify and use strategies to listen for different purposes. Using their active listening skills, students will create a mock interview. The unit includes two oral presentation tasks in which students speak to persuade and speak to inform. In the process, students will also work on identifying bias and will thus be able to avoid a lack of objectivity in the creation of their own presentations.	20 hours
Anthology In this unit students will study short stories and begin with a review of how plots are constructed. Students will infer meanings by predicting outcomes for the plots, by working with diction in the contexts in which words appear, and by determining how the elements of fiction combine to produce effective short stories. The unit ends with students writing a short story after examining the models presented to them in course notes.	20 hours
Novel Study This part of the course focuses on the novel and on the moral issues surrounding questions that students often consider as consumers and as increasingly independent thinkers. The study of the novel builds directly on the short fiction in the previous unit and involves discussions that explore issues presented by the novel's author. Students will use key	25 hours

terms that enable them to discuss the novel with some complexity. They will end the unit by writing an opinion article that allows the student to express their own position on the topics and themes developed within the novel.	
The Graphic Novel Students will choose one of two graphic novels for study and will use information from the previous two units in their approach to this genre. Particular attention is paid to the physical properties of the graphic novel and the ways in which colour, cell shape and size, symbolism, and other graphic elements such as maps and photographs all contribute to the effectiveness of the works. The graphic novels are based on true stories, so the intersection of fiction and non-fiction is also referred to during the study of the two works.	25hours
Media Studies In the final unit of this course, using different forms of advertising, students will learn how both simple and complex media texts are created to suit particular purposes and audiences and how these media texts convey their overt and implied messages. As a final culminating task, students will create a media campaign for their home town.	2 hours
Final Assessment	
Final Course Project The Final Course Project is worth 12% of the course grade. It requires students to reflect on their learning throughout the course, create a media text, and record an oral discussion.	3 hours
Exam The 2-hour exam is worth 18% of the course grade and will test the skills studied throughout the course including oral communication, reading, writing, and media.	2 hours
Total	110 hours

Resources required by the student:

Note: This course is entirely online and does not require or rely on any textbook.

- A copy of the course novel: *Branded by Eric Walters*
- A copy of the graphic novel *Two Generals by Scott Chantler*, OR a copy of the graphic novel *Anne Frank: The Anne Frank House Authorized Graphic Biography* by Sid Jacobson and Ernie Colón
- A digital video camera, a web camera, or similar device to record and upload video recordings

- A computer microphone, smart phone microphone, or similar device to record and upload audio recordings

Resources provided by Virtual High School:

- A variety of short stories.

Overall Curriculum Expectations

A. Oral Communication	
A1	Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2	Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3	Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
B. Reading and Literature Studies	
B1	Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
B2	Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
B3	Reading With Fluency: use knowledge of words and cueing systems to read fluently;
B4	Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
C. Writing	
C1	Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2	Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
C3	Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
C4	Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

D. Media Studies	
D1	Understanding Media Texts: demonstrate an understanding of a variety of media texts;
D2	Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
D3	Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
D4	Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Teaching and Learning Strategies:

Students are exposed to a variety of genres throughout the course and develop skills to analyze and evaluate the effectiveness of texts which may include poems, short stories, myths, novels, non-fiction texts, plays, videos, and songs or other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions. Throughout the course, students develop into stronger readers, writers, and oral communicators while making connections to the workplace and international events.

Teachers differentiate instruction to meet the diverse learning needs of students. Instructors also use electronic stimuli, including Discussion Boards and Dropbox, to assist students in reflecting on their learning and in setting goals for improvement in key areas while developing 21st century skills. These tools facilitate and support the editing and revising process for students as they create texts for different audiences and purposes.

- Identifying and developing skills and strategies - through modeling of effective skills, students learn to choose and utilize varied techniques to become effective readers, writers, and oral communicators.
- Communicating - several opportunities are provided for students to write and communicate orally.
- Generating ideas and topics - teachers encourage students to design their own approaches to the material by maintaining frequent (often daily) online communication with students, by allowing some freedom in how students respond to topics and questions, and by encouraging students' independent thinking through discussion posts.
- Researching - various approaches to researching are practised. Students learn how to cite sources and provide a works cited page at the end of longer assignments using MLA formatting.
- Thinking critically - students learn to critically analyze texts and to use implied and stated evidence from texts to support their analyses. Students use their critical thinking skills to identify perspectives in texts, including biases that may be present.
- Producing published work and making presentations - students engage in the editing and revising process, including self-revision, peer revision, and teacher revision all of which strengthen texts with the aim to publish or present student work.
- Reflecting - through draft opportunities and other elements of the course, students reflect on the learning process, focus on areas for improvement, and make extensions between course content and their personal experiences.

