



# MADINA Academy

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## Course Calendar for e-Learning 2024 – 2025

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## Introduction

This handbook outlines the approved academic programs, school procedures, and other important requirements for students and parents. Students are encouraged to review the course selection information thoroughly to make informed choices that support their academic and career aspirations.

## Mission Statement

The mission of Madina Academy is to deliver a high-quality education that aligns with the approved academic curriculum while supporting the growth and success of every student. We are committed to helping each learner reach their full potential and achieve positive outcomes throughout their educational journey.

We believe that completing secondary education is a critical step toward future success. A high school diploma provides students with the knowledge, skills, and opportunities needed to thrive in today's world. Graduates are better prepared for employment, post-secondary studies, and meaningful participation in their communities.

In Ontario, students are required to remain in school until they reach 18 years of age or until they have earned the Ontario Secondary School Diploma (OSSD). Our school is dedicated to supporting students in meeting these requirements and successfully achieving their educational goals.

The school is committed to:

- Fostering a positive and supportive learning environment that equips students with the knowledge and skills needed to meet the demands of an ever-changing world.
- Empowering students to achieve their full potential and become responsible, productive members of their communities and society.
- Inspiring a lifelong passion for learning through encouragement, motivation, and meaningful educational experiences.
- Cultivating strong decision-making skills, leadership abilities, and personal responsibility.
- Providing instruction in small classroom settings to promote effective communication, individualized attention, and meaningful student-teacher interactions.
- Encouraging students to demonstrate respect, uphold positive values, and contribute constructively to a diverse and inclusive society.

## Program Overview

Madina Academy provides students with the opportunity to earn Ontario Secondary School credits through a flexible online learning environment. Courses are delivered using a combination of instructional videos, digital learning resources, online assessments, regular teacher support, and opportunities for student collaboration. The Academy is committed to offering a high-quality educational experience that combines flexibility with academic excellence while ensuring full compliance with all policies and expectations established by the Ontario Ministry of Education.

Students may enrol in one or more courses at any time during the year and progress through their studies at a pace that suits their individual needs, within the guidelines established by Madina Academy. Course instructors support student learning through professionally developed instructional materials, multimedia resources, and ongoing guidance. Learning is primarily asynchronous, allowing students to access lessons, activities, assignments, and assessments 24 hours a day, 7 days a week. In addition, certain components of a course may include live conferencing sessions, while other activities are self-directed, enabling students to engage with discussion forums and course content at their own pace.

Students are expected to complete each course within six months of their start date. Those who require additional time must submit a request to the Principal, including the reasons for the extension. Approval of extensions is at the discretion of the school and may be subject to additional fees.

Instructors provide meaningful feedback through assignments, weekly online conferencing sessions, discussion forums, and direct email communication. Students also have opportunities to collaborate with peers through discussion boards, peer assessments, group projects, presentations, and open conferencing sessions.

All course materials are provided online, and no textbook purchases are required unless otherwise specified. Assignments are submitted electronically through the learning platform or, in special circumstances, via email. Major unit tests are completed offline at a time that is convenient for the student. Each course concludes with a final examination administered under the supervision of an approved proctor at a predetermined time and location. Upon completion, final grades and report cards are forwarded to the student's home school unless Madina Academy serves as the student's home school.

To earn a course credit, students must successfully demonstrate the Ontario Ministry of Education curriculum expectations and complete a minimum of 110 hours of planned learning activities, both online and offline.

Students are also required to maintain a learning log throughout the course, documenting completed activities and accumulated learning hours. The learning log template is provided in the course welcome package.

Students are expected to actively participate in their courses by logging into the learning platform at least three times per week and engaging regularly in course discussions and activities. Interaction with course content, instructors, and fellow students is an important component of each course. Minimum participation requirements include meaningful communication, thoughtful reflection, and contributions to discussions. If a student fails to maintain regular attendance or does not meet the minimum login requirements, both the student and parent/guardian will be notified. Continued lack of participation may result in the student being marked as absent, and this designation may appear on midterm and final report cards.

## Ontario Student Transcript (OST) Reporting

Students have up to five instructional days following the issuance of their midterm report card to decide whether they wish to remain enrolled in the course. If a student continues enrollment beyond the fifth instructional day, the midterm grade will be reported on the Ontario Student Transcript (OST).

Online learning at Madina Academy requires strong planning, self-discipline, organization, and time-management skills. By developing these essential learning skills, students gain valuable experience that will support their future academic success and professional growth.

## Student Registration

Student enrollment at Madina Academy is open year-round, allowing students to register at any time. Registration is available online 24 hours a day through [www.madinaacademys.com](http://www.madinaacademys.com). To complete the registration process and qualify for domestic tuition rates, students must provide proof of Ontario residency. Acceptable documentation includes an Ontario Education Number (OEN), birth certificate, Ontario report card, or official transcript from an Ontario school. Supporting documents should be submitted by email to [madinaacademys@gmail.com](mailto:madinaacademys@gmail.com) along with the registration application.

For students residing outside Ontario or outside Canada, the equivalency and placement process outlined below will apply. Required documentation may include an English language proficiency assessment, a Prior Learning Assessment and Recognition (PLAR) evaluation, official academic records and transcripts, government-issued identification, and any additional information necessary to accurately determine the student's grade level and course placement. This process ensures that all students are placed in courses that best reflect their educational background, academic achievement, and learning needs.

## What You Should Know Before Registering

It is important that all students carefully read, understand, and accept the policies, procedures, and expectations outlined in this Student Handbook and Course Calendar before registering for any course. Parents, guardians, and advisors of students under the age of 18 are also encouraged to review the following information:

- Madina Academy is an inspected private school operating in accordance with the requirements of the Ontario Ministry of Education. As such, all students, parents/guardians, and staff are expected to adhere to the school's policies, procedures, and Code of Conduct.
- The Academy operates under the authority and regulations of the Ontario Ministry of Education and is subject to all applicable provincial standards and requirements.
- Students must provide appropriate documentation demonstrating that they meet the admission requirements and any course prerequisites before enrollment can be finalized. Acceptable identification may include a birth certificate, driver's licence, passport, or other government-issued photo identification.
- Students may not begin a course until all required registration documents and identification have been received and verified by the school.
- Report cards and course planning documents alone do not constitute official academic transcripts where official transcripts are required for admission or placement purposes.
- Students must possess sufficient English language proficiency to participate successfully in online learning. Students who are English Language Learners (ELLs) should notify the school during the registration process so that appropriate supports and accommodations can be considered. Additional information regarding support for English language

learners can be found at:

<http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>

- Madina Academy delivers instruction in English and is not a bilingual or French-language school.
- Madina Academy offers a structured online learning environment that combines asynchronous learning with scheduled synchronous opportunities for student-teacher interaction. Students are expected to actively engage in their coursework throughout the duration of the course.
- Midterm report cards are issued after approximately 55 hours of completed learning activities, and final report cards are issued upon successful completion of the required 110 hours of learning and assessment activities. Where applicable, report cards will be forwarded to the student's home school.
- As an online learning institution, students are expected to log into their courses a minimum of three times per week and participate regularly in learning activities, assessments, and communications. Students who fail to meet participation expectations for an extended period may receive an inactivity notice. Parents/guardians may also be contacted regarding ongoing concerns about student engagement and attendance.

