



Outline of Course of Study

Grade 11

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 11	Core Subjects	English	English 11, College	ENG3C	130	1	
		Mathematics	Functions 11, University	MCR3U	120	1	Principles of Mathematics, Grade 10, Academic
		Environmental Science	Environmental Science 11, University/College	SVN3M	120	1	Grade 10 Science, Academic or Applied
		Business Studies	Financial Accounting Fundamentals 11	BAF3M	110	1	None
	Foreign Languages	Foreign Language 1	Arabic Language 11	ARL11N	120	1	Arabic Language 10
		Foreign Language 2	Core French 11	FSF3P	110	1	French Language 10
	Electives (2 Courses)	Social Sciences and Humanities	Introduction to Anthropology, Psychology, and Sociology	HSP3U	110	1	Canadian History Since WW1
		Health and Physical Education	Health for Life, College	PPZ3C	110	1	None
		Chemistry	Chemistry 11, University	SCH3U	120	1	Grade 10 Science, Academic
		Physics	Physics 11, University	SPH3U	120	1	Grade 10 Science, Academic
		Biology	Biology 11, University	SBI3U	120	1	Grade 10 Science, Academic

Courses Outline (Grade 9)

English, Grade 11, College – ENG3C

Course Title: English, Grade 11, College Preparation (ENG3C)

Course Name: English

Course Code: ENG3C

Grade: 11

Course Type: College Preparation

Credit Value: 1.0

Prerequisite: ENG2P, English, Grade 10, Applied

Department: English

Department Head: Aqsa Mushtaq

Course Description

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Unit Titles and Descriptions	Time Allocated
Oral Communication This unit will focus on listening, note-taking, and presentation skills, all of which are incredibly important to develop for college and the workplace. The themes that tie this unit together are the fertile intersections created when people move and cultures meet. Students will hear inspiring stories of people who have had to start their lives over in new lands, and they will prepare a presentation of their own.	35 hours
Teen Angst In this unit students will read the classic novel <i>Catcher in the Rye</i> and work on a series of short writing pieces. Students will edit these pieces and publish a presentation. The second module focuses on film. Students will watch <i>Rebel Without a Cause</i> and consider how different the issues faced by the youth in the story are from those faced by the youth of today. Students will also choose a current film that deals with young people, and investigate the representation of youth issues in that film.	50 hours

The final culminating activity for this unit asks students to draw all research and notes together, and write an essay about how youth issues have changed through time, and how they in ways remain the same.	
Real World Writing This unit will focus on recognizing the elements required to create effective instructions. Students will use critical thinking skills to assess various sets of instructions, and will finish the unit by writing and publishing their own set of "how to" instructions.	23 hours
Exam (Final Assessment) The final assessment task is a final examination worth 30% of the student's final mark. Students will be asked to demonstrate their understanding of skills and concepts learned and practiced in the course.	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.

- Novel: *Catcher in the Rye* by J.D. Salinger;
- Film: *Rebel Without a Cause*;
- Students will need access to one other film from the following list: *The Breakfast Club*, *New Waterford Girl*, *The Adventures of Sebastian Cole*, *10 Things I Hate About You*, or *Ghost World*.

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 - Functions 11, University – MCR3U

Course Title:	Functions, Grade 11, University Preparation (MCR3U)
Course Name:	Functions
Course Code:	MCR3U
Grade:	11
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	MPM2D, Principles of Mathematics, Grade 10, Academic
Department:	Mathematics
Department Head:	Nermin Al-Azhari

Course Description

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

Unit Titles and Descriptions	Time Allocated
Exploring Functions Students will explore the concepts of relations and functions in this unit, their representations, their inverses, and how to make connections between the algebraic and graphical representations of functions using transformations. Students will learn how to apply and determine the different transformations that can be applied to functions using transformational parameters, along with learning to apply function and set notations, and graphing methods consistently.	12 hours
Characteristics of Functions Students will explore properties of functions, in particular by determining the zeros and the maximum or minimum of a quadratic function, and solve problems involving quadratic functions, including problems arising from real-world applications. By the end of the unit, students will be able to demonstrate an understanding of equivalence as it relates to simplifying polynomial, radical, and rational expressions.	18 hours
Exponential Functions This unit will explore several topics including evaluating powers with rational exponents, simplifying expressions containing exponents, and describing properties of exponential functions represented in a variety of ways. The emphasis will be on modelling and problem solving using these concepts.	20 hours

