Flexi Academy

Outline of Course of Study

Grade 9

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

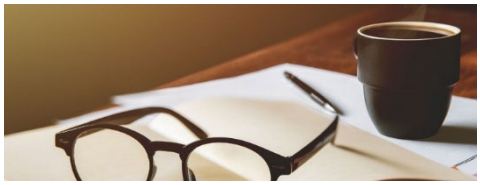
Core Values

- 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 OLC3O. If used to meet the Grade 12 requirement, the course is coded OLC4O. 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 leaning 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)

Spectrum			Course Name	Code	Teaching Hours	Credit Hours	Pre-Requisites
Grade 9	Core Subjects	English	English 9, Academic	ENG1D	130	1	None
		Canadian Geography	Issues in Canadian Geography 9, Academic	CGC1D	110	1	None
		Visual Arts	Visual Arts 9, Open	AVI1O	110	1	None
		Mathematics	Mathematics 9	MTH1W	120	1	None
		Science	Science 9	SNC1W	120	1	None
		French as a Second Language	Core French 9	FSF1P	110	1	None
	Foreign Languages	Foreign Language	Arabic Language 9	ARL9N	120	1	None
	Electives (2 Courses)	Business Studies 9	Introduction to Business, Open	BBI1O	110	1	None
		English as a Second Language 9	ESL Level 1, Open	ESLAO	120	1	None
		Guidance and Career Education	Learning Strategies 1: Skills for Success in Secondary Schoo	GLS1O	120	1	None
		Science	Science 9, Academic	SNC1D	120	1	None
		Science	Science 9, Applied	SNC1P	120	1	None

Courses Outline (Grade 9)

English, Grade 9, Academic - ENGID

Course Title: English, Grade 9, Academic (ENG1D)
Course Name: English
Course Code: ENG1D
Grade: 9
Course Type: Academic
Credit Value: 1.0
Prerequisite: None
Department: English
Department Head: Aqsa Mushtaq

Course Description

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 Academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Unit Titles and Descriptions	Time Allocated
Anthology A diverse collection of poetry, short stories, and myths provides students with the opportunity to read a wide variety of texts and to explore, discuss, and write about different text features and stylistic elements.	30 hours
Drama and Media Studies Shakespeare's Twelfth Night (both the play and modern productions) acts as a springboard into an exploration of modern situation comedy formulas, timeless humour, script adaptation, target audience, casting, and advertising. Students will complete a number of assignments based on the theme of adapting Twelfth Night for a modern television audience.	30 hours
Novel Study - Stones **or** The Chrysalids There are two novels to choose from in this unit. On reading a longer work of fiction students will bring several reading and writing skills to their assignments. The novels are presented in the following ways: students are asked to read the novel in sections. In each section, students are provided with some comments on the characters and what is occurring in the plot. The notes will comment on the main characters as students get to know them. Each section of the novel will contain an idea from the novel to write about and submit to the teacher so she or he may evaluate it for the student.	30 hours

Oral Communication This unit focuses on the development and understanding of active listening skills, good note-taking, planning an effective presentation, and on speaking skills and vocal strategies. Students will listen to and critically engage with a variety of lectures and presentations. Students will also plan, prepare, and deliver their own oral presentation, to be submitted in video format.	33 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	**130 hours**

Resources required by the student:

Note: 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:

- A copy of the novel, *Stones*, by William Bell or *The Chrysalids* by John Wyndham
- Video and sound recording device.

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.

Issues in Canadian Geography, Grade 9, Academic - CGC1D

Course Title: Issues in Canadian Geography, Grade 9, Academic (CGC1D)
Course Name: Issues in Canadian Geography
Course Code: CGC1D
Grade: 9
Course Type: Academic
Credit Value: 1.0
Prerequisite: None