Assessment, Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's Growing Success document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Flexi Online Academy teachers. FOA assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education 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 and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or 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.

For a full explanation, please refer to **Growing Success**.

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect 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 grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

The Report Card:

Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course. Each report card will focus on two distinct, but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage.

The teacher will also provide written comments concerning the student's strengths, areas for improvement, and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report card also indicates whether an OSSD credit has been earned. Upon completion of a course, FOA will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

Program Planning Considerations:

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas.

Program Considerations for English Language Learners

This Flexi Online Academy online course provide a number of strategies to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The Flexi Online Academy teacher considers it to be his or her responsibility to help students develop their ability to use the English language properly.

Appropriate accommodations affecting the teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. Flexi Online Academy determines the student's level of proficiency in the English Language upon registration. This information is communicated to the teacher of the course following the registration and the teacher then invokes a number of strategies and resources to support the student in the course. On a larger scale, well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. Flexi Online Academy has created course content to enrich the student's learning experience. Many occupations in Canada require employees with capabilities in the English language. Enabling students to learn English language skills will contribute to their success in the larger world.

Mathematics, Grade 10, Applied – MFM2P

Course Title:	Foundations of Mathematics, Grade 10, Applied (MFM2P)
Course Name:	Foundations of Mathematics
Course Code:	MFM2P
Grade:	10
Course Type:	Applied
Credit Value:	1.0
Prerequisite:	MFM1P, MPM1D, or MTH1W, Mathematics, Grade 9, De-streamed

Course Description

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Unit Titles and Descriptions	Time Allocated
Similar Triangles Triangles have a particularly significant role to play in mathematics. In this unit, the concept of <i>similarity</i> will be described in a mathematical context, and tools to check for similarity will be learned. A review of Pythagorean Theorem will precede a more advanced discussion of triangles.	16 hours
Trigonometry This unit is all about triangles and how they can be used to describe many phenomena in the universe. Sine, cosine and tangent ratios will be examined, as will the ability to solve problems using these tools.	16 hours
Formulas and Equations To progress beyond a certain point in any mathematics, some fundamental skills must first be mastered. In this unit, strategies for performing measurement conversions will introduce the larger topic of solving equations. By the end of the unit, successful students will be able to solve multi-step equations and more than one variable.	14 hours
Linear Functions Linear relationships are not only important to understand for everyday use, but they are also important for understanding the interplay between distance in time for the calculation of speed, or rates of change in business, for example. They are also foundational to more complex forms of mathematics. This unit reviews the concepts of linear algebra that were developed in Grade 9, and expands upon	14 hours

important procedures such as rearranging equations and developing accurate graphs.	
Systems of Linear Equations It is often important, for various practical reasons, to know where on a graph two lines intersect. This unit is all about how to determine this intersection point, not just graphically, but through the language of mathematics.	16 hours
Algebraic Expressions In this unit, students will consider various operations on monomials, binomials and polynomials. Manipulating differences of squares and factoring trinomials will also be explored and these skills will be applied to different situations.	16 hours
Quadratic Functions Until this point, all algebraic relations that have been considered have been linear. In this unit, second-order functions are introduced. Students investigate vertices and axes of symmetry, along with intercepts and direction of opening. They discover the links between parameters in equations and features of their curves, and use them to sketch parabolas.	14 hours
Final Assessments	
Exam This is a proctored exam worth 30% of your final grade.	2 hours
Total	110 hours

Resources required by the student:

Note: This course is entirely online and does not require or rely on any textbook.

- A scanner, smart phone camera, or similar device to digitize handwritten or hand-drawn work,
- A non-programmable, non-graphing, scientific calculator.

Overall Curriculum Expectations

A. Measurement and Trigonometry	
A1	use their knowledge of ratio and proportion to investigate similar triangles and solve problems related to similarity;
A2	solve problems involving right triangles, using the primary trigonometric ratios and the Pythagorean theorem;

A3	solve problems involving the surface areas and volumes of three-dimensional figures, and use the imperial and metric systems of measurement.
B. Modelling Linear Relations	
B1	manipulate and solve algebraic equations, as needed to solve problems;
B2	graph a line and write the equation of a line from given information;
B3	solve systems of two linear equations, and solve related problems that arise from realistic situations.
C. Quadratic Relations of the Form $y = ax^2 + bx + c$	
C1	manipulate algebraic expressions, as needed to understand quadratic relations;
C2	identify characteristics of quadratic relations;
C3	solve problems by interpreting graphs of quadratic relations.