Discrete Functions The unit begins with an exploration of recursive sequences and how to represent them in a variety of ways. Making connections to Pascal's triangle, demonstrating understanding of the relationships involved in arithmetic and geometric sequences and series, and solving related problems involving compound interest and ordinary annuities will form the rest of the unit.	25 hours
Trigonometry This unit concentrates students' attention on determining the values of the trigonometric ratios for angles less than 360° , proving simple trigonometric identities and solving problems using the primary trigonometric ratios. The sine law and the cosine law are developed. Students will learn to demonstrate an understanding of periodic relationships and sinusoidal functions, and make connections between the numeric, graphical, and algebraic representations of sinusoidal functions while solving problems involving sinusoidal functions, including problems arising from real-world applications.	15 hours
Trigonometric Functions and graphs Students will investigate the relationship between the graphs and the equations of sinusoidal functions, sketching and describing the graphs and their periodic properties.	17.5 hours
Final Assessment	
Exam This course includes a two-and-a-half-hour final exam and is worth 30% of your final grade.	2.5 hours
Total	110 hours

Resources required by the student:

- A scanner, smart phone camera, or similar device to digitize handwritten or hand-drawn work,
- A non-programmable, non-graphing, scientific calculator.
- Spreadsheet software (e.g. Microsoft *Excel*TM, Mac *Numbers*TM, or equivalent)

Overall Curriculum Expectations

A. Characteristics of Functions	
A1	demonstrate an understanding of functions, their representations, and their inverses, and make connections between the algebraic and graphical representations of functions using transformations;
A2	determine the zeros and the maximum or minimum of a quadratic function, and solve problems involving quadratic functions, including problems arising from real-world applications;
A3	demonstrate an understanding of equivalence as it relates to simplifying polynomial, radical, and rational expressions.
B. Exponential Functions	
B1	evaluate powers with rational exponents, simplify expressions containing exponents, and describe properties of exponential functions represented in a variety of ways;
B2	make connections between the numeric, graphical, and algebraic representations of exponential functions;
B3	identify and represent exponential functions, and solve problems involving exponential functions, including problems arising from real-world applications.
C. Discrete Functions	
C1	demonstrate an understanding of recursive sequences, represent recursive sequences in a variety of ways, and make connections to Pascal's triangle;
C2	demonstrate an understanding of the relationships involved in arithmetic and geometric sequences and series, and solve related problems;
C3	make connections between sequences, series, and financial applications, and solve problems involving compound interest and ordinary annuities.
D. Trigonometric Functions	
D1	determine the values of the trigonometric ratios for angles less than 360° ; prove simple trigonometric identities; and solve problems using the primary trigonometric ratios, the sine law, and the cosine law;
D2	demonstrate an understanding of periodic relationships and sinusoidal functions, and make connections between the numeric, graphical, and algebraic representations of sinusoidal functions;

D3	identify and represent sinusoidal functions, and solve problems involving sinusoidal functions, including problems arising from real-world applications.
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Teaching and 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 order of operations 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.
- **Selecting Tools and Computational Strategies:** This course models the use of spreadsheet software and a TVM solver for personal finance to familiarize students with available software and resources which will allow them to simplify calculations in order to better and more accurately manage money.
- **Connecting:** This course connects the concepts taught to real-world applications, such as simple harmonic motion and sound or light waves.
- **Representing:** Through the use of examples, practice problems, and solution videos, the course models various ways to demonstrate understanding, poses questions that require students to use different representations as they are working at each level of conceptual development - concrete, visual or symbolic, and allows individual students the time they need to solidify their understanding at each conceptual stage.
- **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 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.