Course Description

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

Unit Titles and Descriptions	Time Allocated
What Is Geography? This unit offers an introduction to the types of tools geographers use and how those tools are utilized in the study of geography. Various steps of the inquiry process are explored in detail. The inquiry process is used throughout the unit to answer questions and explore the types of issues geographers seek to address.	12 hours
Interactions in the Physical Environment This unit explores the different geographic regions of Canada. The content offers in-depth descriptions of the landforms and climate regions in Canada and explains how these different regions were formed. The unit discusses how different regions influence the cultural and economic activities Canadians practice today. It also explores how interactions between Canadians and the environment are producing new challenges at home and abroad.	25 hours
Managing Canada's Resources and Industries This unit examines the connections between Canada's geographic make-up, its resources, and their influences on industry and the economy. The content explores what might be the future of Canada's economy and how the country can sustainably manage its resources. It reviews the different economic sectors before investigating their importance to the Canadian economy and how they are influenced by trade between Canada and other countries.	25 hours
Changing Populations This unit introduces the topic of demography. It examines the population of Canada and the impact that a changing population has on Canada and the rest	20 hours

of the world. The unit offers investigations into population trends, migration, immigration, ageing populations, and urbanization. All topics are explored in relation to how they influence the balance of economic and social demands.	
Livable Communities This unit explores the unique challenges posed by Canadian land use and development. It identifies various factors that influence land use and explains how they affect land use patterns. Topics such as urban growth, sustainability, and the management of developing communities are examined according to various case studies. Energy, transportation, and Canadian food systems are all studied in relation to sustainable, cost-effective growth and management.	20 hours
Final Assessments	
Project The final project allows students to choose from a variety of different topics or issues to explore. Students will use the geographic inquiry process to generate an inquiry question that will guide their research. They will make use of a variety of geographic skills, concepts, terms, and content to help address their inquiry question. They will communicate their research findings in a written report.	6 hours
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. Geographic Inquiry and Skill Development	
A1	Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography
A2	Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset
B. Interactions in the Physical Environment	

B1	The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada
B2	Interrelationships between Physical Systems, Processes, and Events: analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems
B3	The Characteristics of Canada's Natural Environment: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them
C. Managing Canada's Resources and Industries	
C1	The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada
C2	The Development of Resources: analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective
C3	Industries and Economic Development: assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors
D. Changing Populations	
D1	Population Issues: analyse selected national and global population issues and their implications for Canada
D2	Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada
D3	Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population
E. Livable Communities	
E1	The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada
E2	Impacts of Urban Growth: analyse impacts of urban growth in Canada
E3	Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns

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.

Visual Arts 9, Open - AVI1O

Course Title: Visual Arts
Course Name: Integrated Arts
Course Code: AVI1O
Grade: 9
Course Type: Open
Credit Value: 1.0
Prerequisite: None

Course Description

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Unit Titles and Descriptions	Time Allocated
What is Art? In this unit students will be introduced to the four art disciplines that will be explored throughout the course. An introduction to some of the questions that surround the creative process, as well as a first look at the process of combining two or more art disciplines in an integrated way. This will provide the first opportunity for discussion. Students will finish the unit with a reflection on an integrated arts work. Assessment opportunities in this unit will include prompted discussion, process worksheets, written responses, artistic interpretations and peer reflection.	25 hours
Art and You In this unit, students will begin working through the art disciplines of dance and visual arts. Students will work through the artistic elements of space, movement and rhythm in order to develop an understanding of language, conventions, history and technique. Assessment opportunities in this unit include artistic expression, peer reflection, personal reflection, written responses, historical reports, performance, process worksheets and a quiz. Students will complete this unit with a choice of an integrated arts work with written reflection.	25 hours
Art and Us In this unit, students will explore the effect of art on culture and the effect of culture on art. Using the disciplines of drama and visual art, students will explore the artistic elements of value, character and tension. By the end of this unit, students will complete an integrated arts work based on their	25 hours

understanding of the works studied throughout the course. Assessment opportunities in this unit include written responses, performances and reflections, historical reports, discussions, artistic works, style analysis and a quiz.	
Art and the World In this unit, students will explore the role of the arts outside of the classroom. Identifying career opportunities, the role of the environment in various works, and how community can work to create a culture of art will allow students to examine the practical uses of art disciplines. Students will work within the discipline of media arts to create a series of integrated projects which relate to the outside world. Assessment opportunities in this unit include an analysis of green art, written reflections, discussion, career graphic organizers, performances and reviews, written responses to articles and works, a quiz and multimedia creations.	25 hours
Final Assessments	
Project In this unit, students will complete a culminating project which will ask them to use the language, conventions, style and technique associated with integrated arts. Students will submit the project as part of their portfolio. This project is worth 15% of the student's final mark.	8 hours
Exam This is a proctored exam worth 15% of your final grade.	2 hours
Total	**110 hours**