Teaching & Learning Strategies:

The over-riding aim of this course is to help students use the language of mathematics skillfully, confidently, and flexibly. A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests, and ability levels. The following mathematical processes are used throughout the course as strategies for teaching and learning the concepts presented:

- *Problem Solving:* This course scaffolds learning by providing students with opportunities to review and activate prior knowledge (e.g. reviewing concepts related to linear equations from prior mathematics courses), and build off of this knowledge to acquire new skills. The course guides students toward recognizing opportunities to apply knowledge they have gained to solve problems.
- *Connecting:* The course connects the concepts taught to real-world applications, such as using trigonometric concepts to solve for heights and distances.
- *Self-Assessment:* Through the use of interactive activities (e.g. multiple choice quizzes, and drag-and-drop activities) students receive instantaneous feedback and are able to self-assess their understanding of concepts.

Assessment, Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's Growing Success document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Virtual High School teachers. VHS assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education 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 and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or 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.
- For a full explanation, please refer to [Growing Success](#).

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect 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 grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

The Report Card:

Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course. Each report card will focus on two distinct, but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement, and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment.

The report card also indicates whether an OSSD credit has been earned. Upon completion of a course, FOA will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

Program Planning Considerations:

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas.

Canadian History 10 – CHC2D

Course Title:	Canadian History since World War I, Grade 10, Academic (CHC2D)
Course Name:	Canadian History since World War I
Course Code:	CHC2D
Grade:	10
Course Type:	Academic
Credit Value:	1.0
Prerequisite:	None

Course Description

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.

Unit Titles and Descriptions	Time Allocated
Unit 1: 1914-1918, First World War This unit discusses Canada's role in the First World War and how the war shaped Canadian identity. It addresses Canadian sovereignty, French-English relations, and Indigenous contributions to the war effort. Students also examine how the war impacted the economy, women's roles, and immigration policy.	14 hours
Unit 2: 1918-1928, The Roaring Twenties This unit examines the changing social and political climate throughout the roaring twenties. From a political standpoint, students explore post-war international relations, how Canada was received in international circles, and Canada's continued emergence as a sovereign nation. Shifting focus inward, students explore impacts of the booming-post war economy and what affect it had on women's roles, immigration, labour movements, and local politics.	14 hours
Unit 3: 1929-1938, The Great Depression This period marks the rise of socialism and new social welfare policies both in Canada, and abroad. Students make use of primary source material to get a sense of how the Great Depression was experienced by Canadians from all	15 hours

walks of life. Through examining international politics in the years leading up to the Second World War, students become familiar with the rise of Nazis and the oppression of Jewish peoples. On the home front, students uncover how Canada struggled with its own human rights transgressions. Residential schools intensified operations and racist immigration policies persisted throughout the economic downturn.	
Unit 4: 1939-1945, Second World War The Second World War was a major turning point in Canadian and World history. Students explore how the war was experienced in Canada and abroad. During the war, Canadian women returned to workforce, men faced conscription, and many immigrants were interned and discriminated against. After the war, the global violence, destruction, and senseless loss of civilian life led to massive social and political change. Human rights organizations were founded and new social welfare policies were implemented all across the globe. Students critically examine international organizations that were designed to prevent atrocities like the Holocaust from ever happening again.	15 hours
Unit 5: 1946-1967, Challenge and Change Situating Canada in a larger global context, students explore how the post-war baby boom and economic boom ushered in a wave of social and political change. Social welfare was at the forefront. The United Nations created the Declaration of Human Rights. Women fought for equal pay. Healthcare and other social support programs were established. Labour movements made significant gains for worker's rights. Immigration was made less restrictive. Indigenous people in Canada gained further political traction. Canada emerged as an international peace-keeper. Students examine how Cold War tensions remained constant between western capitalist democracies and eastern communist dictatorships amidst an era of prosperity and social reform.	15 hours
Unit 6: 1968-1983, Canadian Identity Unlike the majority of the other units in this course, this unit has students focus more explicitly on internal politics. Social rights movements took on various forms throughout the country. Pierre Elliot Trudeau's government implemented Canada's own Charter of Rights and Freedoms. Separatists in Québec and several Indigenous groups in Canada fought for sovereignty. Feminist groups fought for women's rights. Students examine how rights and policies related to bilingualism, multiculturalism, and environmentalism were at play during Trudeau's time in office, and how these values have continued to shape Canadian identity.	15 hours
Unit 7: 1984-Present, Global Context Students focus heavily on Indigenous people's fight for sovereignty, self-government, and truth and reconciliation. Students critically examine various	14 hours

influential Canadian political figures from the 1980s up until present day as they examine important international and domestic affairs that shaped the political climate in Canada.	
Final Assessments	
Final Assignment: Timeline Exhibit For the final assignment, students will produce a mock exhibit that explores a particular theme throughout Canadian history. Students document their theme by creating a timeline of events accompanied by historical imagery and text explanations. The exhibit assignment is worth 20% of the overall grade.	5 hours
Final Exam There is a proctored exam worth 10% of the final grade.	3 hours
Total	110 hours

Resources required by the student:

Note: This course is entirely online and does not require or rely on any textbook.