Environmental Sciences 11 – SVN3M

Course Title:	Environmental Science 11
Course Name:	Environmental Science – SVN3M
Course Code:	SVN3m
Grade:	9
Course Type:	Workplace Preparation
Credit Value:	1.0
Prerequisite:	SNC2D or SNC2P

Course Description

This course provides you with the fundamental knowledge of and skills relating to environmental science that will help you succeed in life after secondary school. You will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. You will increase your scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Unit Titles and Descriptions	Time Allocated
Human Health and Environment In this unit, students will analyze governmental and non-governmental initiatives that are intended to reduce the environmental factors on human health. They will also explore environmental factors that affect human health and demonstrate an understanding of various environmental factors that can affect human health, and how these factors can be reduced.	24 hours
Sustainable Agriculture and Forestry In this unit, students will evaluate the impact of agricultural and forestry practices on human health, the economy and the environment. They will investigate conditions that are necessary for plant growth (soil components for various species and environmentally sustainable methods to promote growth). Students will learn about the conditions for plant growth, to promote growth, that are environmentally sustainable.	28 hours
Reducing and Managing Waste In this unit, students will analyze the economic, political and environmental consideration that affect waste management strategies. They will investigate the effectiveness of waste management practices and gain an understanding of the types of waste and strategies for its management.	28 hours
Conservation of Energy In this unit, students will assess the impact on society and the environment of the use of renewable and non-renewable energy sources, propose a plan to reduce energy consumption, investigate various methods of conserving energy and	28 hours

improving energy efficiency. Students will also gain an understanding of energy production, consumption and conservation.	
Final Assessments	
Exam There is a proctored final exam worth 15% of the 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.

- Access to various web resources for guided research activities
- A calculator (online or handheld)
- Writing or colouring tools and paper
- Access to voice recording or video recording tools (webcam, cell phone, etc.)

Overall Curriculum Expectations

A. Human Health and the Environment	
A1	analyse social and economic issues related to an environmental challenge, and how societal needs influence scientific endeavours related to the environment;
A2	investigate a range of perspectives that have contributed to scientific knowledge about the environment, and how scientific knowledge and procedures are applied to address contemporary environmental problems;
A3	demonstrate an understanding of major contemporary environmental challenges and how we acquire knowledge about them.
B. Sustainable Agriculture and Forestry	
B1	analyse initiatives, both governmental and non-governmental, that are intended to reduce the impact of environmental factors on human health;
B2	investigate environmental factors that can affect human health, and analyse related data;
B3	demonstrate an understanding of various environmental factors that can affect human health, and explain how the impact of these factors can be reduced.
C. Reducing and Managing Waste	
C1	evaluate the impact of agricultural and forestry practices on human health, the economy, and the environment;

C2	investigate conditions necessary for plant growth, including the soil components most suitable for various species, and various environmentally sustainable methods that can be used to promote growth;
C3	demonstrate an understanding of conditions required for plant growth and of a variety of environmentally sustainable practices that can be used to promote growth.
D. Conservation of Energy	
D1	analyse economic, political, and environmental considerations affecting waste management strategies;
D2	investigate the effectiveness of various waste management practices;
D3	demonstrate an understanding of the nature and types of waste and strategies for its management.

Teaching & Learning Strategies:

The Canadian and world studies courses will prepare students for a life of responsible citizenship in which they think critically about events, developments and issues in their daily lives. In the geography courses, the goal is to help students develop a sense of place. At their own pace, students will work towards:

- developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;
- analysing the connections within and between natural and human environments and communities;
- developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;
- being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.

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.

Business Studies 11 – BAF3M

Course Title: Financial Accounting Fundamentals, Grade 11, University / College Preparation (BAF3M)
Course Name: Financial Accounting Fundamentals
Course Code: BAF3M
Grade: 11
Course Type: University / College Preparation
Credit Value: 1.0
Prerequisite: None
Department: Business Studies