Resources required by the student:

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

- A scanner, smart phone camera, or similar device to upload handwritten or hand-drawn work
- A digital video camera, a web camera, or similar device to record and upload video recordings
- A computer microphone, smart phone microphone, or similar device to record and upload audio recordings
- Drawing materials such as pencils, paint, pastels for a variety of visual art activities
- Room to move about when planning a short dramatic presentation and experimenting with some dance steps
- Ability to interview a local artist
- A copy of Michel Tremblay's, Les Belles Soeurs

Overall Curriculum Expectations

A. Creating and Presenting	
A1	**The Creative Process:** apply the creative process to create integrated art works/productions, individually and/or collaboratively;
A2	**Elements and Principles:** apply key elements and principles from various arts disciplines when creating, modifying, and presenting art works, including integrated art works/productions;
A3	**Tools, Techniques, and Technologies:** use a variety of tools, techniques, and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity;
A4	**Presentation and Promotion:** present and promote art works, including integrated art works / productions, for a variety of purposes, using appropriate technologies and conventions.
B. Reflecting, Responding, and Analysing	
B1	**The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by applying it to study works from various arts disciplines as well as integrated art works/productions;
B2	**The Function of the Arts in Society:** demonstrate an understanding of various functions of the arts in past and present societies;
B3	**Values and Identity:** demonstrate an understanding of how creating, presenting, and analysing art works has affected their understanding of personal, community, and cultural values and of Canadian identity;
B4	**Connections Beyond the Classroom:** describe the types of skills developed through creating, presenting, and analysing art works, including

	integrated art works/productions, and identify various opportunities to pursue artistic endeavours outside the classroom.
C. Foundations	
C1	**Terminology:** demonstrate an understanding of, and use proper terminology when referring to, elements, principles, and other key concepts related to various arts disciplines;
C2	**Contexts and Influences:** demonstrate an understanding of symbols and themes associated with art works produced by various cultures, and describe past and present influences on various arts disciplines;
C3	**Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices associated with various arts disciplines, and apply these practices when creating, presenting, and experiencing art works.

Teaching & Learning Strategies:

Education in the arts involves students intellectually, emotionally, socially, and physically stimulating a wide variety of learning styles and increasing a student's learning potential. Hands-on materials and activities challenge students to move from the concrete to the abstract. The arts can be enjoyable and fulfilling, but they are also intellectually rigorous disciplines involving the use of complex symbols to communicate. Arts education provides a way of perceiving, interpreting, organizing, and questioning. Through the arts, we can record, celebrate, and pass on to future generations the personal and collective stories, values, and traditions that make us unique as Canadians.

The arts broaden young minds and exalt our spirits; they help us understand what it is that makes us human by validating our commonalities and celebrating our differences – which is so important in a multicultural society like Canada. Artistic expression involves clarifying and restructuring personal experience. It engages students in perception, production, and reflection. Learning in, through, and about the arts involves using the mind, body, heart, and soul to achieve intellectual, social, emotional, and spiritual well-being.

Students will be engaged in reading, writing, viewing and identifying images, watching some drama and dance performances, writing a script, making journal entries, performing a dramatic presentation, listening to music, planning dance steps, accessing print and internet resources, and using self and peer assessments as well engaging in class discussions. Students will have to develop an understanding of the new content and then make their own efforts to apply it.

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.

Introduction to Business, Grade 9

Course Title: Introduction to Business
Course Name: Introduction to Business
Course Code: BBI1O
Grade: 9
Course Type: Open
Credit Value: 1.0
Prerequisite: None

Course Description

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

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

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

Resources required by the student:

- Spreadsheet software (e.g. Microsoft *ExcelTM*, Mac *NumbersTM*, or equivalent)
- Word processing software (e.g. Microsoft *WordTM*, Mac *PagesTM*, or equivalent)

Resources provided by Flexi Online Academy:

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

Overall Curriculum Expectations

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

Teaching and Learning Strategies:

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

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

Assessment, Evaluation and Reporting Strategies of Student Performance:

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

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

- 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.