Overall Curriculum Expectations

A. Historical Inquiry and Skill Development	
A1	Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
A2	Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
B. Canada, 1914–1929	
B1	Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities
B2	Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics
B3	Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929

	contributed to the development of identity, citizenship, and heritage in Canada
C. Canada, 1929–1945	
C1	Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities
C2	Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them
C3	Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945
E. Canada, 1982 to the Present	
E1	Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities
E2	Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions
E3	Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present

Teaching & Learning Strategies:

The Canadian and world studies courses prepare students for a life of responsible citizenship. Students are trained to think critically about events as they are experienced in daily life. One of the goals of the history courses is to help students develop a sense of time. At their own pace, students will work towards:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;

- analysing how people from diverse groups have interacted and how they have changed over time;
- understanding the experiences of and empathizing with people in past societies;
- developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.

Assessment, Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Flexi Online Academy teachers. FOA assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education 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 and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or 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.

For a full explanation, please refer to *Growing Success*.

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect 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 grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

The Report Card:

Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course. Each report card will focus on two distinct, but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement, and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report card also indicates whether an OSSD credit has been earned. Upon completion of a course, FOA will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

Program Planning Considerations:

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas.

Civics and Citizenship, Grade 10

Course Title:	Civics and Citizenship, Grade 10, Open (CHV2O)
Course Name:	Civics and Citizenship
Course Code:	CHV2O
Grade:	10
Course Type:	Open
Credit Value:	1.0
Prerequisite:	None

Course Description

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Unit Titles and Descriptions	Time Allocated
Unit 1: Values and Active Citizenship Students are prompted to think about how they can apply the values of active and involved citizenship throughout their daily lives. By developing an introductory understanding of democracy, rights, freedoms, and the political spectrum, students examine both local and international politics. Students explore a variety of real-world issues from the perspectives of different political stakeholders. Throughout the unit, students practice how to extend their influence throughout individual, organizational, governmental, and international levels of decision-making and action.	17 hours
Unit 2: Canadian Governance Students explore a brief history of governance in Canada before dissecting the various levels of government and their roles and responsibilities. All throughout, students practice engaging with various levels of government in different ways as they champion a civic issue that is of personal importance. The practical application of political knowledge and civic values helps prepare students to be involved citizens.	17 hours
Unit 3: Branches of Government Students conclude the course by examining the roles and responsibilities of each branch of government, and their interrelations. Students use real-	17 hours

world examples to see how bills are passed into law and how the electoral process works. Students also engage in the complexity of legal interactions between the legislative and judicial branches.	
Unit 1: Values and Active Citizenship Students are prompted to think about how they can apply the values of active and involved citizenship throughout their daily lives. By developing an introductory understanding of democracy, rights, freedoms, and the political spectrum, students examine both local and international politics. Students explore a variety of real-world issues from the perspectives of different political stakeholders. Throughout the unit, students practice how to extend their influence throughout individual, organizational, governmental, and international levels of decision-making and action.	17 hours
Final Assessment	
Final Assignment: United Nations Presentation Students identify an issue of civic importance that matters to them and throughout the course, they develop a plan on how to effect change. The final assignment is a summary of the work that is drafted as a presentation for a UN conference. They explain the issue, why it is an important civic issue, how they plan to address the issue, and reflect on the effectiveness of their plan. The assignment is worth 15% of their grade.	2.5 hours
Exam The exam is proctored and worth 15% of the final grade.	1.5 hours
Total	55 hours

Resources required by the student:

Note: This course is entirely online and does not require or rely on any textbook.

Overall Curriculum Expectations

A. Political Inquiry and Skill Development	
A1	Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
A2	Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and

	identify some careers in which civics and citizenship education might be an asset
B. Civic Awareness	
B1	Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues
B2	Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance
B3	Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected
C. Civic Engagement and Action	
C1	Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
C2	Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada
C3	Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it

Teaching and Learning Strategies:

The Canadian and world studies courses prepare students for a life of responsible citizenship. Students are trained to think critically about events as they are experienced in daily life. One of the goals of the politics courses is to help students develop a sense of responsibility. At their own pace, students will work towards:

- developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;
- analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;
- assessing the power and influence of different people involved in civic issues, using political perspective;
- developing a respect and appreciation for different points of view on various political issues.