Course Description

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

Unit Titles and Descriptions	Time Allocated
Introduction to Accounting This unit introduces students to various accounting operations and the effects of these operations on individuals and businesses. Students will investigate the three professional accounting designations, and describe the focus of each group. They will be introduced to the Generally Accepted Accounting Principles: a set of rules which govern the field of accounting. Finally, they will investigate the three main forms of business organization: sole proprietorship, partnership and corporation.	10 hours
Accounting Cycle This unit introduces students to the procedures and principles of the accounting cycle for a service business, merchandising business, and a sole proprietorship. Students will examine the accounting cycle which includes the collection, recording, and analysis of financial information in a fiscal period. For a merchandising business, students will learn that inventory and costs must be accurately measured and recorded. They will also learn the two key ways of handling inventory – periodic and perpetual inventory systems.	67 hours
QuickBooks Online This unit introduces students to QuickBooks online. Students will use this online software system for small business to track company income, expenses, and inventory in an efficient manner. Students will use the Online Edition that allows sales tax to be automatically tracked.	25 hours

Final Assessments	
Final Project The final project is worth 10% of the final grade. Students will complete a project simulating the accounting cycle for a service business: Smith Heating and Electric.	6 hours
Exam This is a proctored exam worth 20% of the final grade. The final exam is two hours long, and includes thirty multiple choice questions, and two long answer questions.	2 hours
Total	110 hours

Resources required by the student:

This course is entirely online and does not require or rely on any textbook. Students may obtain appropriate textbooks to assist them as reference texts for this course but any text is entirely optional. Not optional however, is an internet connection.

Students will be also required to have:

- Microsoft Office (Word and Excel) or Equivalent
- Access to QuickBooks Online (instructions provided for free 30 day access in course)

Overall Curriculum Expectations

A. Fundamental Accounting Practices	
A1	describe the discipline of accounting and its importance for business;
A2	describe the differences among the various forms of business organization;
A3	demonstrate an understanding of the basic procedures and principles of the accounting cycle for a service business.
B. Advanced Accounting Principles	
B1	demonstrate an understanding of the procedures and principles of the accounting cycle for a merchandising business;
B2	demonstrate an understanding of the accounting practices for sales tax;

B3	apply accounting practices in a computerized environment.
C. Internal Control, Financial Analysis, and Decision Making	
C1	demonstrate an understanding of internal control procedures in the financial management of a business;
C2	evaluate the financial status of a business by analysing performance measures and financial statements;
C3	explain how accounting information is used in decision making.
D. Ethics, Impact of Technology, and Careers	
D1	assess the role of ethics in, and the impact of current issues on, the practice of accounting;
D2	assess the impact of technology on the accounting functions in business;
D3	describe professional accounting designations and career opportunities.

Teaching & Learning Strategies:

The purpose of this course is to introduce students to the fundamental principles and procedures of financial accounting. To ensure that students become familiar with these principles and procedures, 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:

- *Independent Research:* Students will develop and use their own research skills to answer questions posed by the course and the teacher.
- *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.
- *Connecting:* Students will connect the concepts that they learn within this course to real-world applications, including ethical considerations such as the environment and human rights, through case studies, assignments, and discussions.
- *Selecting Tools and Computational Strategies:* This course models the use of software for financial accounting to familiarize students with available software and resources which will allow them to simplify calculations in order to better and more accurately manage money.

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.

Social Sciences and Humanities, Grade 11

Course Title:	Introduction to Anthropology, Psychology and Sociology, Grade 11, University Preparation
Course Name:	Introduction to Anthropology, Psychology and Sociology
Course Code:	HSP3U
Grade:	11
Credit Value:	1.0
Prerequisite:	Grade 10 academic course in English, or Grade 10 academic History course (Canadian and world studies)

Course Description

HSP3U course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Unit Titles and Descriptions	Time Allocated
Introduction to the Social Sciences Introduction to Psychology, Sociology and Anthropology. Research methods, skills and techniques will also be investigated.	25 hours
Psychology Psychological theories and theorists, the nature vs. nurture debate, the process of socialization, influences on behaviour, and mental health and wellness will be examined.	27 hours
Sociology Sociological theories and theorists, social institutions, group influence, gender roles and media will be studied.	25 hours
Anthropology Anthropological theories and theorists, culture and tradition, will be explored.	28 hours
Final Assessment	
Final Course Project	3 hours

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.	
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 provided by Flexi Online Academy:

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

Overall Curriculum Expectations

A. Research and Inquiry Skills	
A1	Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;
A2	Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
A3	Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
A4	Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
B. Anthropology	
B1	Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
B2	Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behavior and culture;
B3	Socialization: use a cultural anthropology perspective to explain patterns of human socialization.
C. Psychology	

C1	Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology;
C2	Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
C3	Socialization: use a psychological perspective to analyse patterns of socialization.
D. Sociology	
D1	Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology;
D2	Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
D3	Socialization: use a sociological perspective to explain patterns of socialization.

