

TABLE OF CONTENTS

Introduction	2
Diploma Requirements	3
Secondary School Courses	5
Course Offerings 2007-2008	7
Course Descriptions	
The Arts	9
Business Studies	10
Canadian and World Studies	11
English	12
English as a Second Language	13
French as Second Language	14
Guidance and Career Education	14
Health and Physical Education	15
Mathematics	16
Science	17
Social Sciences and Humanities	19
Technological Education	19
Evaluation and Related Procedures	20
Ontario Student Record	22
Student Code of Conduct	24
Student Services	29
School Calendar	29
Class Schedule	29

INTRODUCTION

This booklet is designed to provide the students and their parents with a better understanding of the programs available at Archer Preparatory College. The information in this booklet should help in making the studies at Archer Preparatory College successful and enjoyable.

MISSION STATEMENT

Archer Preparatory College is an educational community committed to excellence in academic education, to respect for the individual and for the school as a whole and to the development and growth of each student and staff member to his/her full potential.

We believe that all people can and do benefit from exposure to a wide variety of cultures which in turn allows us to learn tolerance, understanding and respect for the differences and delight in the shared experiences and commonalities that unite us.

We believe that Archer Preparatory College provides a well-rounded educational experience for both Canadian and international students who are striving to reach their maximum potential both as students and as human beings.

Archer Preparatory College is committed to facilitating the needs and goals of our students through our excellent teachers, challenging courses, interested and helpful counsellors, who offer careful and personal guidance, and a positive and encouraging atmosphere.

We feel confident that our students will leave Archer Preparatory College with the knowledge and confidence required to be successful citizens of the world.

ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn an Ontario Secondary School Diploma (OSSD), students entering Grade 9 in the 1999-2000 school year or in subsequent years must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must pass the provincial secondary school literacy test.

Compulsory Credits

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 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
- 0.5 credit in civics
- 0.5 credit in career studies

Plus:

- 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education.
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education.
- 1 additional credit in science (grade 11 or 12) or technological education (grades 9-12), or cooperative education.

Substitutions for the Compulsory Courses

To meet individual student's needs, the principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. Students will still be required to complete 30 credits in total. If a parent or adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript.

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits by successfully completing courses that they have selected from the courses listed in this booklet.

Community Involvement Requirement and Procedures

As part of the diploma requirements, students are required to complete a minimum of 40 hours of community involvement activities. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. These activities may be completed at any time during their years in the secondary program and outside students' normal instructional hours. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his/her parents/guardians, and a signed acknowledgement by the person (or a representative of the organization) involved.

Further information and details are found in the Archer Preparatory College document *Community Involvement Diploma Requirement: Information Manual for Students, Parents and Community Sponsors*, available at the school office.

The Provincial Secondary School Literacy Test

Beginning in the 2001-02 school year, all students who are enrolled in Grade 10 in an English-language secondary school must successfully complete the provincial secondary school literacy test in English in order to earn an OSSD. The test will be based on the Ontario curriculum expectations for language and communication—particularly reading and writing—up to and including Grade 9. Students will normally take the literacy test when they are in Grade 10. Students who do not successfully complete the test will have opportunities to retake it. The deferral of the test may be granted to students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

The Ontario Secondary School Literacy Course

The Ontario Secondary School Literacy Course (OSSLC) has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies and with an alternative means of meeting the literacy requirement for graduation. The OSSLC should be taken after two failures except under certain circumstances upon the principal's decision.

COURSES

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.

Types of Courses

The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destination.

Grades 9 & 10:

Academic courses develop the student's knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject, and develop the student's knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Note: Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the ministry, of up to 30 hours, 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 will be referred to as crossover material.

Grades 11 and 12:

In Grades 11 and 12, students will choose from among four destination-related course types:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These are shown as "U" courses.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These are shown as "M".