## Sample Timetable

| Sunday | Monday                                      | Tuesday | Wednesday                                   | Thursday | Friday | Saturday                                    |
|--------|---------------------------------------------|---------|---------------------------------------------|----------|--------|---------------------------------------------|
|        | Log in and complete lessons and assessments |         | Log in and complete lessons and assessments |          |        | Log in and complete lessons and assessments |

*Table 1: Sample timetable for student in any given week*

The Madina Academy reporting periods generally occur approximately three months and six months after a student's course enrollment, or upon completion of approximately 55 hours and 110 hours of learning activities, respectively. These reporting periods correspond to the midterm and final report cards.

## Fee Overview

| Fee Type          | Description / Conditions                                                                                                                 | Amount (CAD)            |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Credit Course Fee | Standard fee for most Ontario secondary school credit courses.                                                                           | \$500                   |
| Registration Fee  | Student account creation and processing of enrolment documentation.                                                                      | Included                |
| Course Change Fee | Applicable when changing from one course to another. Requests must be made within 7 days of enrollment in the original course and before | \$150 per course change |

|                         |                                                                                                                                                                                                     |                                        |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
|                         | significant teacher engagement has occurred. Fee must be paid prior to starting the new course.                                                                                                     |                                        |
| Course Extension Fee    | Applies when a student requests an extension beyond the standard 6-month completion period without supporting documentation or extenuating circumstances (e.g., no medical documentation provided). | \$150 per additional 3-month extension |
| OUAC and Transcript Fee | Official transcript or OUAC-related documentation provided as a hard copy with signature and seal, including regular mail or courier delivery.                                                      | \$30 per request                       |
| Letter Fee              | Official school letters, including verification of enrollment, provided as a hard copy with signature and regular mail or courier delivery.                                                         | \$20 per request                       |

*Table 2: Madina Academy fees*

## Refund Policy

- Students are responsible for ensuring that the courses they enrol in at Madina Academy align with their academic goals and Ontario Secondary School Diploma (OSSD) requirements. Madina Academy will provide guidance, academic advising, and support whenever possible; however, the final responsibility for course selection and credit planning rests with the student and their parent/guardian, where applicable.
- Due to the administrative processes involved in registration, student record creation, and course setup, course fees are non-refundable after 48 hours from the time of purchase. Requests for refunds within the initial 48-hour period will be reviewed in accordance with the school's refund policy.

## Course Prerequisites

- Students must provide proof that they have successfully completed any required prerequisite course before enrollment can be finalized. Acceptable documentation includes an official or unofficial transcript, report card, or other academic record demonstrating successful completion of the prerequisite. Supporting documents should be submitted to [madinaacademys@gmail.com](mailto:madinaacademys@gmail.com) for review.

- Students who have not formally completed a prerequisite course but believe they possess equivalent knowledge, skills, or experience may request a prerequisite waiver. Such requests may be supported through a Prior Learning Assessment and Recognition (PLAR) process or by submitting a Letter of Permission to Waive Prerequisite from their current or previous school. Students requesting a waiver must provide relevant academic records, transcripts, work experience, and any other supporting documentation necessary for evaluation. All requests will be reviewed by the school administration before a final decision is made.

## Assessment and Evaluation: Categories of Knowledge and Skills

The achievement chart outlined in the Ontario Ministry of Education document *Growing Success (2010)* identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and across all subject areas and disciplines. Defined by clear criteria, these categories represent four broad areas within which course expectations may be organized.

These categories are interrelated and reflect the interconnected nature of learning. They support educators in evaluating not only students' acquisition of knowledge, but also the development of critical thinking, communication, and application skills.

At Madina Academy, student achievement is evaluated using a balanced assessment model. The overall course grade is typically composed of 70% coursework and 30% final evaluation, which may include a final examination and/or culminating activity. Within the 70% coursework portion, instructors make every effort to ensure a balanced distribution of assessment across the four categories below, where appropriate for the course. For example, a course may allocate approximately 17.5% to each category.

The four categories of knowledge and skills (commonly referred to as KICA) are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each course and the comprehension of its meaning and significance.
- **Thinking:** The use of critical and creative thinking skills and processes.
- **Communication:** The conveying of meaning through various forms.
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

## Accommodations at Madina Academy

As an online high school, Madina Academy provides a range of accommodations to support students in successfully completing their courses. These supports are designed to assist student learning; however, no modifications are made to the overall or specific curriculum expectations.

Accommodations may include, but are not limited to:

- Extended time for assignments, tests, and evaluations

- Additional instructional handouts and supporting materials
- Formula sheets where applicable
- Audio, video, and virtual conferencing support sessions

## Tests and Assignments

The number of tests and assignments in each course may vary; however, collectively they will always account for 70% of a student's final grade. Assessment tasks may take a variety of forms, including labs, projects, discussion board participation, short-answer questions, essays, audio recordings, and video presentations.

Assignments may be submitted electronically through the online learning platform or, in special circumstances, scanned and submitted via email. Video presentations are uploaded directly to Madina Academy's secure online learning platform.

Students are provided with suggested timelines within each course to support timely completion of course requirements. However, students are responsible for managing their own schedules and may progress through the course and submit assignments and assessments at a pace that meets their individual learning needs.

Course instructors provide feedback, grades, and comments on submitted work in accordance with the assessment and evaluation policies of the Ontario Ministry of Education.

## Final Exam

All courses include a final examination or culminating evaluation worth 30% of the student's final grade. This final assessment represents the entirety of the final evaluation component unless otherwise approved by the Principal.

Ten days prior to the intended examination date, students must submit a Supervisor Approval Form (available within the course platform). The selected exam supervisor must be approved by Madina Academy before the examination date can be confirmed.

All examinations must be completed in a professional, supervised environment and may not be conducted in a private residence. Approved supervisors must have a professional work email address and may be required to provide verification of qualifications, such as a diploma, certificate of qualification, or valid professional license, to confirm eligibility.