Assessment, Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Flexi Online Academy teachers. FOA assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education 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 and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or 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.

For a full explanation, please refer to *Growing Success*.

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect 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 grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

The Report Card:

Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course. Each report card will focus on two distinct, but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage.

The teacher will also provide written comments concerning the student's strengths, areas for improvement, and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report card also indicates whether an OSSD credit has been earned. Upon completion of a course, FOA will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

Program Planning Considerations:

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas.

Program Considerations for English Language Learners

This Flexi Online Academy online course provide a number of strategies to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The Flexi Online Academy teacher considers it to be his or her responsibility to help students develop their ability to use the English language properly. Appropriate accommodations affecting the teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency.

Flexi Online Academy determines the student's level of proficiency in the English Language upon registration. This information is communicated to the teacher of the course following the registration and the teacher then invokes a number of strategies and resources to support the student in the course. On a larger scale, well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies.

Flexi Online Academy has created course content to enrich the student's learning experience. Many occupations in Canada require employees with capabilities in the English language. Enabling students to learn English language skills will contribute to their success in the larger world.

Career Studies, Grade 10

Course Name:	Career Studies
Course Code:	GLC2O
Grade:	10
Course Type:	Open
Credit Value:	0.5
Prerequisite:	None
Department:	Guidance and Career Education

Course Description

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Unit Titles and Descriptions	Time Allocated
Finding a Job Students already have a range of skills, interests and experiences that make them employable, the challenge is finding just the right match between their current profile and employment that is available. In this unit, students analyze current strengths and interests. They then discuss what strategies they might employ right now to become more competitive in the job market. Students discuss what to expect, in terms of their rights and responsibilities, if they get a job. Finally, students go through strategies for résumé and cover letter writing, approaching employers with or without job ads, interviewing, and other skills prerequisite to the job hunt.	14 hours
Taking the Reins While students might be employable now, they might not yet be in a position to go after their dream career. That might take some more schooling, experience or other skills. Students are provided with an overview in this unit of a wide range of educational opportunities available to them beyond secondary school. Students discuss types of jobs available in a number of different sectors, and some of the professional organizations that regulate them. Then, students analyze one interesting possibility-that of entrepreneurship, or being their own boss.	12 hours

Future Career Students now have a sense of their skills and interests, they have identified one or more careers that they might like to have in the future, and they've been presented with a variety of opportunities available to them after high school to get there. Where do they begin? This unit is about taking what students know about themselves and about what is available, and making a plan. The unit goes over planning a path for education, job experience, and acquiring skills that will make them competitive. They discuss the virtues of, and strategies for, networking both in person and on the web. Finally, there is a section all about the more realistic aspects of the job hunt-job futures analysis, what to do in the case of unemployment, and strategies for planning alternate career paths without compromising their primary goals.	12 hours
Life After High School Students have worked out a plan for what they want to do throughout the course, but they need to consider how they will pay for it all. This unit goes through various methods of paying, saving, and budgeting for their future. It explores expenses they will face in their first year living on their own, post-secondary education costs, financial planning, sources of income, options for loans, bursaries, banking, and creating a post-secondary that will help them achieve their financial goals.	13 hours
Final Assessment	
Project This project is worth 20% of the final grade. Students compile a career portfolio by editing and analysing work created throughout the course.	2 hours
Exam A proctored exam worth 10% of the student's final mark.	2 hours
Total	110 hours

Resources required by the student:

Note: This course is entirely online and does not require or rely on any textbook.

Overall Curriculum Expectations

A. Developing the Skills, Strategies, and Habits Needed to Succeed	
A1	demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance
A2	apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process
B. Exploring and Preparing for the World of Work	
B1	demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of those trends have had on workers' rights and responsibilities and on the role of transferable skills in career development today
B2	develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities
B3	taking their personal profile into account, explore, research, and identify a few postsecondary destinations of interest, whether in apprenticeship training, college, community living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations
C. Preparation for Transitions and Change	
C1	develop a plan for their first postsecondary year, whether in apprenticeship training, college, community living, university, or the workplace, and prepare a variety of materials for communicating their strengths and aspirations to prospective mentors, program administrators, employers, and/or investors
C2	demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first postsecondary year

Teaching and Learning Strategies:

Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in guidance and career education include cooperative small-group learning, one-on-one teaching, guided learning, personal reflection, role playing, simulations, case-study analysis, presentations, and tasks involving real workplace materials, experiential learning, and independent study. Teachers must provide a wide range of activities and assignments that promote mastery of basic concepts and development of inquiry/research skills.