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

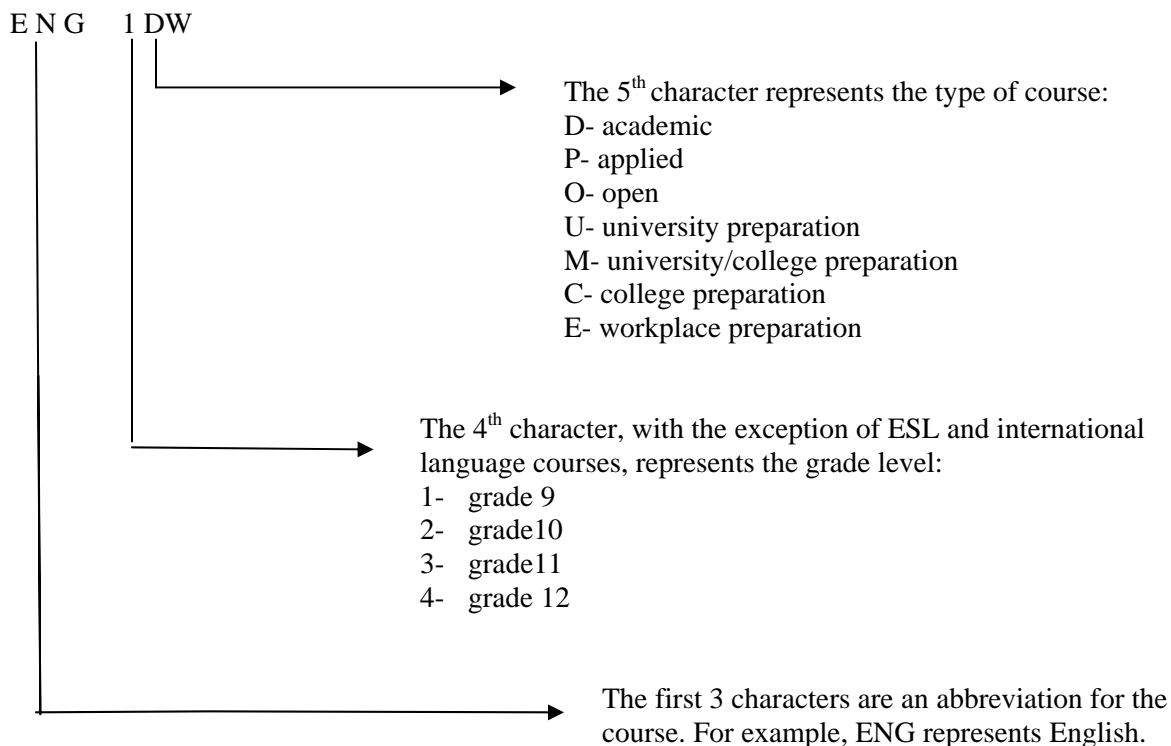
Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. These are shown as “E”.

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

Course Codes

All courses are coded using an alpha-numeric 6 character code. The first 5 characters are mandated by the Ministry of Education and the 6th character is designated by the school for administrative purposes.

How to read the course code



For example, ENG 1DW is Grade 9 Academic English offered in winter semester.

Transfer Courses

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who has taken the applied English course in Grade 10 and decides to enter the university preparation course in Grade 11 may do so by taking a transfer course.

A transfer course may be taken as a summer course or as an independent-study or partial-credit course within school hours.

Prerequisites

Courses may have prerequisites as a requirement for enrolment. No courses apart from those recognized in the Course Calendar and other ministry curriculum policy documents may be identified as prerequisites. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Courses Offered

Offering for the 2007-2008 academic year:

Discipline	Course	Course Code	Grade	Prerequisite
The Arts (A)	Visual Arts	AVI 10	9	None
		AVI 2O	10	None
		AVI 3M	11	AVI 2O/1O
		AVI 4M	12	AVI 3M/3O
Business Studies (B)	I.T.	BTT 2O	10	None
	Accounting	BAF3M	11	None
		BAT 4M	12	BAF 3M
	Int'l.Business	BBB 4M	12	None
Canadian and World Studies(C)	Civics	CHV 2O	10	None
	Economics	CIE 3M	11	CHC 2D or CHC 2P

