



MADINA Academy

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Scarborough, ON M1P 4Y4

Course Calendar 2024 – 2025

Table of Contents

Introduction	7
Mission Statement	7
Course Selection Process: Student Planning and Parent Responsibility	8
Diploma Requirements.....	8
Ontario Secondary School Certificate (OSSC)	9
Certificate of Accomplishment	9
Prior Learning Assessment and Recognition (PLAR)	10
Policies for the Placement Process	10
Full Disclosure	11
Ontario School Transcript (OST)	11
Community Involvement Activities	11
Ontario Secondary School Literacy Requirement.....	11
Accommodations	12
Special Provisions	12
Deferrals.....	12
Exemptions	12
School Objectives	12
Student Achievement.....	12
School Academic Programs	13
Term Program.....	13
Term 1.....	13
Term 2.....	13
Term 3.....	13
Term 4.....	14
After School Program	14
Summer Program	14
Ontario School Information System (OnSIS)	14
Ontario Student Record (OSR)	14
Student and Parent Access to Information	15
Use and Maintenance of the OSR.....	15
Retention, Storage, and Destruction of Information in the OSR.....	15
Transfer of the OSR	15
Ministry Prerequisite Requirements.....	16
Prerequisite.....	16

Credit Definition	16
Substitution for Compulsory Courses	16
Prerequisite Waivers	16
Course Outlines	17
Equal Educational Opportunity	17
Course Cancellations	17
Course Withdrawal.....	17
Withdrawal from Courses (OST Reporting)	17
Grades 9 and 10.....	17
Grades 11 and 12.....	17
Changing Course Type	18
Reporting Procedures (Report Cards & Transcripts)	18
Course Selection Criteria	18
Guidance Program.....	18
School Support Services.....	19
Computers.....	19
Information Technology Rules	19
International Students	19
Medical Policies	19
Immunization.....	19
Illness and Injuries.....	19
Medication.....	20
Homework and Course Policy	20
Teacher Responsibilities	20
Parent/Guardian Support.....	20
Student Responsibilities	20
Purpose of Homework.....	20
Late or Missing Homework	20
Expectations for Students	21
Assessment and Evaluation of Student Achievement.....	21
Purpose.....	21
Assessment.....	21
Evaluation	21
Achievement Levels	22
Assessment and Evaluation of Student Performance.....	22

General Policies of Assessment and Evaluation	23
Goals of Madina Academy and Success Criteria	23
Rights	24
Student Rights.....	24
Parent/Guardian Rights	24
Responsibilities	24
Student’s Responsibilities	24
Teacher’s Responsibilities	24
Parent’s Responsibilities.....	24
Secondary School Courses.....	24
Grade 11 and 12 Course Types	25
Locally Developed Courses (Grades 9–12)	25
Access to Courses Outlines.....	25
Supports and Resources.....	25
Guidance and Career Education Program.....	25
Orientation and Exit Programs	26
Cooperative Education and Job Shadowing.....	26
Course Code Explanation	26
Course Descriptions.....	27
English	27
Mathematics	30
Science	33
Canadian and World Studies	35
Business Studies.....	37
Computer Studies.....	37
Technological Education.....	38
Health and Physical Education	38
Guidance and Career Education.....	39
Visual Arts	40
Social Sciences and Humanities.....	40
Student Code of Behaviour	41
Attendance and Punctuality	41
Monitoring Attendance.....	41
Changes in Personal Data.....	42
Discipline.....	42

Communication and Electronics42
Care of School and Property of Others42
Language42
Assault and Bullying42
Academic Integrity42
Visitors43

Grade 9

Subject	Course Code	Prerequisite
Mathematics	MTH1W	None
Science	SNC1W	None
English	ENG1D	None
English	ENG1P	None
English as a Second Language (ESL) Level 1	ESLAO	None
Exploring Canadian Geography	CGC1W	None
Healthy Active Living Education	PPL1O	None
Visual Arts	AVI1O	None
Technology and the Skilled Trades	TAS1O	None
Introduction to Business	BBI1O	None