Foundations of Mathematics – MTH1W

Course Title: Mathematics 9
Course Name: Principles of Mathematics, Academic
Course Code: MTH1W
Grade: 9
Course Type: De-streamed
Credit Value: 1.0
Prerequisite: None
Department: Mathematics

Department Head: Nermin Al-Azhari

Course Description

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Unit Titles and Descriptions	Time Allocated
Numbers This unit will expand on the use of fractions, ratios, rates, proportions, and number sets, as well as introduce the rules for working with exponents. Students will also be introduced to abstract concepts like infinite sets and limits of a pattern.	20 hours
Algebra and Coding This unit will focus on setting the foundations for working with linear relationships. Students will investigate the properties of linear and non-linear relationships, the different representations of linear relationships, and solve theoretical and application problems involving linear relationships. The unit will also connect algebraic concepts to coding applications. Students will read and write pseudocode, making use of comparative statements and loops, that produces solutions to real-life problems.	28 hours
Geometry and Measurement This unit explores variety of measurement systems and introduces the factor label method for converting between different unit types.	20 hours

Students will also investigate geometric relationships such as the volume differences between pyramids and prisms as well as cones and cylinders.	
Data This unit will expand on the foundations of data collection and data analysis and build toward a project where students conduct a survey and analyze their data. Students will create a mathematical model for their data and test its validity.	23 hours
Financial Literacy This unit will build on the idea of compound interest and students will learn about models of appreciation and depreciation in a Canadian context. Students will also learn methods to adapt a budget so that it continues to work under moderate changes in circumstances.	15 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:

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

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

Overall Curriculum Expectations

A. Mathematical Thinking and Making Connections	
A1	apply the mathematical processes to develop a conceptual understanding of, and procedural fluency with, the mathematics they are learning;
A2	make connections between mathematics and various knowledge systems, their lived experiences, and various real-life applications of mathematics, including careers
B. Numbers	

B1	demonstrate an understanding of the development and use of numbers, and make connections between sets of numbers
B2	represent numbers in various ways, evaluate powers, and simplify expressions by using the relationships between powers and their exponents
B3	apply an understanding of rational numbers, ratios, rates, percentages, and proportions, in various mathematical contexts, and to solve problems
C. Algebra	
C1	demonstrate an understanding of the development and use of algebraic concepts and of their connection to numbers, using various tools and representations
C2	apply coding skills to represent mathematical concepts and relationships dynamically, and to solve problems, in algebra and across the other strands
C3	represent and compare linear and non-linear relations that model real-life situations, and use these representations to make predictions
C4	demonstrate an understanding of the characteristics of various representations of linear and non-linear relations, using tools, including coding when appropriate
D. Data	
D1	describe the collection and use of data, and represent and analyse data involving one and two variables
D2	apply the process of mathematical modelling, using data and mathematical concepts from other strands, to represent, analyse, make predictions, and provide insight into real-life situations
E. Geometry and Measurement	
E1	demonstrate an understanding of the development and use of geometric and measurement relationships, and apply these relationships to solve problems, including problems involving real-life situations
F. Financial Literacy	

F1	demonstrate the knowledge and skills needed to make informed financial decisions

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.
- **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.