		CIA 4U	12	Any 3/4U or 3/4M course in C, E or H
	Geography	CGC 1D	9	None
	History	CHC 2D	10	None
		CHY 4U	12	Any 3/4U or 3/4M course in C, E or H
English (E)	English	ENG 1D	9	None
		ENG 2D	10	ENG 1D or ENG 1P
		ELS 2O	10	None
		ENG 3U	11	ENG 2D
		ENG 4U	12	ENG 3U
ESL	ESL	ESL AO	Level 1	None
		ESL BO	Level 2	ESL AO or equivalent
		ESL CO	Level 3	ESL BO or equivalent
		ESL DO	Level 4	ESL CO or equivalent
French as a Second Language (F)	Core French	FSF 1D	9	Minimum of 600 hours of French Instruction or equivalent
Guidance and Career Education (G)	Career Studies	GLC 2O	10	None
Health and Physical Education (P)	Health and Physical Education	PPL 1O	9	None
		PPL 2O	10	None
		PPL 3O	11	None
		PPL 4O	12	None
Mathematics (M)	Mathematics	MPM 1D	9	None
		MPM 2D	10	MPM 1D
		MCR 3U	11	MPM 2D
		MHF 4U	12	MCR 3U or MCT 4C
		MCV 4U	12	MHF 4U (prerequisite or co-requisite)
		MDM 4U	12	MCR 3U or MCF 3M
Science (S)	Science	SNC 1D	9	None
		SNC 2D	10	SNC1D
	Biology	SBI 3U	11	SNC 2D
		SBI 4U	12	SBI 3U
	Chemistry	SCH 3U	11	SNC 2D
		SCH 4U	12	SCH 3U
	Physics	SPH 3U	11	SNC 2D
		SPH 4U	12	SPH 3U

Social Sciences and Humanities (H)	Family Studies	HHS 4M	12	Any 3/4U, 3/4M or 3/4C course in H, E or C
Technological Education (T)	Computer & Information Science	TIK 2O	10	None
		ICS 3M	11	None
		ICS 4M	12	ICS 3M

Note:

Not all courses will be offered each semester. Enrollment numbers will determine course offerings.

The courses offered have been developed according to the requirements of the Ministry of Education.

Course outlines are available for perusal in the school office.

Course Descriptions

THE ARTS

Visual Arts, Grade 9, Open (AVI1O)

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O)

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content.

Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

Prerequisite: None

Visual Arts, Grade 11, University/College Preparation (AVI3M)

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College Preparation (AVI4M)

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

Prerequisite: Visual Arts, Grade 11, University/College Preparation or Open

BUSINESS STUDIES

Information and Communication Technology in Business, Grade 10, Open (BTT 2O)

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

Prerequisite: None

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF 3M)

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

Prerequisite: None

Financial Accounting Principles, Grade 12, University/College Preparation (BAT 4M)

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

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

International Business Fundamentals, Grade 12, University/College Preparation (BBB 4M)

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

Prerequisite: None

CANADIAN AND WORLD STUDIES

Geography of Canada, Grade 9, Academic (CGC1D)

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

Prerequisite: None

Civics, Grade 10, Open (CHV 2O)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

Canadian History Since World War I, Grade 10, Academic (CHC2D)

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Prerequisite: None

World History: The West and the World, Grade 12, University Preparation (CHY 4U)

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

The Individual and the Economy, Grade 11, University/College Preparation (CIE 3M)

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the

economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

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

Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

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

ENGLISH

English, Grade 9, Academic (ENG1D)

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

Prerequisite: None

English, Grade 10, Academic (ENG 2D)

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

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 11, University Preparation (ENG 3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and

media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

English, Grade 12, University Preparation (ENG 4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

ENGLISH AS A SECOND LANGUAGE

English as a Second Language, ESL Level 1, Open (ESL AO)

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

Prerequisite: None

English as a Second Language, ESL Level 2, Open (ESL BO)

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

Prerequisite: ESL 1 or equivalent

English as a Second Language, ESL Level 3, Open (ESL CO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted

and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESL 2 or equivalent

English as a Second Language, ESL Level 4, Open (ESL DO)

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

Prerequisite: ESL 3 or equivalent

FRENCH AS A SECOND LANGUAGE

Core French, Grade 9, Academic (FSF1D)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

GUIDANCE AND CAREER EDUCATION

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)

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

Prerequisite: None

Career Studies, Grade 10, Open (GLC 2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning

and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Advanced Learning Strategies: Skills for Success after Secondary School, Grade 12, Open (GLS40)

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open (PPL10)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Prerequisite: None

Healthy Active Living Education, Grade 11, Open (PPL 30)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Healthy Active Living Education, Grade 12, Open (PPL4O)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Prerequisite: None

MATHEMATICS

Principles of Mathematics, Grade 9, Academic (MPM 1D)

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.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM 2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Mathematics, Grade 9, Academic or Applied

Functions, Grade 11, University Preparation (MCR 3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Advanced Functions, Grade 12, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

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

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12, University Preparation (MDM 4U)

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

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

SCIENCE

Science, Grade 9, Academic (SNC1D)

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and

the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.