Acceptable exam supervisors include, but are not limited to, Ontario Certified Teachers, lawyers, registered physicians, registered nurses, government social workers, registered psychologists, and licensed professional counsellors. Relatives, private tutors, and individuals without a verifiable professional email address will not be approved as supervisors.

Once approved, the supervisor will receive secure access credentials required for the administration of the examination. The supervisor is responsible for ensuring the integrity and security of the assessment process.

Students who have not submitted acceptable proof of course prerequisites will not be permitted to write the final examination. After an examination has been completed, no additional assignments or tests will be accepted, and any outstanding work will receive a grade of zero.

## Proctor Guidelines

If a student is currently registered at a public or private school, they are encouraged to arrange to write their final examination with an approved staff member from their home school, where feasible (e.g., a teacher, librarian, or guidance counsellor).

If the student is not currently enrolled in another school, or if this option is not available, students are encouraged to contact a local public library, college, university, or authorized testing centre to inquire about available proctoring services.

Students must comply with the policies and procedures of the chosen examination location in addition to Madina Academy's final examination requirements and guidelines.

If none of the above options are available, students may request approval of an alternative proctor who meets the school's eligibility requirements. Examples of individuals who may be approved include engineers, registered nurses, lawyers, and Chartered Professional Accountants.

## Additional Proctor Guidelines

Approved exam proctors must meet the following requirements:

- Must be appointed and demonstrate no conflict of interest (e.g., not a relative, friend, or individual with a personal relationship to the student)
- It is recommended, where possible, to maintain a proctor-to-student ratio of approximately 1:30
- Where feasible, it is recommended to have both a male and a female proctor available for supervision
- Must be of the age of majority in their jurisdiction
- Must not have any family or business relationship with the student that could create a conflict of interest
- Must not be employed by Madina Academy, nor intend to seek employment with Madina Academy or any affiliated educational organization
- Must not be currently enrolled in, or intending to enroll in, Madina Academy or any affiliated educational institution
- Must be fluent in English or bilingual (English and another language), sufficient to properly supervise and administer examinations

## Duties

Exam supervisors are responsible for the secure and proper administration of all examinations, including the following duties:

- Collect examination materials from a secure location prior to the start of the exam
- Distribute exam papers and answer booklets to students before the examination begins

- Commence the examination promptly, deliver all required announcements, and ensure the exam ends at the scheduled time
- Complete and maintain accurate attendance records
- Verify student identity by comparing the student's name on the attendance roster with valid photo identification
- Record any incidents, irregularities, or circumstances that may need to be reported or considered during evaluation
- Ensure all unused examination materials are properly collected and securely discarded or returned, as required
- Determine whether emergency procedures or reporting protocols must be initiated in the event of unusual circumstances
- Contact the examination lead or school director immediately in the event of a suspected breach of examination regulations
- Maintain full security and confidentiality of the examination environment, materials, and process, including the secure return of all completed exams to Madina Academy

## Student Code of Conduct

The Madina Academy Code of Conduct applies to all members of the school community, including students, parents/guardians, and teachers. All members of the school community share the responsibility to respect and uphold this Code of Conduct, demonstrate age-appropriate and developmentally appropriate social behavior, and take responsibility for their own actions.

### **All members of the school community are expected to:**

- Demonstrate honesty and integrity
- Treat one another with dignity, respect, and fairness, regardless of race, ancestry, place of origin, colour, ethnicity, creed, citizenship, religion, gender, gender identity, sexual orientation, age, ability, socioeconomic status, or any other protected attribute
- Take appropriate action to assist those in need and seek support to resolve conflicts in a constructive and respectful manner
- Show appropriate care and respect for school property and the property of others

### **Parent and Guardian Responsibilities:**

- Take an active role in their child's education by ensuring they are prepared for learning, including punctual and regular attendance, timely reporting of absences or late arrivals, and ongoing communication with the school
- Review the Code of Conduct with their child and support adherence to school expectations
- Help their child understand that teasing, bullying, or harassment is not acceptable
- Monitor their child's internet use and take responsibility for their online behavior when accessing electronic resources from home

### **Student Responsibilities:**

- Demonstrate a commitment to learning through punctual and regular attendance, preparedness, and active participation in coursework
- Practise honesty and integrity at all times, including but not limited to refraining from plagiarism, misrepresentation of original work, use of unauthorized aids, theft of assessment materials, or falsification of identity
- Follow school rules and take responsibility for their own actions
- Refrain from bringing or using anything that may compromise the safety of themselves or others
- Show appropriate care and respect for school and community property and attend only authorized school-related activities when visiting other schools or institutions

### **School-Wide Attendance Policy:**

The Ontario Ministry of Education requires accurate attendance records for all students. For the purposes of attendance, Madina Academy considers a student “present” when they have actively engaged in and completed a virtual lesson or learning activity.

### **Attendance and Course Drop Deadlines:**

- Students are expected to log in 2–3 times per week and actively complete coursework upon enrolment
- **First Warning:** No login activity or coursework completion within 14–21 days. Parents/guardians will be contacted
- **Second Warning:** No login activity or coursework completion for 30+ days. Parents/guardians will be contacted again
- **Final Warning:** A course drop deadline will be set within one week of the second warning if no communication or progress is made
- If the student is dropped from the course, no academic penalty will apply if this occurs before the midterm point. If the drop occurs more than five days after the midterm report has been issued, a “W” (Withdrawal) will be recorded on the student’s transcript

### **Staff Responsibilities:**

- Support students in achieving their academic potential, developing self-worth, and becoming responsible citizens
- Maintain a safe, orderly learning environment and uphold high standards of respectful and responsible behaviour
- Communicate regularly and meaningfully with parents/guardians
- Implement fair, consistent, and developmentally appropriate interventions, supports, and consequences for inappropriate behaviour, including but not limited to homophobia, gender-based violence, sexual harassment, and inappropriate sexual conduct
- Respond to and report behaviours that may negatively impact school climate

## **Privacy and Content Ownership**

Madina Academy is committed to providing and maintaining a safe, respectful, and supportive educational environment in which effective learning can take place. The protection of each individual’s dignity, well-being, and self-esteem is essential and non-negotiable.

All members of the Madina Academy community, including students, staff, and parents/guardians, are expected to treat one another with respect in all interactions, whether online or otherwise. Any behaviour that is deemed to compromise the integrity or moral tone of the learning environment, including disrespectful, abusive, harassing, or otherwise inappropriate communication toward any member of the school community, will not be tolerated.

Such matters will be addressed promptly by the Principal. Consequences may include, but are not limited to, counselling, parental/guardian involvement, suspension, expulsion, and/or involvement of appropriate external authorities where necessary.