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.

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- 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:

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The Report Card:

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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.

Health for Life – PPz3C

Course Title:	Health for Life, Grade 11, College Preparation (PPZ3C)
Course Name:	Health for Life
Course Code:	PPZ3C
Grade:	11
Course Type:	College Preparation
Credit Value:	1.0
Prerequisite:	None

Course Description

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

Unit Titles and Descriptions	Time Allocated
What is Vitality? In this unit, students will analyse their current health behaviours, become aware of their strengths and areas that require improvement, and set personal health and well-being goals through the development of a Vitality Action Plan. They will begin practicing healthy living behaviours during this unit, and then track their progress with them throughout the course.	20 hours
Determinants of Health Students investigate the various factors that influence personal health. They apply understanding of these influences to their Vitality Action Plan and Community Health Advocacy Task. Students will review their healthy living behaviors associated with the determinants of health. Major topics include personal determinants, personal health practices, social and economic determinants, physical determinants, health care system determinants and the interrelationship between the determinants of health.	18 hours
Health and the Consumer In this unit, students will assess health-promoting products, health products, health information, and the communication of these services. They will learn about nutrition labeling and their regulations and about alternative health care practices. Students will explore and analyse the	18 hours

impact of policies and government regulations as they pertain to overall health.	
Health Promotion and Safety In this unit, students will investigate concepts and approaches related to the transmission, treatment, and prevention of communicable, chronic, and food-borne diseases and ailments which negatively affect optimum health in self and others. Students will also be trained in basic first aid procedures and emergency situations. Finally, students will investigate issues related to school and workplace health issues.	18 hours
The Community Connection In this unit, students will examine and evaluate community health services (e.g., public health units, community agencies, mental health facilities) and facilities that encourage healthy, active living (e.g., recreation and fitness centres). Students will also identify and investigate health-related career opportunities. They will become aware of how individuals can contribute to the health of others and how important this is to the health system.	18 hours
Final Assessment	
Project Students will demonstrate evidence of their learning in the course by completing, reflecting on, and presenting their Vitality Action Plan, Community Health Advocacy Task, and a visit to a retirement home in their community. This project is worth 30% of the final grade.	18 hours
Total	110 hours

Resources required by the student:

Resources required by the student:

- Access to an audio recording tool (computer-based microphone, cellphone, etc.)
- Recommended: Athletic shoes

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.

The student will be also required to do the following:

- Plan, create, and execute a Vitality Action Plan.
- Plan, create, and execute a Community Health Advocacy Task.

Students should be advised that there is no mandatory minimum amount of time to complete the course; however, it is recommended that student allot sufficient time to plan, create, and execute both the Vitality Action Plan and Community Health Advocacy Task. Reflection plays a significant part of this course and its assessments. As such, this is not a course that should be completed in a short period of time.

Overall Curriculum Expectations

A. Determinants of Health	
A1	explain how personal factors and individual health practices or behaviours influence personal health;
A2	explain how social factors influence personal health;
A3	demonstrate an understanding of various environmental factors that influence personal health.
B. Wellness	
B1	demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it;
B2	demonstrate the ability to develop and implement a personal wellness plan.
C. Healthy Communities	
C1	demonstrate the ability to assess the quality of health information and use credible health information to make informed decisions and take appropriate action about matters affecting their health;
C2	demonstrate an understanding of the components of healthy communities and the factors that affect and sustain health within them;
C3	demonstrate the ability to influence and support others in making positive health choices.

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. Several methods have been used to create an online learning

environment that will engage students in a variety of ways and support their understanding of health and *Vitality* concepts.

These strategies include:

- Clearly described unit expectations
- Creative problem solving
- Case studies
- Assessments FOR learning activities
- Differentiated Learning and Assessment
- Student reflection and self-assessment
- Discussions of issues relating to Vitality
- Oral and written reports

Note: this course allows students the flexibility work through the course in the order they are most comfortable with, while also providing them the options to select the assessments that best fit their respective skill sets and comfort levels. The goal is to allow the student to demonstrate their understanding and ability through a variety of assessment opportunities.