Prerequisite: None

Science, Grade 10, Academic (SNC 2D)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

Prerequisite: Science, Grade 9, Academic or Applied

Biology, Grade 11, University Preparation (SBI 3U)

This course furthers student's understanding of the process involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulations, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

Biology, Grade 12, University Preparation (SBI 4U)

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life science and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 11, University Preparation (SCH 3U)

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: Science, Grade 10, Academic

Chemistry, Grade 12, University Preparation (SCH 4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate

chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Physics, Grade 11, University Preparation (SPH 3U)

This course develops students' understanding of the basic concepts of physics. Student will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Physics, Grade 12, University Preparation (SPH 4U)

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

Prerequisite: Physics, Grade 11, University Preparation

SOCIAL SCIENCES AND HUMANITIES

Individuals and Families in a Diverse Society, Grade 12, University/College Preparation (HHS 4M)

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required contributing to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

TECHNOLOGICAL EDUCATION

Computer and Information Science, Grade 10, Open (TIK 2O)

This course introduces students to computer science concepts. Students will learn about the stages in software design; the fundamental programming constructs of sequence, selection, and repetition; the functions of internal and external computer components; the relationship among networks, operating systems, and application software and their use; and how programming languages evolve. Students will also develop an awareness of computer-related careers.

Prerequisite: None

Computer and Information Science, Grade 11, University/College Preparation (ICS 3M)

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on-and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society.

Prerequisite: None

Computer and Information Science, Grade 12, University/College Preparation (ICS 4M)

This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore postsecondary education and career paths in computer science.

Prerequisite: Computer and Information Science, Grade 11, University/College Preparation.

EVALUATION AND RELATED PROCEDURES

The Semester System

Archer Preparatory College offers an academic structure referred to as the semester system. According to this form of organization, students attempt eight courses in one year, four courses for the period September to January and four different courses for the period February to June. Two additional courses may be completed during the summer semester, July and August.

Reporting

In order to inform the parents/guardians of student's achievement and degree of application to school work, the school will report to the parents/guardians twice each semester:

- Semester One:** - mid November (mid-term report)
- end of January (final report)

Semester Two: - mid April (mid-term report)
- end of June (final report)

The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade.

Parents/guardians can expect to be telephoned by individual teachers, who are concerned about a student's lack of achievement or lack of effort. At any time, parents/guardians should feel welcome to inquire directly to a teacher about the general progress of their child.

Examinations

These are compulsory components of the curriculum. Only in exceptional circumstances such as serious illness or death in the family, and after consultation with the teacher and principal, may alternative arrangements be made.

Holidays do not count as a reason to miss exams.

Prior Learning Assessment and Recognition

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

The challenge and equivalency procedures are available to *mature students* – that is, students who are eighteen years of age or over (i.e., adults) who are returning to school to earn a diploma after being out of high school for at least one year. Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credential for assessment through the equivalency process; or (3) they may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school, or through correspondence. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the Ontario Secondary School Diploma.

Procedures for Students Transferring to an Ontario secondary School from a Non-inspected Private School or a School Outside Ontario.

Where students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to an Ontario secondary school, the principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

Archer Preparatory College assessments are based on three criteria to ensure fairness and correct placement. Those criteria are:

1. Transcripts – including any documentation from all previous schools (Canadian or international)
2. Personal Interview – whenever possible, at least one member of the Archer Preparatory College administration will meet a prospective student to aid in an assessment.
3. Age – In order to better accommodate the students, Archer Preparatory College places students in courses in which they do not feel intimidated socially and in which they will be age appropriate

Students will have to successfully complete the provincial secondary school literacy test. The principal will determine the number of hours of community involvement activities that the student will have to complete. The principal should note the results of his assessment and deliberations in the student's Ontario Student Record (OSR).