Science, Grade 9, Academic - SNC1W

Course Title: Science, Grade 9, Academic (SNC1W)
Course Name: Science
Course Code: SNC1W
Grade: 9
Course Type: De-streamed
Credit Value: 1.0
Prerequisite: None
Department: Science
Department Head: Samy Ibrahim

Course Description

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Unit Titles and Descriptions	Time Allocated
Scientific Processes Students will learn the fundamentals of the scientific experimentation, scientific research, and engineering design processes and how to apply each to further their understanding of key concepts and topics in science.	4 hours
Biology: Sustainable Ecosystems and Climate Change Students will demonstrate an understanding of the dynamic nature of sustainable ecosystems. Throughout the unit, students will use critical thinking to analyse the different ways an ecosystem can respond to natural and artificial ecological disturbances. The unit culminates with students exploring how sustainable practices reflect an understanding of equilibrium.	26 hours
Chemistry: The Nature of Matter Students will demonstrate an understanding of the nature, hierarchy, and properties of matter. Throughout the unit, students will investigate the physical and chemical properties of elements and compounds and their applications to the consumer products. The unit culminates with students engineering a solution to extend the battery life of an electrical	26 hours

device, connecting the concept of matter with the environmental sustainability.	
Physics: The Principles and Applications of Electricity Students will demonstrate an understanding of both static and current electricity. Throughout the unit, students will investigate different principles of electricity, from the law of electric charges to the relationship between voltage, current, and resistance. The unit culminates with the testing of a wind turbine prototype, where students can apply the skills from the scientific experimentation process and the engineering design process.	26 hours
Earth and Space: Space Exploration Students will demonstrate an understanding of the components of the universe, examining the physical and chemical properties of stars, asteroids, comets, and meteoroids. Throughout the unit, students will learn the importance of observational evidence in science as they review the evidence that supports scientific theories on the origin of the universe. Students will also examine the role of the sun within the solar system and its importance to sustainable life on Earth. The unit culminates with an evaluation of the social, economic, and environmental impacts of scientific innovation used in the exploration of space that also has practical applications as a consumer good used in everyday life.	26 hours
Final Assessment	
Exam This is a proctored exam worth 30% of your final grade.	2 hours
Total	**120 hours**

Resources required by the student:

Resources required by the student:

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

Note: This course is entirely online and does not require or rely on any textbook. All recommended resources are intended to guide a student toward the items they may want to utilize throughout the course. It should be noted that failure to obtain the recommended items will not prevent a student from completing the course. Students are

provided options at all assessment points and can complete the course without investing in speciality items.

Overall Curriculum Expectations

A. STEM Skills, Careers, and Connections	
A1	**STEM Investigation Skills:** apply scientific processes and an engineering design process in their investigations to develop a conceptual understanding of the science they are learning, and apply coding skills to model scientific concepts and relationships;
A2	**Applications, Careers, and Connections:** analyse how scientific concepts and processes can be applied in practical ways to address real-world issues and in various careers, and describe contributions to science from people with diverse lived experiences;
B. Biology: Sustainable Ecosystems and Climate Change	
B1	**Relating Science to Our Changing World:** assess impacts of climate change on ecosystem sustainability and on various communities, and describe ways to mitigate these impacts;
B2	**Investigating and Understanding Concepts:** demonstrate an understanding of the dynamic and interconnected nature of ecosystems, including how matter cycles and energy flows through ecosystems;
C. Chemistry: The Nature of Matter	
C1	**Relating Science to Our Changing World:** assess social, environmental, and economic impacts of the use of elements, compounds, and associated technologies;
C2	**Investigating and Understanding Concepts:** demonstrate an understanding of the nature of matter, including the structure of the atom, physical and chemical properties of common elements and compounds, and the organization of elements in the periodic table;
D. Physics: Principles and Applications of Electricity	
D1	**Relating Science to Our Changing World:** assess social, environmental, and economic impacts of electrical energy production and consumption, and describe ways to achieve sustainable practices;
D2	**Investigating and Understanding Concepts:** demonstrate an understanding of the nature of electric charges, including properties of static and current electricity;
E. Earth & Space: Space Exploration	
E1	**Relating Science to Our Changing World:** evaluate social, environmental, and economic impacts of space exploration and of technological innovations derived from space exploration;

E2	**Investigating and Understanding Concepts:** demonstrate an understanding of the components, characteristics, and associated phenomena of the solar system and the universe, and the importance of the Sun to processes on Earth;

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. A number of methods have been used to create an online learning environment that will engage students in a variety of ways and support their understanding of scientific concepts. These strategies may include:

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

Assessment, Evaluation and Reporting Strategies of Student Performance:

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.