Grade 10

Subject	Course Code	Prerequisite
Principles of Mathematics	MPM2D	MTH1W
Foundations of Mathematics	MFM2P	MTH1W
Science	SNC2D	SNC1W
English	ENG2D	ENG1D
English as a Second Language (ESL) Level 2	ESLBO	None
Career Studies (0.5)	GLC2O	None
Civics and Citizenship (0.5)	CHV2O	None
Canadian History Since World War I	CHC2D	None
Computer Technology	TEJ2O	None

Grade 11

Subject	Course Code	Prerequisite
Foundations for College Mathematics	MBF3C	MFM2P
Functions	MCR3U	MPM3D
Functions and Applications	MCF3M	MPM2D / MFM2P
Biology	SBI3U	SNC2D
Chemistry	SCH3U	SNC2D
Physics	SPH3U	SNC2D
English	ENG3C	ENG2P
English	ENG3U	ENG2D
English as a Second Language (ESL) 3	ESLCO	None
World History to the End of the Fifteenth Century	CHW3M	CHC2P / CHC2D
Health Active Living Education	PPL3O	None
Introduction to Anthropology, Psychology, and Sociology	HSP3U	None
Computer Engineering Technology	TEJ3M	None
Introduction to Computer Science	ICS3U	None

Grade 12

Subject	Course Code	Prerequisite
World Issues: A Geographic Analysis	CGW4U	Any Canadian and World Studies, English, or Social Sciences *
Families in Canada	HHS4U	*
Challenge and Change in Society	HSB4U	*
Canada: History, Identity, and Culture	CHI4U	*
World History Since the Fifteenth Century	CHY4U	*
Nutrition and Health	HFA4U	*
International Business Fundamentals	BBB4M	None
Introductory Kinesiology	PSK4U	Any Grade 11 U/C preparation science, or any Grade 11 or 12 O/C in health and physical education
Biology	SBI4U	SBI3U
Chemistry	SCH4U	SCH3U
Physics	SPH4U	SPH3U
Advanced Functions	MHF4U	MCR3U or MCT4C
Calculus and Vectors	MCV4U	MHF4U
Mathematics of Data Management	MDM4U	MCR3U or MCF3M
Foundations for College Mathematics	MAP4C	MBF3C
English	ENG4U	ENG3U
English	ENG4C	ENG3C
English as a Second Language (ESL) Level 4	ESLDO	None
English as a Second Language (ESL) Level 5	ESLEO	None
Ontario Secondary School Literacy Course	OLC4O	Fail once in the literacy test
The Writer's Craft	EWC4U	ENG3U
Computer Engineering Technology	TEJ4M	TEJ3M
Computer Science	ICS4U	ICS3U

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.

Comprehensive expectations regarding student conduct and behavior are provided in a separate appendix to this handbook. Students are expected to familiarize themselves with these guidelines and adhere to them at all times.

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.

Course Selection Process: Student Planning and Parent Responsibility

Students and their parents/guardians are encouraged to carefully consider the guidance and recommendations provided by the school when planning the student's academic pathway. Course selection is an important decision that can significantly influence future educational and career opportunities. Students should choose their courses thoughtfully, taking into account their interests, strengths, abilities, and long-term goals to ensure their program aligns with their aspirations.

Diploma Requirements

The Ontario Secondary School Diploma (OSSD) is granted to students who successfully meet all diploma requirements, including the completion of at least 30 credits. These credits are accumulated throughout Grades 9, 10, 11, and 12 and consist of the following:

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)¹
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus, 1 credit from each of the following groups

- 1 additional credit (group 1): additional credit in English, **or French as a second language², or a Native language, classical, international language**, social sciences and the humanities, Canadian and world studies, **guidance and career education, or cooperative education³**
- 1 additional credit (group 2): additional credit in health and physical education, the arts, business studies, **French as a second language², or cooperative education³**

¹ A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

² In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

³ A maximum of 2 credits in cooperative education can count as compulsory credits.