## Reports

Students receive a midterm report upon completion of approximately 50% of the course material. Teachers at Madina Academy use criterion-referenced assessment and evaluation practices. Student achievement is assessed in a balanced manner with reference to established criteria for the four levels of achievement used across Ontario, rather than by comparison with the performance of other students or through ranking of student achievement.

This approach ensures that each student's work is evaluated based on clear, consistent standards aligned with Ontario Ministry of Education expectations.

## Assessment Rubrics for Online Collaboration, Discourse, and Knowledge Building

Communication and discussion are essential components of successful learning across all disciplines. Madina Academy courses incorporate a variety of assessment strategies *as, for, and of learning* throughout the duration of each course, which may include:

- Contributions to online discussion groups
- Completion of online assignments
- Portfolio submissions
- Projects and video presentations
- Peer review of student submissions or presentations

Instructors use the Assessment Rubric for Online Collaboration (provided below) as a reference to guide instruction, assessment, and evaluation of student learning.

## Parental Role

Parents/guardians are encouraged to actively support their child's learning by helping them develop a consistent study schedule and by monitoring assignment completion and submission.

Parents/guardians are welcome to contact Madina Academy at any time with questions, comments, or concerns regarding their child's progress or overall learning experience.

## Hardware and Software Requirements

Students are required to have access to a stable, high-speed internet connection, as well as an up-to-date laptop or desktop computer equipped with a microphone and webcam to fully participate in online learning.

Recommended software includes Adobe Acrobat Reader and standard word processing and spreadsheet applications such as Microsoft Word and Excel.

Students will be required to access Zoom or other approved video conferencing platforms to attend scheduled live meetings and instructional sessions. In some cases, live conferencing may also be accessible directly through the learning platform without additional software.

Students enrolled in Mathematics courses may require access to a scanner or mobile device camera in order to submit work involving handwritten solutions, diagrams, or complex mathematical notation.

## Guidance Support

Madina Academy students are encouraged to direct any questions regarding course selection, academic support, marks, or general guidance inquiries to [madinaacademys@gmail.com](mailto:madinaacademys@gmail.com).

As an online school, local in-person assistance may vary depending on the student's location. In such cases, students are encouraged to access support through their local community resources or education support centres where available.

The following Ministry of Education resource may also be used to assist with educational planning and course selection:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

## Student Support from Guidance

Student success and well-being are central to the mission of Madina Academy. Academic, guidance, and pathway planning support are available to students throughout their educational journey. Examples of support services and resources available to students include:

- Individual Pathways Planning (IPP) to assist students with academic, career, and post-secondary goals
- Support with course selection, graduation requirements, and post-secondary planning
- Access to career exploration tools and resources, such as [www.careercruising.com](http://www.careercruising.com)
- Referrals to community support programs and organizations that assist students facing academic, personal, or social challenges, such as [www.oasar.org](http://www.oasar.org)
- Resources and strategies to support English Language Learners (ELL) and English as a Second Language (ESL) students, including materials available through the Ontario Ministry of Education's EduGAINS website: <http://www.edugains.ca/newsite/ell/>
- Access to online educational resources through eCampusOntario: <https://www.ecampusontario.ca/open-education-resources/>

- Information regarding local public library services and community learning resources:  
<https://tpl.ca/>

Students are encouraged to contact the Guidance Department whenever they require academic assistance, pathway planning support, or referrals to additional educational and community resources.

## Acceptable Use of Technology

Students are expected to use Madina Academy's technology resources, online learning platforms, and communication tools responsibly, ethically, and in accordance with school policies. If a student is found to have used technology in an inappropriate or unacceptable manner, the student and their parent/guardian (if the student is under 18 years of age) will be notified.

Depending on the nature and severity of the violation, consequences may include restricted access to school technology, disciplinary action, suspension from a course, or removal from the school without refund.

Unacceptable uses of technology include, but are not limited to:

- Creating, accessing, transmitting, or distributing offensive, obscene, inappropriate, or indecent content, including documents, images, audio, or video materials
- Creating, transmitting, or sharing material intended to harass, intimidate, annoy, inconvenience, threaten, or cause distress to others
- Creating, publishing, or distributing defamatory, false, or misleading information about another individual or organization
- Violating copyright laws, intellectual property rights, or licensing agreements
- Sending unsolicited commercial, promotional, or advertising material, or attempting unauthorized access to networks, systems, or services
- Intentionally causing technical issues that require staff intervention, including damaging, altering, corrupting, or deleting another user's data
- Violating the privacy, confidentiality, or personal information of others
- Using technology resources in a manner that disrupts, degrades, or denies service to other users
- Continuing to use unauthorized software, applications, or systems after being instructed to discontinue such use
- Introducing malicious software, viruses, malware, or any other harmful code into school systems or networks
- Engaging in any other misuse of school technology resources that compromises the security, integrity, or operation of the school's digital learning environment

## Program and Planning

In Ontario, students are required to remain in secondary school until they reach the age of 18 or obtain an Ontario Secondary School Diploma (OSSD). Madina Academy recognizes the

importance of secondary education and is committed to supporting every student in achieving academic success and reaching their educational goals.

Madina Academy strives to provide students with the guidance, resources, and support necessary to successfully complete their secondary school studies and prepare for future educational, career, and personal opportunities.

The information that follows provides a summary of relevant policies outlined in the Ontario Ministry of Education document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Students and parents/guardians are encouraged to consult the Ministry document for additional information and guidance.

Reference: <http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf>

## Course Types and Credit Requirements

The Ontario curriculum is organized into several course types designed to help students select courses that align with their strengths, interests, learning styles, and post-secondary goals.

In Grades 9 and 10, students may choose from Academic, Applied, and Open courses. In Grades 11 and 12, courses are designed to prepare students for specific post-secondary destinations, including university, college, apprenticeship training, or direct entry into the workplace.

A credit is granted by the Principal on behalf of the Ontario Ministry of Education upon the successful completion of a Ministry-approved course and its associated curriculum expectations. Each secondary school credit course is based on a minimum of 110 hours of planned learning activities.

All courses are identified by a Ministry-approved course code consisting of five characters, as well as an official course title.

### Grade 12 Course Types

Students in Grade 12 may choose from the following destination-related course types based on their interests, academic achievement, and future educational or career goals. Many courses have prerequisite requirements, which are identified in the Course of Study for each course.

### University Preparation (U) Courses

University preparation courses are designed to provide students with the knowledge and skills necessary to meet the entrance requirements of university programs.

### University/College Preparation (M) Courses

University/College preparation courses are designed to provide students with the knowledge and skills required for admission to specific programs offered by both universities and colleges.