Science, Grade 9, Applied - SNC1P

Course Title: Science, Grade 9, Applied (SNC1P)
Course Name: Science
Course Code: SNC1P
Grade: 9
Course Type: Applied
Credit Value: 1.0
Prerequisite: None
Department: Science
Department Head: Samy Ibrahim

Course Description

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Unit Titles and Descriptions	Time Allocated
Biology: Sustainable Ecosystems and Human Activity Students will demonstrate an understanding that ecosystems consist of a variety of components, including, in many cases, humans and that sustainability of ecosystems depends on the balanced interactions between their components. They will also explore ways human activity can affect the sustainability of aquatic and terrestrial ecosystems.	30 hours
Chemistry: Exploring Matter Students will demonstrate an understanding of the specific properties of elements and compounds that determine their uses. They will also assess how the use of elements and compounds has both positive and negative effects on society and the environment.	30 hours
Earth and Space Science: Space Exploration Students will demonstrate an understanding that celestial objects in the solar system and universe have specific properties that can be investigated and understood. They will also explore how technologies developed for space exploration can have practical applications on Earth.	28 hours
Physics: Electrical Applications Students will demonstrate an understanding of the ways in which electricity is a form of energy produced from a variety of non-renewable and renewable sources. They will investigate how static and current electricity have distinct properties that determine how they are used. Students will also evaluate the	30 hours

social, economic, and environmental implications of the production and consumption of electrical energy.	
Final Assessment	
Exam This is a proctored exam worth 30% of your final grade.	2 hours
Total	**120 hours**

Resources required by the student:

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

- Online access to third party software
- A scanner, smart phone camera, or similar device to upload handwritten or hand-drawn work
- A digital video camera, a web camera, or similar device to record and upload video recordings

Overall Curriculum Expectations

A. Scientific Investigation Skills and Career Exploration	
A1	demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating);
A2	identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.
B. Biology: Sustainable Ecosystems and Human Activities	
B1	analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability;
B2	investigate some factors related to human activity that affect terrestrial or aquatic ecosystems, and describe the consequences that these factors have for the sustainability of these ecosystems;
B3	demonstrate an understanding of characteristics of terrestrial and aquatic ecosystems, the interdependence within and between ecosystems, and the impact humans have on the sustainability of these ecosystems.

C. Chemistry: Exploring Matter	
C1	analyse how properties of common elements and/or simple compounds affect their use, and assess the social and environmental impact associated with their production or use;
C2	investigate, through inquiry, physical and chemical properties of common elements and simple compounds;
C3	demonstrate an understanding of the properties of common elements and simple compounds, and general features of the organization of the periodic table.
D. Earth and Space Science: Space Exploration	
D1	analyse the major challenges and benefits of space exploration, and assess the contributions of Canadians to space exploration;
D2	investigate the properties of different types of celestial objects in the solar system and the universe;
D3	demonstrate an understanding of major astronomical phenomena and of the principal components of the solar system and the universe.
E. Physics: Electrical Applications	
E1	assess the major social, economic, and environmental costs and benefits of using electrical energy, distinguishing between renewable and non-renewable sources, and propose a plan of action to reduce energy costs;
E2	investigate, through inquiry, the properties of static and current electricity and the cost of the consumption of electrical energy;
E3	demonstrate an understanding of the concepts and principles of static and current electricity.

Teaching & Learning Strategies:

Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. A number of methods have been used to create an online learning environment that will engage students in a variety of ways and support their understanding of scientific concepts. These strategies may include:

- Clearly described unit expectations
- Hands-on lab activities
- Virtual lab activities
- Virtual field trips
- Animations and simulations
- Creative problem solving
- Case Studies
- Assessment FOR learning activities
- Student reflection and self-assessment

- Discussions of issues relating science to technology, society, and the environment
- Research Reports
- Opinion-based Reports
- Concept-supporting games
- Model building
- Field observations

Assessment, Evaluation and Reporting Strategies of Student Performance:

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.

Foreign Languages:

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

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

FFLF provides a wide range of different languages:

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

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

Assessment Strategy

Assessment includes:

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

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

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

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

Promotion and Retention

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

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

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