- 1 additional credit (group 3): additional credit in science (Grade 11 or 12), technological education, **French as a second language²**, **computer studies**, or **cooperative education³**

In addition to the compulsory credits, students must complete:

- 12 optional credits⁴
- 40 hours of community involvement activities
- The Ontario Literacy Test (OSSLT)

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) may be awarded, upon request, to students who leave secondary school after reaching the age of 18 without having fulfilled the requirements for the Ontario Secondary School Diploma (OSSD). To qualify for an OSSC, students must earn a minimum of 14 credits, distributed as follows:

7 compulsory credits

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or Canadian Geography
- 1 credit in Health and Physical Education
- 1 credit in the Arts, Computer Studies, or Technological Education

7 optional credits

- 7 additional credits selected by the student from available course offerings

The policy regarding substitutions for compulsory credits also applies to the requirements for the Ontario Secondary School Certificate.

Certificate of Accomplishment

A Certificate of Accomplishment may be awarded to students who leave secondary school without meeting the requirements for either the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC).

This certificate recognizes the achievements and progress made by students during their secondary school studies. It may be particularly valuable for students who intend to pursue specific training programs or enter the workforce directly after leaving school. The Certificate of Accomplishment is issued together with the Ontario Secondary School Transcript (OST), which provides a record of the student's academic achievement.

Students who receive a Certificate of Accomplishment may return to secondary school at a later date or complete additional courses. Any new credits or achievements will be recorded on the

⁴ The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

student's Ontario Student Transcript. However, a second Certificate of Accomplishment will not be issued upon leaving school again.

Students who return to secondary studies after receiving a Certificate of Accomplishment may subsequently earn an OSSC and/or an OSSD by successfully completing the applicable diploma or certificate requirements.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal process through which students may receive secondary school credits for knowledge and skills acquired outside of the traditional secondary school setting. Prior learning may be gained through formal education, workplace experience, independent study, community involvement, or other life experiences.

Through the PLAR process, a student's prior learning is assessed against the expectations outlined in Ontario curriculum policy documents to determine eligibility for secondary school credits toward the Ontario Secondary School Diploma (OSSD). For mature students, the PLAR process includes a placement and equivalency assessment to determine appropriate credit recognition.

Mature students may earn up to 10 of the remaining Grade 11 and 12 credits required for graduation through the following methods:

1. **Equivalency Assessment:** Students may submit educational credentials, training records, or other relevant documentation for evaluation and possible credit recognition.
2. **Course Completion:** Students may earn credits by successfully completing the required secondary school courses.

While Ontario policy permits students to earn credits through both the equivalency and challenge processes, this school offers credit recognition through the **equivalency assessment process only** and does not offer the challenge process.

For the purpose of credit recognition, Levels 2 and 3 in Classical Languages are considered equivalent to Grades 11 and 12, Levels 3 and 4 in International Languages are equivalent to Grades 11 and 12, and Levels 4 and 5 in Native Languages are equivalent to Grades 11 and 12.

Policies for the Placement Process

1. Students transferring to Ontario secondary schools from non-inspected private schools or schools outside of Ontario may be eligible for placement credits. Up to 16 credits at the Grade 9 and 10 level may be granted at the principal's discretion, based on an individual assessment. These credits must align with the requirements normally achieved through successful completion of the Grade 9 and 10 program.
2. Students who do not have official transcripts confirming successful completion of the first two years of secondary education in Ontario will be required to complete an individual assessment before any Grade 9 or 10 credits are awarded. This assessment will include English, Mathematics, Science, as well as Canadian History and Geography.

Full Disclosure

All final marks for Grade 11 and 12 courses will be recorded on the Ontario Student Transcript (OST), including unsuccessful attempts. However, courses withdrawn within five instructional days after the midpoint of the term will not be recorded on the OST.

Students are encouraged to carefully consider their course selections, as these decisions have long-term academic implications. Only successfully completed Grade 9 and 10 courses will appear on the transcript.

Ontario School Transcript (OST)

Each school maintains an Ontario Student Transcript (OST) for every student. This provincially standardized document provides a complete record of a student's achievement in secondary school, in accordance with the Ontario Student Transcript Manual (2013).

Community Involvement Activities

Community involvement is a mandatory requirement overseen by the school board.