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.

Chemistry, Grade 11 – SCH3U

Course Title:	Chemistry, Grade 11, University Preparation (SCH3U)
Course Name:	Chemistry
Course Code:	SCH3U
Grade:	11
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	SNC2D, Science, Grade 10, Academic
Department:	Science
Department Head:	Samy Ibrahim

Course Description

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

Unit Titles and Descriptions	Time Allocated
Matter, Chemical Trends, and Chemical Bonding Students will develop an understanding of the structure of an element that allows us to predict its physical and chemical properties. They will investigate the physical and chemical properties of compounds based on the type of chemical bond formed. The appropriate use of chemicals will be examined in order to minimize the risks to human health and the environment.	21 hours
Chemical Reactions Students will demonstrate an understanding that chemicals react in predictable ways and will investigate different types of chemical reactions. They will assess the significant implications of chemical reactions and their applications for society and the environment.	22 hours
Quantities in Chemical Reactions Students will be introduced to the mole concept and how it can be used to describe chemical reactions quantitatively. They will also apply an understanding of quantitative relationships in determining the efficiency of chemical reactions and how such reactions can be optimized.	21 hours

Solutions and Solubility In this unit, students will demonstrate an understanding that properties of solutions can be described qualitatively and quantitatively, and can be predicted. They will assess the unique physical and chemical properties of water in supporting living organisms. Students will also analyse the origins of water pollution along with a variety of economic, social, and environmental issues related to drinking water.	23 hours
Gases and Atmospheric Chemistry Students will demonstrate an understanding of how the properties of gases are predictable and can be described qualitatively and quantitatively. They will evaluate the ways in which human activities and technology can have a cumulative effect on air quality. Students will also describe and evaluate Canadian initiatives to reduce air pollution, including ways to reduce their own carbon footprint.	21 hours
Final Assessment	
Exam This is a proctored exam worth 30% of your final grade.	3 hours
Total	111 hours

Resources required by the student:

- A scientific 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 careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.
B. Matter, Chemical Trends, and Chemical Bonding	
B1	analyse the properties of commonly used chemical substances and their effects on human health and the environment, and propose ways to lessen their impact;
B2	investigate physical and chemical properties of elements and compounds, and use various methods to visually represent them;
B3	demonstrate an understanding of periodic trends in the periodic table and how elements combine to form chemical bonds.
C. Chemical Reactions	
C1	analyse chemical reactions used in a variety of applications, and assess their impact on society and the environment;
C2	investigate different types of chemical reactions;
C3	demonstrate an understanding of the different types of chemical reactions.
D. Quantities in Chemical Reactions	
D1	analyse processes in the home, the workplace, and the environmental sector that use chemical quantities and calculations, and assess the importance of quantitative accuracy in industrial chemical processes;
D2	investigate quantitative relationships in chemical reactions, and solve related problems;
D3	demonstrate an understanding of the mole concept and its significance to the quantitative analysis of chemical reactions.
E. Solutions and Solubility	
E1	analyse the origins and effects of water pollution, and a variety of economic, social, and environmental issues related to drinking water;
E2	investigate qualitative and quantitative properties of solutions, and solve related problems;
E3	demonstrate an understanding of qualitative and quantitative properties of solutions.
F. Gases and Atmospheric Chemistry	

F1	analyse the cumulative effects of human activities and technologies on air quality, and describe some Canadian initiatives to reduce air pollution, including ways to reduce their own carbon footprint;
F2	investigate gas laws that explain the behaviour of gases, and solve related problems;
F3	demonstrate an understanding of the laws that explain the behaviour of gases.

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. Several 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
- 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
- Model building

Note: this course allows students the flexibility work through the course in the order they are most comfortable with, while also providing them the options to select the assessments that best fit their respective skill sets and comfort levels. The goal is to allow the student to demonstrate their understanding and ability through a variety of assessment opportunities.

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.

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- 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.