Procedures for Students Transferring From One Ontario Secondary School to Another.

Secondary school students who transfer from one Ontario secondary school to another will have their credits transferred with them. The principal of the receiving school may award credit for work started in the previous school but completed in the receiving school. Where this work cannot be completed in the receiving school, the receiving principal may, after consultation with the principal of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information for inclusion in a record with respect to each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record. The OSR

is privileged information for the use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the student.

Access to the OSR

- every student and his/her parent(s) has a right to access the OSR
- non-custodial parents have access to information concerning child's health, education and welfare if they have legal access to the child
- inspecting supervisory officers have access
- no one else has access without proper consent

Retirement of a Student

When a student retires from school, the OSR contents will be reviewed and, on request, the principal will give the parents or the student who is an adult, an updated copy of the OST (Ontario Student Transcript) and the information and materials stored in the OSR folder that are not required for retention.

Retention Storage and Destruction of the OSR

- for material not requested, personal information placed in the OSR will be retained for at least one year.
- upon retirement of a student, the school shall retain the following items for five years:
 - Report cards
 - Documentation file, where applicable
 - Additional information that is identified by the school as appropriate for retention
- upon retirement of a student, the school shall retain the following items for fifty-five years:
 - OSR folder
 - Office Index Card
 - OST

The destruction of all or any part of the OSR, when retention is no longer required, will be effected to ensure the complete and confidential disposal of the record.

The Ontario Student Transcript

The Ontario Student Transcript is a student's record of credits attempted and completed towards the granting of the Ontario Secondary School Diploma. As of September, 1999, the OST offers 'full disclosure' of all successful and unsuccessful attempts in a subject.

The OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- Confirmation that the student has completed the 40 hours of community involvement;
- Confirmation that the student has successfully completed the provincial secondary school literacy test.

Withdrawal from a Course

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first midterm report card, the withdrawal is not recorded on the Ontario Student Transcript.

If a student withdraws from a Grade 11 or 12 course after five instructional days following the issue of the first midterm report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Repetition of a Course

Students who repeat a Grade 11/ 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained are recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) with the lower percentage grade.

STUDENT CODE OF CONDUCT

Archer Preparatory College is in the 'success' business. It is the aim of the Archer Preparatory College staff and administration to produce graduates who succeed in their studies both in their chosen fields of endeavour and in their personal relationships. Behaviour which deters from this objective will not be tolerated. In all situations conduct is to be such that the best interests of the individual student and the student body collectively are served. It is expected that all members of the school community acknowledge that:

- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Attendance Policy

Responsibility for attending class lies with the student. Student success in school is directly tied to attendance. In order to receive a credit for any course, a student must attend 90 percent of class sessions. A careful record is maintained, and students, parents and/or guardians are expected to report any illness or necessary absence from school as quickly as possible.

Students are expected to make certain that travel arrangements or holidays do not interfere with the school agenda. Exams, tests, presentations and the like are all important aspects of education at Archer Preparatory College, as is commitment and respect for deadlines and assignments, and these cannot be changed to accommodate individual students.

Our policy at Archer Preparatory College includes the following:

- a verbal warning to the student after 7 unexcused absences.
- a written letter to the parents and/or guardian after 10 absences
- dismissal from the credit after 12 unexcused absences
- a written warning to parents and/or guardians after 7 lates.

Absences:

If a student is ill and absent from class, he or she should do one of the following upon returning to school.

1. Bring a note to the school office from a doctor or a parent/guardian stating the date(s) of the absence and the reason(s).
OR
2. Have his or her parent or guardian call the school office and give the date(s) of the absence and the reason(s).

Tardiness:

Tardiness is considered a disruptive behaviour and will be treated as a discipline problem. If a student arrives after the attendance has been taken, the student will be considered late for class. However, if a student is **more than 20-minutes late**, he or she will be considered **absent**.

Early Dismissal

Students who have medical or dental appointments are required to present a note to the office.

NEVER LEAVE THE SCHOOL DURING THE TIME CLASSES ARE IN SESSION WITHOUT REPORTING TO THE OFFICE.

Uniform Policy

All students are required to wear a school uniform **to class and while in the school**. This uniform code will be enforced and students who are not properly dressed will be sent home.