- Students must complete a minimum of 40 hours of community involvement activities during their secondary school program.
- Eligible activities may take place in various settings, including businesses, non-profit organizations, public institutions, and approved informal settings (a list is available from the school office).
- Activities used to meet this requirement cannot be counted toward a credit (such as cooperative education or work experience), nor can they be paid employment or duties normally performed by paid staff.
- All activities must be completed outside regular instructional hours, including lunch hours, after school, weekends, or school holidays.
- Students are responsible for maintaining accurate records of their involvement.
- Completion must be confirmed by the supervising organization or individual.
- Students must submit proper documentation for approval by the principal, who will determine whether the requirement has been met.

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

Ontario Secondary School Literacy Requirement

All students entering Grade 10 are required to successfully complete the provincial literacy requirement to earn the Ontario Secondary School Diploma (OSSD).

- The literacy assessment is typically administered in Grade 10.
- It is based on Ontario curriculum expectations in reading and writing up to and including Grade 9.
- The assessment identifies students who have not yet demonstrated the required literacy skills and helps determine areas requiring improvement.

- Students who are unsuccessful may take the Ontario Secondary School Literacy Course (OSSLC). Successful completion of this course fulfills the literacy requirement and provides one credit toward the 30-credit diploma requirement.
- Schools are responsible for providing remedial support for students who do not pass the assessment.
- Students who pass the literacy test are not permitted to retake it in the same language.
- Only successful completion is recorded on the Ontario Student Transcript (OST); no mark or date is shown.

Accommodations

Students who receive special education programs and services and have an Individual Education Plan (IEP) will be provided with the accommodations outlined in their IEP.

Special Provisions

English Language Learners (ELL) may be eligible for special provisions, such as adjustments to test settings and/or extended time. A deferral may also be granted if the student has not yet developed sufficient proficiency in English to participate meaningfully in the assessment.

Deferrals

Deferrals may be considered for students who are not yet ready to complete the literacy assessment. This may include students identified as exceptional, as well as those enrolled in English as a Second Language (ESL) or English Literacy Development (ELD) programs who have not yet achieved the required level of English proficiency.

The principal is responsible for determining whether a deferral is appropriate, as well as the duration of the deferral period.

Exemptions

Students whose Individual Education Plan (IEP) indicates that they are not working toward the attainment of an Ontario Secondary School Diploma (OSSD) may, with parental consent and principal approval, be exempted from participating in the literacy assessment.

School Objectives

The objective of Madina Academy is to equip students with the skills necessary to succeed in a rapidly changing world, guided by strong values and high standards of learning.

Student Achievement

Education is a continuous process that involves meaningful learning experiences over time. Students are expected to develop the ability to work independently as well as collaboratively. This includes listening, cooperating, sharing ideas, interacting with others, and engaging in constructive feedback and evaluation.

The ability to work effectively with peers and adults is an essential part of the learning process. Regular attendance is a key factor in student success and is closely linked to achievement and evaluation.

In Ontario, students are required to remain in secondary school until they reach the age of 18 or obtain the Ontario Secondary School Diploma (OSSD). Madina Academy is committed to supporting each student in achieving success based on their individual interests, abilities, and goals.

By providing a high-quality education within a supportive academic environment, Madina Academy aims to offer students a range of opportunities and pathways that foster academic excellence and personal growth.

School Academic Programs

Term Program

Madina Academy is organized on a term system. The school year is divided into four equal terms. Each term has ten-week program, and each week, students must work a minimum of 110 hours per credit in order to successfully fulfill course requirements.

Term 1	September 3, 2024 – November 13, 2024
Term 2	November 14, 2024 – January 31, 2025
Term 3	February 3, 2025 – April 11, 2025
Term 4	April 14, 2025 – June 30, 2025