In the guidance and career education program, teachers provide students with opportunities to develop self-knowledge and make connections with the world around them. Students learn how to work independently and with others as they acquire the essential skills and work habits needed for success in school, in the workplace, and in daily life. Students learn how to make decisions about future learning and work, how to put plans into action responsibly, and how to reflect on the actions they've taken and revise their plans as necessary. They learn by doing. They synthesize what they have learned by reflecting, analysing, evaluating, making decisions, and setting goals. They apply their learning both in the classroom and in other contexts, and they evaluate their progress.

Ultimately, students learn to take responsibility for their own learning in preparation for life beyond secondary school. It is essential to emphasize the relationship of guidance and career education to the world outside the classroom, so that students recognize that what they learn in these courses can have a significant influence on the rest of their lives, from their educational choices to decisions about their careers and personal lives.

Assessment, Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's Growing Success document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Flexi Online Academy teachers. FOA assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education 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 and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or 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.

For a full explanation, please refer to *Growing Success*.

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect 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 grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

The Report Card:

Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course. Each report card will focus on two distinct, but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade.

Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement, and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report card also indicates whether an OSSD credit has been earned. Upon completion of a course, FOA will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

Program Planning Considerations:

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas.

Program Considerations for English Language Learners

This Flexi Online Academy online course provide a number of strategies to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The Flexi Online Academy teacher considers it to be his or her responsibility to help students develop their ability to use the English language properly.

Appropriate accommodations affecting the teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. Flexi Online Academy determines the student's level of proficiency in the English Language upon registration. This information is communicated to the teacher of the course following the registration and the teacher then invokes a number of strategies and resources to support the student in the course.

On a larger scale, well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. Flexi Online Academy has created course content to enrich the student's learning experience. Many occupations in Canada require employees with capabilities in the English language. Enabling students to learn English language skills will contribute to their success in the larger world.

Introduction to Business, Grade 10

Course Title: Introduction to Business
Course Name: Introduction to Business
Course Code: BBI2O
Grade: 10
Course Type: Open
Credit Value: 1.0
Prerequisite: None

Department: Business Studies

Course Description

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, 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.

Unit Titles and Descriptions	Time Allocated
The Basics of Business In this unit, students will explore how the needs of individuals can inspire someone to start a business to meet those needs. Students will also investigate the difference between small businesses and large companies, including how they are organized and how ownership differs among companies. In addition, they will explore how trade between Canada and international countries affects business operations and leads to challenges that must be overcome.	27 hours
The Parts of a Business In this unit, students will learn about the different parts that make up a successful business. They will explore the roles each part plays, how they work together, and what challenges they face when it comes to conducting business. Students will also explore how different approaches to working with employees can affect productivity and profit, and how that can affect a business's success. All of these pieces need to fit together and function well to create the best product or service possible.	27 hours
Employer and Employee Relations In this unit, students will learn how businesses attract employees to their company and provide a work environment where people feel safe, supported, and happy. They will explore government implemented human rights requirements for businesses and learn how owners run ethical businesses that	12 hours

inspire ethical work practices. Finally, students will learn that safe work environments with happy well-trained employees are more productive.	
The Financial Side of Business In this unit, students will explore the different sources of financial assistance available to business owners and individuals, as well as ways to calculate potential expenses and track the flow of money. They will also explore options for businesses to save, invest, and protect their money.	27 hours
The Entrepreneurial Spirit In this unit, students will explore some of the inventions and innovative ideas that have come from individuals around Canada. They will also investigate the similarities and differences in the personalities and character traits of successful entrepreneurs. This investigation will help them reflect on your own strengths as a future business person.	12 hours
Final Assessment	
Project This project is worth 30% of the final grade. Students will complete a business plan to help prepare them for the world of business.	5 hours
Total	110 hours

Resources required by the student:

- Spreadsheet software (e.g. Microsoft *Excel*TM, Mac *Numbers*TM, or equivalent)
- Word processing software (e.g. Microsoft *Word*TM, Mac *Pages*TM, or equivalent)

Resources provided by Flexi Online Academy:

This course is entirely online and does not require or rely on any textbook.