## College Preparation (C) Courses

College preparation courses are designed to equip students with the knowledge and skills required for admission to most college programs, apprenticeship programs, or other forms of post-secondary training.

## Workplace Preparation (E) Courses

Workplace preparation courses are designed to prepare students for direct entry into the workforce after graduation or for admission to certain apprenticeship and training programs. These courses focus on practical knowledge and workplace skills relevant to employment settings.

## Open (O) Courses

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and aspirations. These courses are intended to support active participation in society and personal development and are not specifically designed to meet university, college, or workplace entrance requirements.

## Changing Course Types

Students wishing to change course types in Grade 12 are generally required to complete the appropriate prerequisite course. In certain circumstances, a student may request that the prerequisite be waived. Decisions regarding prerequisite waivers are made by the Principal in consultation with the student and, where applicable, the student's parent(s) or guardian(s).

## Cooperative Education and Other Workplace Experiences

Cooperative Education programs provide students with the opportunity to earn secondary school credits while gaining valuable workplace experience through placements in the community. These programs complement students' academic studies and can support a variety of post-secondary pathways, including university, college, apprenticeship training, and employment.

A Cooperative Education program consists of a cooperative education course and a related course from the Ontario curriculum. Students participate in both classroom-based learning and supervised workplace experiences. The classroom component includes pre-placement preparation, workplace health and safety training, and ongoing integration activities that allow students to reflect on and connect their workplace experiences to their academic learning.

Students enrolled in a Cooperative Education program work toward achieving curriculum expectations through a Personalized Placement Learning Plan (PPLP). Student progress is monitored and assessed by a teacher in collaboration with the workplace supervisor.

Depending on the related course, students may earn cooperative education credits in accordance with Ontario Ministry of Education policies and requirements.

**Please note that Madina Academy does not currently offer a Cooperative Education program.**

## Course Descriptions

The following pages contain detailed descriptions of all courses offered at Madina Academy. Each course has been developed in accordance with the guidelines set forth by the Ontario Ministry of Education and reflects the government's commitment to providing **equal educational opportunities for all students**.

Students and parents should pay careful attention to:

- **Prerequisites:** Courses that must be successfully completed before enrolling in the next level.
- **Recommended Background Knowledge:** Suggested courses or skills that will support success in the program.

This information is essential when planning an individual academic study program, ensuring that students are prepared for the learning expectations and can achieve success in their chosen courses.

All courses offered at Madina Academy can also be found by visiting <https://madinaacademys.com/courses>

### English

#### **English, Grade 9 [ENG1D] [Academic]**

Prerequisite: None

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.

#### **English, Grade 9 [ENG1P] [Applied]**

Prerequisite: None

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using proper strategies, processes to improve students' comprehension of texts, to help them communicate clearly, and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college, or workplace preparation courses in Grades 11 and 12.

#### **English, Grade 10 [ENG2D]**

Prerequisite: English, Grade 9, Academic or Applied

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 analyze 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.

### **English, Grade 10 [ENG2P] [Applied]**

Prerequisite: English, Grade 9, Acad. or Applied

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

### **English, Grade 11 [ENG3U] [University Preparation]**

Prerequisite: English Grade 10, Academic

This course emphasizes the development of literacy, communication, 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.

### **English, Grade 11 [ENG3C]**

Prerequisite: English, Grade 10, Applied

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

### **English, Grade 12 [ENG4U]**

Prerequisite: English, Grade 11, University Preparation

This course emphasizes the consolidation of the literacy, communication, critical, and creative thinking skills necessary for success in academic and daily life. Students will analyze 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, particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

### **English, Grade 12 [ENG4C]**

Prerequisite: English, Grade 11, College Preparation

This course emphasizes the consolidation of literacy, communication, critical, and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

### **The Writer's Craft, Grade 12 [EWC4U]**

Prerequisite: English, Grade 11, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

### **Ontario Secondary School Literacy Course, Grade 12 [OLC4O] [Open]**

Prerequisite: Fail once in the Literacy Test

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts. Will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

### **English as a Second Language ESL LEVEL 1      Open      ESLAO**

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.

### **English as a Second Language ESL LEVEL 2    Open    ESLBO**

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.

### **English as a Second Language ESL LEVEL 3   Open   ESLCO**

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.

### **English as a Second Language ESL LEVEL 4   Open   ESLDO**

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.

### **English as a Second Language ESL LEVEL 5   Open   ESLEO**

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.

## **Mathematics**

### **Mathematics, Grade 9 [MTH1W] [De-streamed]**

Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **Principles of Mathematics, Grade 10 [MPM2D]**

Prerequisite: Grade 9, Mathematics

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.

### **Foundations of Mathematics, Grade 10 [MFM2P]**

Prerequisite: Grade 9, Mathematics

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

### **Functions, Grade 11 [MCR3U]**

Prerequisite: Principles of Mathematics, G 10, Academic

This course introduces the mathematical concept of the function by extending student's 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.

### **Functions and Applications, Grade 11 [MCF3M]**

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems related to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

### **Foundations for College Mathematics, Grade 11 [MBF3C] [College Preparation]**

Prerequisite: Foundations of Mathematics, Grade 10, Applied

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will combine their mathematical skills as they solve problems and communicate their thinking.

**Calculus and Vectors, Grade 12 [MCV4U] [University Preparation]**

Prerequisite: The new Advanced Functions course (MHF4U) must be taken before or concurrently with Calculus and Vectors

This course builds on student's 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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Advanced Functions, Grade 12 [MHF4U] [University Preparation]**

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

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 combine their understanding of mathematics before proceeding to any one of a variety of university programs.

**Mathematics of Data Management, Grade 12 [MDM4U] [University Preparation]**

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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 interest.

**Foundations for College Mathematics, Grade 12 [MAP4C] [College Preparation]**

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

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step

problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

## Science

### **Science, Grade 9 [SNC1W] [De-Streamed]**

Prerequisite: None

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.

### **Science, Grade 10 [SNC2D]**

Prerequisite: Science, Grade 9

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

### **Science, Grade 10 [SNC2P]**

Prerequisite: Science, Grade 9

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

### **Biology, Grade 11 [SBI3U]**

Prerequisite: Science, Grade 10, Academic

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

### **Biology, Grade 11 [SBI3C]**

Prerequisite: Science, Grade 10, Academic or Applied

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology,

microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

### **Biology, Grade 12 [SBI4U]**

Prerequisite: Biology, Grade 11, University Preparation

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

### **Chemistry, Grade 11 [SCH3U]**

Prerequisite: Science, Grade 10, Academic

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

### **Chemistry, Grade 12 [SCH4U]**

Prerequisite: Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

### **Chemistry, Grade 12 [SCH4C]**

Prerequisite: Science, Grade 10, Academic or Applied

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using proper terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

### **Physics, Grade 11 [SPH3U] [University Preparation]**

Prerequisite: Science, Grade 10, Academic

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; various kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism.