Table 1: Term dates for 2024 - 2025 Academic Year

Term 1

Month	Number of School Days
-------	-----------------------

September 2024	20 days
October 2024	21 days
November 2024	09 days

50 days × 2.25 hours = **112.50 hours per course**

Final exams: November 12–13, 2024

Term 2

Month	Number of School Days
-------	-----------------------

November 2024	12 days
December 2024	20 days
January 2025	18 days

50 days × 2.25 hours = **112.50 hours per course**

Final exams: January 28–29, 2025

Term 3

Month	Number of School Days
-------	-----------------------

February 2025	20 days
March 2025	21 days
April 2025	09 days

50 days × 2.25 hours = **112.50 hours per course**

Final exams: April 10–11, 2025

Term 4

Month Number of School Days

April 2025	11 days
May 2025	21 days
June 2025	18 days

50 days × 2.25 hours = **112.50 hours per course**

Final exams: June 23–25, 2025

After School Program

The After School Program is designed for students who are only available to attend classes after 3:00 PM. Students enrolled in this program are required to complete approximately 11 hours of instructional work per week. Each course credit is completed over a period of 10 weeks.

Summer Program

The Summer Program is offered during July and August. Students may earn one credit per month. Classes run Monday to Friday from 9:00 AM. to 3:00 PM, including a 30-minute lunch break. Each summer month consists of approximately 20 instructional days.

Ontario School Information System (OnSIS)

Madina Academy submits student data to the Ontario School Information System (OnSIS) four times per year, in accordance with Ministry of Education requirements.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official and legal record of a student's educational history. It is created when a student enters the Ontario education system and follows the student from school to school throughout their academic journey.

When a student enrolls at Madina Academy, the school requests the OSR from the student's previous school. If the previous school is unable or unwilling to provide the OSR, a written refusal is obtained, and a new OSR is created in accordance with Ministry guidelines.

The OSR is established under the authority of the Education Act and is protected by the Freedom of Information and Protection of Privacy Act.

The OSR typically includes report cards, the Ontario Student Transcript (OST), documentation files, the Ontario School Index Card, and other relevant educational records.

Students and parents/guardians may review the contents of the OSR upon request, with support from the principal or designated school administrator.

Student and Parent Access to Information

Students have the right to access and review their OSR. Parents or guardians of students under the age of 18 also have the right to access the OSR. The file is available upon formal request through the school office.

Use and Maintenance of the OSR

Information contained in the OSR may be used to support the preparation of report cards, as required under the Education Act and related regulations. It may also be used to prepare official reports or employment references when a written request is received from an adult student, former student, or parent/guardian (where applicable).

All handling of OSR information is carried out in accordance with the Ontario Student Record (OSR) Guideline, 2000.

Retention, Storage, and Destruction of Information in the OSR

Any personal information contained in the Ontario Student Record (OSR) must be retained by the school for a minimum of one year after its use, unless the principal provides written authorization for earlier disposal.

The following OSR components are retained for **five years** after a student has left the school:

- Report cards
- Documentation file (where applicable)
- Any additional materials identified by the school board for retention

The following OSR components are retained for **fifty-five years** after a student leaves the school:

- OSR folder
- Ontario Student Transcript (OST)
- Office index card

Transfer of the OSR

- The OSR transfer includes all components of the record except the office index card.
- The original OSR may be transferred between Ontario schools.

- The receiving school must be notified in writing that the OSR will be forwarded upon receipt of an official written request.

The principal of the receiving school may grant credit for coursework completed in a previous school and continued in the new school. Where completion is not possible, the receiving principal may, after consultation with the sending school, grant partial credit where appropriate. All verification documentation is retained by the school for record-keeping purposes.

Ministry Prerequisite Requirements

In certain cases, the Ministry of Education requires that a specific course be completed before a student may enrol in another course, typically at a higher grade level. These prerequisites are identified in course descriptions under the heading “Prerequisite.” In special circumstances, the principal may waive a prerequisite.

Prerequisite

A prerequisite course is a Ministry-approved course that must be successfully completed before a student is permitted to enrol in a subsequent course.

Credit Definition

The secondary school program is based on the credit system. A credit is granted upon successful completion of a course scheduled for a minimum of 110 instructional hours. Half-credit courses are scheduled for 55 hours.

These hours include planned instructional activities aligned with course expectations and do not include homework. Schools may also offer shorter courses that result in a half-credit.

Substitution for Compulsory Courses

To support student success in earning the Ontario Secondary School Diploma, up to three compulsory credit requirements may be replaced with additional courses from the compulsory list. Substitutions are granted only when they better support the student’s educational interests.