Overall Curriculum Expectations

A. Business Fundamentals	
A1	demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
A2	compare types of businesses
A3	demonstrate an understanding of ethics and social responsibility in business
A4	demonstrate an understanding of the benefits and challenges for Canada in the field of international business
B. Functions of a Business	
B1	explain the role of production in business
B2	explain the role of human resources in business
B3	demonstrate an understanding of sound management practices in business
B4	demonstrate an understanding of the importance and role of marketing in business
B5	demonstrate an understanding of the importance and role of accounting in business
B6	demonstrate an understanding of the importance and role of information and communication technology in business
C. Finance	
C1	demonstrate an understanding of income and spending issues facing individuals and businesses
C2	demonstrate an understanding of how banks and other financial institutions operate
C3	demonstrate an understanding of effective investment practices
C4	analyse the role and importance of credit in personal and business finance
D. Entrepreneurship	
D1	describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
D2	analyse the importance of invention and innovation in entrepreneurship

Teaching and Learning Strategies:

The purpose of this course is to provide students with the foundational knowledge to be successful in business studies. To ensure that the purpose is met, a wide variety of instructional strategies are used to provide learning opportunities that accommodate a variety of learning styles, interests, and ability levels. The following strategies are used throughout the course to teach and learn the concepts presented:

- *Communicating:* Through the use of discussions, this course offers students the opportunity to share their understanding both in oral as well as written form. This also gives them the opportunity to broaden their understanding as they read and comment on the posts of others.
- *Independent Learning:* This course provides students with opportunities to research aspects of business independently, with direction and guiding questions provided within the course.
- *Reflecting and Connecting:* Assignments and discussions throughout the course will prompt students to reflect on concepts presented and how they connect to businesses and/or products that they encounter in their everyday lives.
- *Self-Assessment:* Through the use of interactive activities (e.g. multiple choice quizzes) students receive instantaneous feedback and are able to self-assess their understanding of concepts.

Assessment, Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Flexi Online Academy teachers. FOA assessments and evaluations,

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- support all students, including those with special education 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 and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or 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.

For a full explanation, please refer to *Growing Success*.

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
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The Report Card:

Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course. Each report card will focus on two distinct, but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement, and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report card also indicates whether an OSSD credit has been earned. Upon completion of a course, FOA will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

Program Planning Considerations:

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas.

Program Considerations for English Language Learners

This Flexi Online Academy online course provide a number of strategies to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The Flexi Online Academy teacher considers it to be his or her responsibility to help students develop their ability to use the English language properly.

Appropriate accommodations affecting the teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. Flexi Online Academy determines the student's level of proficiency in the English Language upon registration. This information is communicated to the teacher of the course following the registration and the teacher then invokes a number of strategies and resources to support the student in the course.

On a larger scale, well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. Flexi Online Academy has created course content to enrich the student's learning experience. Many occupations in Canada require employees with capabilities in the English language. Enabling students to learn English language skills will contribute to their success in the larger world.

Science, Grade 10, Academic – SNC2D

Course Title: Science, Grade 10, Academic (SNC2D)

Course Name: Science

Course Code: SNC2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: SNC1D, SNC1P, or [SNC1W, Science, Grade 9, De-streamed](#)

Department: Science

Department Head: Samy Ibrahim

Course Description

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

Unit Titles and Descriptions	Time Allocated
Biology: Tissues, Organs, and Systems of Living Things Students will demonstrate an understanding of the ways in which plants and animals, including humans, are made of specialized cells, tissues, and organs that are organized into systems. They will also evaluate the social and ethical implications of developments in medicine and medical technology.	27 hours
Chemistry: Chemical Reactions Students will demonstrate an understanding of the predictable ways in which chemicals react. They will also explore how chemical reactions may have a negative impact on the environment, but they can also be used to address environmental challenges.	27 hours
Earth and Space: Climate Change Students will demonstrate an understanding that Earth's climate is dynamic and is the result of interacting systems and processes. They will explore how global climate change is influenced by both natural and human factors. Students will also investigate the variety of ways climate change affects living things and natural systems. Finally, they will assess the impact of human activity on climate change and to identify effective courses of action to reduce this impact.	27 hours

Physics: Light and Geometric Optics Students will demonstrate an understanding of the characteristics and properties of light that can be manipulated with mirrors and lenses for a range of uses. They will also explore the ways in which society has benefited from the development of a range of optical devices and technologies.	27 hours
Final Assessment	
Exam This is a proctored exam worth 30% of your final grade.	2 hours
Total	110 hours

Resources required by the student:

- A calculator (online or hand-held)
- A scanner, smart phone camera, or similar device to upload handwritten or hand-drawn work

Note: This course is entirely online and does not require or rely on any textbook. All recommended resources are intended to guide a student toward the items they may want to utilize throughout the course. It should be noted that failure to obtain the recommended items will **not** prevent a student from completing the course. Students are provided options at all assessment points and can complete the course **without** investing in speciality items.