They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

### **Physics, Grade 12 [SPH4U]**

Prerequisite: Physics, Grade 11, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, such as; how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

## **Canadian and World Studies**

### **Exploring Canadian Geography, Grade 9 [CGC1W] [De-Streamed]**

Prerequisite: None

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

### **Canadian History since World War I, Grade 10 [CHC2D]**

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

### **Civics and Citizenship, Grade 10 [CHV2O] [Open] [Credit Value: 0.5]**

Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while

developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

### **World History to the End of the Fifteenth Century, Grade 11 [CHW3M]**

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

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

### **World Issues: A Geographic Analysis, Grade 12 [CGW4U]**

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

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

### **Canada: History, Identity, and Culture, Grade 12 [CHI4U] [University Preparation]**

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

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

### **World History since the Fifteenth Century, Grade 12 [CHY4U] [University Preparation]**

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of

contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

## Business Studies

### **Introduction to Business, Grade 9 [BBI1O] [Open]**

Prerequisite: None

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

### **International Business Fundamentals, Grade 12, [BBB4M] [Open]**

Prerequisite: None

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.

## Computer Studies

### **Introduction to Computer Science, Grade 11 [ICS3U] [University Preparation]**

Prerequisite: None

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

### **Computer Science, Grade 12 [ICS4U] [University Preparation]**

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

## Technological Education

### **Technology and the Skilled Trades, Grade 9 [TAS1O] [Open]**

Prerequisite: None

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

### **Computer Technology, Grade 10 [TEJ2O] [Open]**

Prerequisite: None

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

### **Computer Engineering Technology, Grade 11 [TEJ3M] [University/College Preparation]**

Prerequisite: None

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

### **Computer Engineering Technology, Grade 12 [TEJ4M] [University/College Preparation]**

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

## Health and Physical Education

### **Healthy Active Living Education, Grade 9 [PPL1O] [Open]**

Prerequisite: None

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical

activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **Healthy Active Living Education, Grade 10 [PPL2O] [Open]**

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **Healthy Active Living Education, Grade 11 [PPL3O] [Open]**

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **Introductory Kinesiology, Grade 12, University Preparation (PSK4U)**

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 courses in health and physical education.

This course focuses on the study of human movement and of systems, factors, and principals involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

## **Guidance and Career Education**

### **Career Studies, Grade 10, Open, GLC2O [Open] [Credit Value 0.50]**

Prerequisite: None

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of

exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

## Visual Arts

### **Visual Arts, Grade 9 [AVI10] [Open]**

Prerequisite: None

This course is exploratory in nature, offering 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 by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

## Social Sciences and Humanities

### **Introduction to Anthropology, Psychology and Sociology, Grade 11 [HSP3U] [University Preparation]**

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

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

### **Nutrition and Health, Grade 12 [HFA4U] [University Preparation]**

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

This course examines the relationships between food, energy balance, and nutritional status, the nutritional needs of individuals at various stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

### **Families in Canada, Grade 12 [HHS4U] [University Preparation]**

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

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing

individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess numerous factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

### **Challenge and Change in Society, Grade 12 [HSB4U] [University Preparation]**

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

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

## **What is a Credit?**

A credit is granted in recognition of the successful completion of a secondary school course approved by the Ontario Ministry of Education. To earn a credit, a student must achieve a final grade of 50% or higher and successfully complete a minimum of 110 hours of planned learning activities associated with the course.

Credits are granted by the Principal on behalf of the Ontario Ministry of Education for courses that have been developed or approved by the Ministry. In accordance with Ministry policy, a half-credit may be granted for a 55-hour component of a Ministry-approved course, provided all applicable curriculum and assessment requirements have been met.

As an online school, Madina Academy provides students with a flexible and self-directed learning environment. Students are required to maintain a record of their learning activities and hours throughout each course. Learning hours may include time spent engaging with instructional materials, participating in discussions, completing assignments, writing assessments, conducting research, working on projects, attending conferences or tutorials, and preparing presentations.

To earn a course credit, students must demonstrate achievement of the curriculum expectations and complete the required minimum of 110 hours of planned learning activities.

## **Prior Learning Assessment and Recognition (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is the formal process through which students may receive recognition for knowledge and skills acquired through previous educational experiences, training, employment, or other learning opportunities outside Ontario secondary schools.

PLAR consists of two components:

- **Equivalency:** the assessment of academic credentials earned in other jurisdictions for the purpose of granting equivalent Ontario secondary school credits.
- **Challenge:** the assessment of prior learning against Ontario curriculum expectations for the purpose of granting course credits without completing the course.

Madina Academy offers the **Equivalency** component of PLAR. At this time, the school does **not** offer Challenge for Credit opportunities.

## Equivalency Credit Assessment

Students transferring from home schooling, a non-inspected private school, another province, or another country may be eligible to receive equivalent Ontario secondary school credits through the PLAR equivalency process.

The Principal will evaluate the student's previous academic records, including transcripts, report cards, and other supporting documentation, in accordance with Ontario Ministry of Education policies and procedures. Based on this review, the Principal will determine:

- The total number of equivalent credits granted;
- The number of compulsory credits recognized;
- The number of compulsory and optional credits remaining for the student to earn an Ontario Secondary School Diploma (OSSD).

Where necessary, students may be asked to provide additional documentation, such as translated transcripts, course descriptions, curriculum documents, or other supporting materials to assist with the assessment.

All equivalency credits granted through PLAR must represent learning that is comparable to Ontario curriculum expectations and achievement standards.

## Mature Students

A mature student is defined as a student who is at least 18 years of age on or before December 31 of the school year in which they register and who has been absent from full-time secondary school studies for at least one year.

Mature students may be eligible for additional PLAR considerations in accordance with Ontario Ministry of Education policies. Credit assessments for mature students are conducted individually by the Principal based on prior education, training, work experience, and other relevant learning experiences.

## Fees

An Equivalency Credit Assessment may be requested during the admissions process, of which the fee is \$100.

## Ministry References

PLAR procedures are administered in accordance with Ontario Ministry of Education policies, including:

- Policy/Program Memorandum (PPM) No. 129 – Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students
- Policy/Program Memorandum (PPM) No. 132 – Prior Learning Assessment and Recognition (PLAR) for Mature Students
- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements

## Assessment and Evaluation

Assessment and evaluation at Madina Academy are conducted in accordance with the principles outlined in the Ontario Ministry of Education document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*.