Requests for substitution must be submitted in writing by a parent/guardian or adult student. Final approval is the responsibility of the principal.

Prerequisite Waivers

If a parent or adult student requests that a prerequisite be waived, the principal will determine whether the waiver is appropriate. The principal may also initiate a waiver review, which may include an assessment of the student.

Prerequisites for International Languages (Level 2) are determined by the school board based on program structure.

Courses in Grades 11 and 12 may have Ministry-designated prerequisites, which must be clearly identified in curriculum policy documents. No additional prerequisites may be added beyond those approved by the Ministry.

A co-requisite refers to a course that must be taken at the same time as another specified course.

Course Outlines

All courses offered at Madina Academy are developed in accordance with Ontario Ministry of Education requirements. Course outlines are available for review by students and parents at the main office.

Each course outline includes the course objectives, content overview, and assessment and evaluation methods.

Equal Educational Opportunity

All courses offered at Madina Academy are open to all students who meet the required academic prerequisites, regardless of gender.

Course Cancellations

Madina Academy reserves the right to cancel courses based on enrolment levels or availability of qualified teaching staff.

Course Withdrawal

Students may withdraw from a course within the first week of instruction by submitting a completed course drop form. Students who withdraw will not be readmitted to the same course during that session.

Withdrawal from Courses (OST Reporting)

Grades 9 and 10

Withdrawals from Grade 9 or 10 courses are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses appear on the transcript.

Grades 11 and 12

If a student withdraws within five instructional days after the midpoint of the term, the withdrawal is not recorded on the OST. If withdrawal occurs after this period, a “W” is recorded in the credit column, and the student’s percentage grade at the time of withdrawal is also recorded.

Changing Course Type

Students may change course types under certain conditions. In Grade 10, students may generally move to a different course type from Grade 9, although additional preparation may be required as recommended by the principal.

In Mathematics, the Grade 9 Mathematics course is the only prerequisite for Grade 10 academic Mathematics. From Grades 10 to 12, students may change course types provided they have completed required prerequisites. If prerequisites are missing, students may complete them through summer school or night school.

Mature students must complete a school assessment before changing course types.

Reporting Procedures (Report Cards & Transcripts)

Report cards are issued upon successful completion of course requirements. They include:

Student information (name, address, OEN, grade, homeroom), course details, teacher name, marks, credit value, learning skills, attendance information, and school contact details.

Ontario Student Transcripts include:

Issue date, student identification details, course records, credits earned, community involvement, literacy requirement status, diploma information, and related academic history.

Course Selection Criteria

Students enrolling in Grade 9 are required to complete assessments in Mathematics and English to determine appropriate course placement.

Guidance Program

Madina Academy's Guidance Program supports students by:

- Helping students develop self-awareness and respect for others
- Supporting positive interpersonal relationships
- Assisting with educational planning
- Encouraging career exploration

Methods used include:

- Madina Academy's Guidance Program supports students by:
- Helping students develop self-awareness and respect for others
- Supporting positive interpersonal relationships
- Assisting with educational planning
- Encouraging career exploration

Students and parents/guardians are encouraged to consult staff regarding academic planning, career pathways, or personal concerns.

School Support Services

Computers

Computers at Madina Academy are equipped with internet access and are available for student use. It is essential for maintaining a safe and effective learning environment that students handle all equipment responsibly, respect software licensing agreements, and avoid accessing or altering other users' files or passwords.

Information Technology Rules

- Students must only use computers under teacher supervision.
- No food, drinks, or chewing gum are permitted in computer areas.
- Students must not engage in any activity that may disrupt or damage the school network.
- School computer systems must be used as configured; desktop settings and operating systems must not be modified.
- Games are not permitted on school computers.
- Downloading from the internet is only allowed with teacher permission.

International Students

International students are individuals who come from other countries to study in Canada. Success in their studies depends largely on English language proficiency. Students are expected to develop strong skills in reading, writing, listening, and speaking.

While many students focus primarily on conversational English, additional support is often needed in reading and writing development. Madina Academy offers morning and after-school programs aligned with the student's current academic pathway to support language development and prepare students for future proficiency requirements.