The school uniform consists of a long or short sleeved white dress shirt with a school tie, black pants and regular street shoes. For more information on these items, contact the school office.

Drugs, Alcohol, Tobacco

Smoking and/ or possessing tobacco in the school building, on school grounds, or at school events is prohibited. In addition, the possession and/or usage of any alcoholic beverage, narcotic, controlled drug (other than prescription drugs) or intoxicant at any school activity is strictly prohibited. Failure to comply with these regulations will result in disciplinary action.

Cheating

Students who cheat, plagiarize, or forge in connection with academic endeavor and/ or school procedures are subject to disciplinary action.

Fighting

Students involved in violence of any kind-either before, during, or after school on school property, or in an area that will reflect negatively on the school-will be suspended and a parent conference held.

Harassment

Sexual harassment in any form will not be tolerated. If violations occur, disciplinary action will be taken. Any discrimination on the basis of race, creed, national origin, sex, age, or handicap will not be tolerated.

Prohibited Items

Students may not possess the following items on school property or at school events without the explicit permission of a teacher or administrator.

- Drugs, alcoholic beverages, narcotics, cigarettes, inhalants, cigarette lighters, matches, tobacco products, and look-a-likes.
- CD players, MP3 players, or any other electronic items of distraction.
- Gambling devices: dice, playing cards, etc.
- Explosive devices, including firecrackers, fireballs, cherry bombs, stink bombs, etc.
- Gang paraphernalia, such as rags/bandannas, etc.
- Weapons, look-a-like weapons, guns, knives, screwdrivers and/or other items designed or easily used to cause physical harm.
- Animals, pets, etc.
- Cell phones must be turned off while in school.

Computer and Internet Usage Policy

The use of electronic resources is supported provided that abuses do not occur. Access is a privilege that will be denied if used inappropriately. In addition, disciplinary and/ or legal action may be taken. The principal shall have final authority to decide whether a student's privileges will be denied or revoked. Student access to Archer Preparatory College computers, networks and Internet services are provided for educational purposes and research consistent with the educational mission, curriculum and instructional goals of the school. Archer Preparatory College retains control, custody and supervision of all computers, networks and Internet services owned or leased

by the school. The school reserves the right to monitor all computer and Internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files.

Prohibited Use:

The user is responsible for his/her actions and activities involving Archer Preparatory College computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of uses that are unacceptable include but are not limited to the following:

1. Accessing Inappropriate Materials
2. Illegal Activities
3. Violating Copyrights
4. Plagiarism
5. Copying Software
6. Non-School-Related Uses
7. Misuse of Passwords/ Unauthorized Access
8. Malicious Use/ Vandalism
9. Unauthorized Access to Chat Rooms/ News Groups

The student and/or the student's parent/guardian shall be responsible for compensating Archer Preparatory College for any losses, costs or damages incurred by the school related to violations of these rules, including investigation of violations.

The school assumes no responsibility for any unauthorized charges made by students including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copy right violations.

The security of the school's computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify the system administrator. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security shall have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

Disciplinary Action

If a student violates school rules, the administration may impose in-school suspension, out-of-school suspension, after-school detention, attendance or behavioural contracts, expulsion, parent/guardian conferences, or revocation of student privileges.

STUDENT SERVICES

Counselling

Guidance counsellors are available to discuss any academic, career, personal concerns.

Workshops

Workshops are undertaken throughout the year including Exam Preparation Workshop and University Application Workshop.

2007-2008 School Calendar

2007

September 3 Labour Day
September 4 First Day of School
October 8..... Thanksgiving Day
December 24 – January 4..... Christmas Break

2008

January 7 School Resumes
January 28 First Day of Second Semester
March 10 – 14 March Break
March 21 Good Friday
March 24 Easter Monday
May 19 Victoria Day
June 13 Last Day of School
July 1 Canada Day
July 7 First Day of Summer Semester
August 15 Last Day of Summer Semester

Class Schedule

Period 1 8:45 a.m. – 10:00 a.m.
Period 2 10:05 a.m. – 11:20 a.m.
Lunch 11:20 p.m. – 12:05 p.m.
Period 3 12:05 a.m. – 1:20 p.m.
Period 4 1:25 p.m. – 2:40 p.m.
Period 5 2:45 p.m. – 4:00 p.m.