The seven fundamental principles of assessment and evaluation are that practices:

- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, English Language Learners (ELLs), and students from diverse backgrounds and experiences;
- Are carefully planned to relate to curriculum expectations and learning goals and, where appropriate, to students' interests, learning styles, preferences, needs, and experiences;
- Are communicated clearly to students at the beginning of each course and throughout the learning process;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely in order to support student achievement and improvement;
- Develop students' self-assessment skills so they can monitor their own progress, set goals, and identify next steps for learning.

## Assessment

Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances, discussions, presentations, and tests, in order to determine how well a student is achieving the curriculum expectations of a course.

The primary purpose of assessment is to improve student learning. Assessment includes both **assessment for learning** and **assessment as learning**, which help teachers and students identify strengths, address areas for improvement, and guide future instruction and learning.

Information gathered through assessment assists teachers in:

- Monitoring student progress and achievement;
- Identifying individual strengths and areas requiring additional support;
- Adapting instructional strategies and learning activities to meet student needs;
- Evaluating the effectiveness of instructional practices and course delivery.

As part of the assessment process, teachers provide descriptive feedback that helps students understand what they are doing well, what requires improvement, and what specific steps they can take to enhance their learning. Students are provided with multiple opportunities to receive

feedback, reflect on their progress, and demonstrate improvement before final evaluations are completed.

## Evaluation

Evaluation is the process of assessing the quality of student achievement based on established criteria and assigning a value to represent that achievement. In Ontario secondary schools, student achievement is reported as a percentage grade.

While all curriculum expectations are addressed through instruction and assessment activities, evaluation is based on a student's achievement of the overall curriculum expectations for the course.

Evidence of learning is collected throughout the duration of the course and may be obtained through observations, conversations, and student products. Evaluations are based on assessment of learning and are conducted at key points throughout a course, typically at the conclusion of a unit, module, major assignment, project, test, or other significant learning activity.

## The Achievement Chart

The Ontario Ministry of Education's Achievement Chart serves as the foundation for assessment and evaluation in all secondary school courses. Each curriculum policy document includes an Achievement Chart that provides a common framework for assessing and evaluating student achievement across subject areas.

The Achievement Chart is organized into four categories of knowledge and skills:

- **Knowledge and Understanding:** Subject-specific content and comprehension of concepts and ideas
- **Thinking:** The use of critical and creative thinking skills and processes
- **Communication:** The effective expression and exchange of ideas and information
- **Application:** The use of knowledge and skills to make connections and solve problems in various contexts

These categories are considered interconnected and collectively reflect the full range of student learning.

The Achievement Chart also outlines four levels of achievement that describe the quality of student work and the degree to which curriculum expectations have been met. These levels provide a consistent, province-wide standard for assessing and evaluating student achievement and assist teachers in providing meaningful feedback to students and parents/guardians.

The level descriptions serve as a guide for gathering assessment evidence, making professional judgments about student achievement, and determining final grades.

Students and parents/guardians are encouraged to consult the curriculum document for each subject area for specific examples of Achievement Charts and subject-specific assessment criteria.

The table below provides a summary of Ontario's four levels of achievement and their corresponding percentage ranges.

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

*Table 3: Ontario achievement levels and percentage grade ranges*

Students achieving **Level 3 (70–79%)** are considered to have met the provincial standard and are generally well prepared for work in the next grade or subsequent course.

Achievement at **Level 4 (80–100%)** indicates that a student has demonstrated a very high to outstanding level of achievement in relation to the curriculum expectations. A Level 4 achievement reflects a thorough understanding of concepts and a strong command of the required knowledge and skills within the course.

Students who achieve a final grade of **50% or higher** will earn the course credit. Students whose final grade falls **below 50%** will not earn the credit for the course.

## Reporting on Student Achievement

Student achievement is formally communicated to students and parents/guardians through report cards. The report card reflects two distinct but related aspects of student achievement:

1. The achievement of curriculum expectations
2. The development of learning skills and work habits

To clearly represent these components, the report card includes separate sections for academic achievement and learning skills. Teachers also provide descriptive comments outlining student strengths, areas for improvement, and suggested strategies for continued success.

Midterm report cards are issued upon completion of approximately 50% of the course. A final report card is issued upon completion of the course, including the final evaluation.

## Achievement of Curriculum Expectations

The report card provides a record of student achievement in each course in the form of a percentage grade. This percentage represents the quality of the student's overall achievement of curriculum expectations and corresponds to the levels of achievement described in the provincial Achievement Chart.

A final grade is recorded for every course. A credit is granted for courses in which the student achieves a final grade of 50% or higher.

## Final Grade Determination (Grades 9–12)

The final grade for each course is determined as follows:

- 70% of the final grade is based on evaluations conducted throughout the course. This portion reflects the student's most consistent level of achievement, with consideration given to more recent evidence of learning.
- 30% of the final grade is based on a final evaluation, which may include an examination, performance task, essay, or other culminating assessment appropriate to the course content.

While all curriculum expectations are addressed through instruction and assessment, evaluation focuses on the student's achievement of the overall expectations. Achievement of overall expectations is assessed using evidence collected over time.

Teachers use their professional judgment to determine which specific expectations are used to evaluate overall achievement. Evidence of student learning is gathered from three sources:

- Observations
- Conversations
- Student products

Evaluation is the responsibility of the teacher. Madina Academy does not include peer assessment in the determination of final grades.

## Demonstrated Learning Skills

The report card also includes an evaluation of learning skills and work habits demonstrated by students in each course. These skills are grouped into five categories:

- Works Independently
- Teamwork
- Organization
- Work Habits / Responsibility
- Initiative

Learning skills are evaluated using the following four-point scale:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

# Community Involvement Activities

Community involvement is a school-related activity coordinated under the direction of the school administration.

- Students must complete a minimum of **40 hours** of community involvement activities at any time during their secondary school program.
- Community involvement activities may take place in a variety of settings, including businesses, non-profit organizations, public sector institutions, and informal community settings (as approved by the school).
- This requirement may not be fulfilled through activities that:
  - Count toward a credit (e.g., cooperative education or work experience)
  - Involve paid employment (with limited exceptions as outlined by Ministry policy)
  - Include duties normally performed by a paid employee
- Community involvement must be completed outside of the student's regular instructional hours, including lunch periods, after school, weekends, or school holidays.
- Students are responsible for maintaining accurate records of all community involvement activities.
- Supervising organizations or individuals must verify and confirm the completion of the required hours.
- Students must submit appropriate documentation for each activity to the Principal for approval.
- The Principal determines whether the community involvement requirement has been successfully completed in accordance with Ministry of Education guidelines.