Overall Curriculum Expectations

A. Scientific Investigation Skills and Career Exploration	
A1	demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating);
A2	identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.
B. Biology: Tissues, Organs, and Systems of Living Things	

B1	evaluate the importance of medical and other technological developments related to systems biology, and analyse their societal and ethical implications;
B2	investigate cell division, cell specialization, organs, and systems in animals and plants, using research and inquiry skills, including various laboratory techniques;
B3	demonstrate an understanding of the hierarchical organization of cells, from tissues, to organs, to systems in animals and plants.

C. Chemistry: Chemical Reactions

C1	analyse a variety of safety and environmental issues associated with chemical reactions, including the ways in which chemical reactions can be applied to address environmental challenges;
C2	investigate, through inquiry, the characteristics of chemical reactions;
C3	demonstrate an understanding of the general principles of chemical reactions, and various ways to represent them.

D. Earth and Space Science: Climate Change

D1	analyse some of the effects of climate change around the world, and assess the effectiveness of initiatives that attempt to address the issue of climate change;
D2	investigate various natural and human factors that influence Earth's climate and climate change;
D3	demonstrate an understanding of natural and human factors, including the greenhouse effect, that influence Earth's climate and contribute to climate change.

E. Physics: Light and Geometric Optics

E1	evaluate the effectiveness of technological devices and procedures designed to make use of light, and assess their social benefits;
E2	investigate, through inquiry, the properties of light, and predict its behaviour, particularly with respect to reflection in plane and curved mirrors and refraction in converging lenses;
E3	demonstrate an understanding of various characteristics and properties of light, particularly with respect to reflection in mirrors and reflection and refraction in lenses.

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. A number of methods have been used to create an online learning environment that

will engage students in a variety of ways and support their understanding of scientific concepts. These strategies may include:

- Clearly described unit expectations
- Hands-on lab activities
- Virtual lab activities
- Virtual field trips
- Animations and simulations
- Creative problem solving
- Case Studies
- Assessment FOR learning activities
- Student reflection and self-assessment
- Discussions of issues relating science to technology, society, and the environment
- Research Reports
- Opinion-based Reports
- Concept-supporting games
- Model building
- Field observations

Assessment, Evaluation and Reporting Strategies of Student Performance:

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Foreign Languages:

Physiological studies have shown that learning a foreign language from a young age has huge psychological benefits - increasing critical thinking skills, creativity and flexibility of the mind.

Flexi Foreign Languages Framework (FFLF) is designed to help students feel and understand different cultures and ways of thinking. Learning a foreign language is not only important, but also can be a reason for success.

FFLF provides a wide range of different languages:

1. Chinese Mandarin,
2. Arabic, and
3. Spanish



We are careful planning to include other foreign languages to cope up with various regions and needs all over the world.

Assessment Strategy

Assessment includes:

Academic Assessment, which is all types of testing students' achievements and aptitudes (Quizzes, Tests, Exams, and Students' Independent Written Classwork conducted under teachers' guidance), and

Portfolio Assessment, which is an accumulation of all students' work during his/her study. Students should have a folder for every subject, in which he/she should keep all work and material done through the quarter including all (homework, classwork, independent written classwork, projects, researches, impressions, draft productions, quizzes and tests, etc.) The teacher might guide students to organize their portfolios. The portfolios are checked by the teacher quarterly to validate and verify the marks that were taken during the quarter.



- Each core subject grants one Credit Hour, and is given 100 marks.
- An academic year has 4 quarters. The total marks on the Final Report are taken accumulatively from all 4 quarters.
- The general assessment style is a continuous evaluation, yet with some necessary modifications accordingly that cope up with students' and parents' culture and capabilities, and sometimes with teachers' abilities and attitudes.

The following criteria show how students are assessed and what marks are given to each assessment item:

Promotion and Retention

Flexi Online Academy reserves the right to retain students until they meet academic standards. Promotion or retention for the next grade level will be determined as the cumulative result of the student's progress and achievement for the academic year and will be analyzed and monitored throughout the period.

Promotion of students from one grade to another depends on the student's ability, engagement, and achievement. FOA recognizes that grade promotion and retention are not necessarily successful in remediating student academic weaknesses without supplemental supports to address areas of academic weakness.

Parents of students at risk of not being automatically promoted shall be notified as soon as possible and shall be requested to meet with our intervention and family support team for mandatory sessions and to discuss and implement appropriate mitigation strategies. We use a comprehensive process of review when a student is at risk of retention.