Physics, Grade 11 – SPH3U

Course Title:	Physics, Grade 11, University Preparation (SPH3U)
Course Name:	Physics
Course Code:	SPH3U
Grade:	11
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	SNC2D, Science, Grade 10, Academic
Department:	Science
Department Head:	Samy Ibrahim

Course Description

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Unit Titles and Descriptions	Time Allocated
Kinematics Students will demonstrate an understanding of uniform and non-uniform linear motion, in one and two dimensions. They will investigate, in qualitative and quantitative terms, uniform and non-uniform motion, and solve related problems. They will analyse technologies that apply concepts related to kinematics and assess the technologies' social and environmental impact.	22 hours
Forces Students will demonstrate an understanding of the relationship between changes in velocity and unbalanced forces in one dimension. They will investigate qualitatively and quantitatively net force, acceleration, and mass; and solve related problems. They will analyse and propose improvements to technologies that apply concepts related to dynamics and Newton's laws and assess the technologies' social and environmental impact.	22 hours
Energy and Society Students will demonstrate an understanding of work, efficiency, power, gravitational potential energy, kinetic energy, nuclear energy, and thermal energy and its transfer as heat. They will investigate energy transformations and the law of conservation of energy and solve related problems. They will	21 hours

analyse technologies that apply principles of, and concepts related to energy transformations, and assess the technologies' social and environmental impact.	
Waves and Sound Students will demonstrate an understanding of the properties of mechanical waves and sound and of the principles underlying their production, transmission, interaction, and reception. They will investigate the properties of mechanical waves and sound and solve related problems. They will analyse how mechanical waves and sound affect technology, structures, society, and the environment, and assess ways of reducing their negative side effects.	21 hours
Electricity and Magnetism Students will demonstrate an understanding of the properties of magnetic fields, the principles of current and electron flow, and the operation of selected technologies that use the properties and principles to produce and transmit electrical energy. They will investigate magnetic fields and electric circuits and solve related problems. They will analyse the social, economic and environmental impact of electrical energy production and technologies related to electromagnetism and propose ways to improve the sustainability of electrical energy production.	21 hours
Final Assessment	
Exam This is a proctored exam worth 30% of your final grade.	3 hours
Total	110 hours

Resources required by the student:

- A scientific 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 careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.
B. Kinematics	
B1	analyse technologies that apply concepts related to kinematics, and assess the technologies' social and environmental impact;
B2	investigate, in qualitative and quantitative terms, uniform and non-uniform linear motion, and solve related problems;
B3	demonstrate an understanding of uniform and non-uniform linear motion, in one and two dimensions.
C. Forces	
C1	analyse and propose improvements to technologies that apply concepts related to dynamics and Newton's laws, and assess the technologies' social and environmental impact;
C2	investigate, in qualitative and quantitative terms, net force, acceleration, and mass, and solve related problems;
C3	demonstrate an understanding of the relationship between changes in velocity and unbalanced forces in one dimension.
D. Energy and Society	
D1	analyse technologies that apply principles of and concepts related to energy transformations, and assess the technologies' social and environmental impact;
D2	investigate energy transformations and the law of conservation of energy, and solve related problems;
D3	demonstrate an understanding of work, efficiency, power, gravitational potential energy, kinetic energy, nuclear energy, and thermal energy and its transfer (heat).
E. Waves and Sound	
E1	analyse how mechanical waves and sound affect technology, structures, society, and the environment, and assess ways of reducing their negative effects;
E2	investigate, in qualitative and quantitative terms, the properties of mechanical waves and sound, and solve related problems;

E3	demonstrate an understanding of the properties of mechanical waves and sound and of the principles underlying their production, transmission, interaction, and reception.
F. Electricity and Magnetism	
F1	analyse the social, economic, and environmental impact of electrical energy production and technologies related to electromagnetism, and propose ways to improve the sustainability of electrical energy production;
F2	investigate, in qualitative and quantitative terms, magnetic fields and electric circuits, and solve related problems;
F3	demonstrate an understanding of the properties of magnetic fields, the principles of current and electron flow, and the operation of selected technologies that use these properties and principles to produce and transmit electrical energy.