For additional information, refer to: <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

## Temporary Policy Adjustments (COVID-19 Context)

- During the 2021–22 school year, the community involvement requirement was temporarily reduced to a minimum of 20 hours for graduating students in response to COVID-19 disruptions.
- The full 40-hour requirement was reinstated beginning in the 2022–23 school year.

## Eligible Activities (Principal Discretion)

At the Principal's discretion, the following may be considered eligible community involvement activities:

- Activities completed during the instructional day in exceptional circumstances (e.g., assisting a younger sibling or neighbour in limited contexts, as approved)
- Up to 10 hours of paid work, provided the student completes a reflection outlining how the work contributed to service to others (e.g., essential work during exceptional circumstances)
- Certain household or caregiving responsibilities, such as assisting an elderly family member or providing after-school care for a sibling, where deemed appropriate and approved in advance

## Ontario Secondary School Literacy Requirement

All students who enter Grade 10 must successfully complete the provincial secondary school literacy requirement in order to earn an Ontario Secondary School Diploma (OSSD).

- Students will normally take the Ontario Secondary School Literacy Test (OSSLT) in Grade 10.
- The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.
- The OSSLT identifies students who have not yet demonstrated the required literacy skills and highlights areas requiring additional support or remediation.
- Madina Academy will provide remedial support for students who do not successfully complete the literacy requirement on their first attempt.
- Students who are unsuccessful in the OSSLT are eligible to take the Ontario Secondary School Literacy Course (OSSLT). Successful completion of this course satisfies the literacy requirement and grants one Ontario Secondary School credit, which counts toward the 30-credit OSSD requirement.
- Upon successful completion of the OSSLT, students may not retake the test in the same language (English or French).
- Only successful completion of the literacy requirement is recorded on the Ontario Student Transcript (OST). No numerical mark or test date is reported.

## Online Learning Graduation Requirement

Beginning with students who entered Grade 9 in the 2020–21 school year, Ontario requires students to earn a minimum of **two online learning credits** as part of the requirements for an Ontario Secondary School Diploma (OSSD). This requirement also applies to adult learners entering the Ontario secondary school system beginning in the 2023–24 school year.

### Credits Earned During COVID-19

Students may count one secondary school credit earned through remote learning during the province-wide school closures (April 2021 to June 2021) toward the two-credit online learning graduation requirement.

### Opting Out of the Requirement

Parents/guardians who wish to exempt their child from the online learning graduation requirement must submit a formal opt-out request.

An exemption may be requested by:

- A parent or guardian of the student
- A student who is 18 years of age or older
- A student who is 16 or 17 years of age and has withdrawn from parental control

## Course Withdrawal

- Withdrawals occurring within five instructional days of the issuance of the first report card will not be recorded on the Ontario Student Transcript (OST).
- Withdrawals occurring more than five instructional days after the issuance of the first report card will result in a "W" (Withdrawal) being recorded on the OST, along with the student's grade at the time of withdrawal.
- If a course is repeated, only one credit may be earned. The lower mark will be identified on the OST in accordance with Ministry policy.

## Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official educational record for students attending schools in Ontario. The OSR contains information related to a student's academic progress, achievement, and educational history and is maintained in accordance with the Education Act and applicable privacy legislation.

### Contents of the OSR

The OSR may contain:

- An OSR folder
- Report cards
- An Ontario Student Transcript (OST), where applicable
- Supporting documentation, where applicable
- An office index card
- Other information relevant to the student's educational program

### Retention of Records

- Personal information is retained for at least one year after use.
- Report cards and supporting documentation are retained for five years after use.
- The OSR folder, OST, and Office Index Card are retained for fifty-five years after a student leaves school.

### Students Attending Another School

If a student is enrolled in another public or private school and is taking one or more courses through Madina Academy, the student's OSR will normally remain at their home school.

Upon successful completion of a course, Madina Academy will forward the student's final report card to the home school for inclusion in the student's official record and transcript.

### Requesting an Existing OSR

Students who have previously attended a public school, Catholic school, inspected Ontario private school, or Ontario International School will generally already have an OSR.

To transfer an existing OSR to Madina Academy:

- The student or parent/guardian contacts the current school and authorizes the transfer.
- The student notifies Madina Academy that permission has been granted.
- Madina Academy formally requests the transfer of the OSR.

There is no fee for transferring an OSR.

## Establishing a New OSR

Students who have not previously attended an Ontario school that maintains an OSR will require a new record to be established.

Madina Academy will:

- Establish the student's OSR
- Obtain or assign an Ontario Education Number (OEN), where required

There is no fee for establishing an OSR.

## Access to the OSR

Students have the right to access their Ontario Student Record.

Parents/guardians may access the OSR until the student reaches 18 years of age, subject to applicable legislation.

Students or authorized parents/guardians wishing to review an OSR must submit a written request to the school. Identification may be required prior to access being granted.

## OSR Services

### Ontario Universities' Application Centre (OUAC) and Ontario Colleges Application Service (OCAS)

Students whose OSR is maintained by Madina Academy may request assistance with post-secondary applications.

Madina Academy may:

- Provide application guidance
- Establish a Personal Identification Number (PIN) for OUAC applications where required
- Submit academic information to OUAC in accordance with application procedures
- Forward required documentation to OCAS on behalf of the student

Fee (if applicable): **\$150**

### Ontario Student Transcript (OST)

The Ontario Student Transcript is the official record of a student's secondary school achievement in Ontario.

The OST includes:

- Successfully completed courses
- Unsuccessful course attempts
- Withdrawals recorded in accordance with Ministry policy
- Repeated courses
- Equivalent credits granted through PLAR

Students requiring an official transcript should contact the school maintaining their OSR.

Fee (if applicable): **\$25**

## Report Cards

Madina Academy issues report cards that communicate student achievement, learning skills, and teacher comments in accordance with Ontario Ministry of Education requirements.

## Ontario Secondary School Diploma (OSSD)

To earn an Ontario Secondary School Diploma, students must:

- Earn 30 secondary school credits, including 18 compulsory credits
- Complete the Ontario Secondary School Literacy Requirement
- Complete 40 hours of community involvement activities
- Meet any applicable online learning graduation requirements

Madina Academy will issue the Ontario Secondary School Diploma to students whose diploma requirements have been completed under the school's authority.

The diploma issued by Madina Academy is the standard Ontario Secondary School Diploma recognized by colleges, universities, employers, and educational institutions throughout Ontario and internationally.