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. Several 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
- 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

Note: this course allows students the flexibility work through the course in the order they are most comfortable with, while also providing them the options to select the assessments that best fit their respective skill sets and comfort levels. The goal is to allow the student to demonstrate their understanding and ability through a variety of assessment opportunities

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.

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- 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.

Biology, Grade 11 – SBI3U

Course Title:	Biology, Grade 11, University Preparation (SBI3U)
Course Name:	Biology
Course Code:	SBI3U
Grade:	11
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	SNC2D, Science, Grade 10, Academic
Department:	Science
Department Head:	Samy Ibrahim

Course Description

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

Unit Titles and Descriptions	Time Allocated
Diversity of Living Things In this unit, students will demonstrate an understanding that all living things can be classified through the principles of taxonomy and phylogeny. They will use sampling and classification techniques to investigate the principles of scientific classification. Students will analyse the effects of human activity on the diversity of living organisms in ecosystems.	22 hours
Evolution In this unit, students will demonstrate an understanding of the theory of evolution and the evidence that supports it. They will examine the mechanisms by which it occurs, including thorough consideration of natural selection and punctuated equilibrium, and evaluate the logic that has drawn scientists to their conclusions. Students will also analyse the economic and environmental implications of artificial selection technology and evaluate the impact of environmental changes on natural selection and species at risk.	22 hours
Genetic Processes In this unit, students will evaluate recent advances in our knowledge of genetic processes and demonstrate an understanding that genetic and genomic research can have both social and environmental implications. They	22 hours

will investigate how variability and diversity of living organisms results from the distribution of genetic material during the process of meiosis. Students will also analyse data to solve basic genetic problems.	
Animals: Structure and Function In this unit, students will demonstrate an understanding of how groups of organs with specific structures and functions work together as systems, which interact with other systems in the body. They will investigate by means of computer simulation and independent experimentation, the functional responses, and relationships between major organ systems. Students will also be asked to consider how the development and uses of technology to maintain health are related to the changing needs of society.	21 hours
Plants: Anatomy, Growth and Function In this unit, students will demonstrate an understanding that plants have specialised structures with distinct functions that enable them to respond and adapt to their environment. They will investigate the structures and functions of plant tissues and factors affecting growth. Students will consider the importance of the plant variety to the survival and sustainability of ecosystems.	21 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 scientific 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 careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.
B. Diversity of Living Things	
B1	analyse the effects of various human activities on the diversity of living things;
B2	investigate, through laboratory and/or field activities or through simulations, the principles of scientific classification, using appropriate sampling and classification techniques;
B3	demonstrate an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny.
C. Evolution	
C1	analyse the economic and environmental advantages and disadvantages of an artificial selection technology, and evaluate the impact of environmental changes on natural selection and endangered species;
C2	investigate evolutionary processes, and analyse scientific evidence that supports the theory of evolution;
C3	demonstrate an understanding of the theory of evolution, the evidence that supports it, and some of the mechanisms by which it occurs.
D. Genetic Process	
D1	evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyse social and ethical implications of genetic and genomic research;
D2	investigate genetic processes, including those that occur during meiosis, and analyse data to solve basic genetics problems involving monohybrid and dihybrid crosses;
D3	demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics.
E. Animals: Structure and Function	
E1	analyse the relationships between changing societal needs, technological advances, and our understanding of internal systems of humans;
E2	investigate, through laboratory inquiry or computer simulation, the functional responses of the respiratory and circulatory systems of animals, and the relationships between their respiratory, circulatory, and digestive systems;
E3	demonstrate an understanding of animal anatomy and physiology, and describe disorders of the respiratory, circulatory, and digestive systems.

F. Plants: Anatomy, Growth and Function	
F1	evaluate the importance of sustainable use of plants to Canadian society and other cultures;
F2	investigate the structures and functions of plant tissues, and factors affecting plant growth;
F3	demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems, and their role in maintaining biodiversity.

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. Several 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
- 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
- Model building

Note: this course allows students the flexibility work through the course in the order they are most comfortable with, while also providing them the options to select the assessments that best fit their respective skill sets and comfort levels. The goal is to allow the student to demonstrate their understanding and ability through a variety of assessment opportunities.

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.

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.