Medical Policies

Immunization

All students must provide proof of up-to-date immunization records upon enrollment.

Illness and Injuries

If a student becomes ill or injured during the school day, they must report immediately to the school office. Parents or guardians will be contacted, and emergency services (911) will be called if necessary. Appropriate arrangements will be made to ensure the student's safe care and return home or to class.

A medical certificate may be required for absences of three or more consecutive days.

Medication

In accordance with school and Ministry policy, staff members are not permitted to administer medication to students. The school will not dispense prescription or non-prescription medication unless written authorization has been provided by a parent or guardian.

Homework and Course Policy

Teacher Responsibilities

Teachers are responsible for ensuring that:

- Students receive clear instructions and necessary information for completing homework.
- Homework tasks are clearly recorded in student binders or notebooks.
- Assignments are explained in a way that supports student understanding and continuous progress.

Parent/Guardian Support

Parents and guardians can support student success by ensuring that:

- Students have a quiet and appropriate study space.
- Students manage their time effectively to complete assignments.
- Required materials, books, and resources are available.
- Homework is completed to the best of the student's ability and submitted on time.

Student Responsibilities

Students are responsible for:

- Ensuring they understand all homework instructions and have the required materials.
- Communicating assignments to parents/guardians when appropriate.
- Completing homework to the best of their ability.
- Making up missed work following absences.

Purpose of Homework

Homework is assigned regularly to support student achievement by:

- Developing independent study habits and strong work routines.
- Encouraging self-discipline and responsibility.
- Reinforcing classroom learning.
- Extending and consolidating skills introduced in class.

Late or Missing Homework

- Students who do not submit homework on the due date may be required to complete it after class.
- Continued non-compliance may result in additional supervised completion time or detention.

Expectations for Students

Students at Madina Academy are expected to demonstrate increasing levels of self-discipline appropriate to their age and academic development. The Ontario Ministry of Education expects students to:

- Be diligent in their studies
- Practice self-discipline
- Accept reasonable school discipline
- Be respectful and courteous to peers and staff
- Maintain cleanliness in personal habits
- Participate in required assessments and examinations while respecting school property

Assessment and Evaluation of Student Achievement

Purpose

The primary purpose of assessment and evaluation is to support and improve student learning. Information gathered helps teachers identify student strengths and areas requiring improvement.

Assessment

Assessment involves collecting information from multiple sources, including classwork, assignments, projects, presentations, tests, portfolios, and examinations. It reflects how well students are meeting curriculum expectations.

Assessment is ongoing and includes feedback from teachers, peers, and self-assessment to guide student improvement.

Evaluation

Evaluation involves making judgments about the quality of student work based on established criteria and assigning a value (such as a grade). It reflects a student's achievement of Ontario curriculum expectations at a specific point in time.

To ensure fairness and reliability, assessment and evaluation practices will:

- Address both learning content and learning skills
- Be based on Ministry achievement charts and categories
- Be valid, consistent, and conducted over time
- Provide opportunities for students to demonstrate their learning
- Be appropriate to the learning goals and student needs
- Be fair and transparent for all students
- Provide clear feedback for improvement
- Use a variety of evidence-based student work samples
- Be communicated to students and parents at the beginning of the course and throughout

Achievement Levels

Achievement levels are defined in Ontario Ministry curriculum documents and are organized into four categories:

- Knowledge and Understanding
- Thinking and Inquiry
- Communication
- Application

These categories may vary slightly depending on the subject area but provide a consistent framework for assessment and evaluation.

Achievement levels help teachers make consistent judgments about student performance and provide clear, meaningful feedback to students and parents regarding academic progress.

The achievement levels are associated with percentage grades and defined as follows:

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</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 2: Achievement levels defined by the Ontario Ministry of Education

Assessment and Evaluation of Student Performance

Source: *Growing Success, 2010*

Assessment is a continuous and ongoing process used to support and improve teaching and learning. It is not limited to grade reporting and includes both formative and summative approaches.

Formative assessments are designed to provide ongoing feedback to support student learning and progress. Examples include homework, class activities, and quizzes.

Summative assessments are used to evaluate student learning at the end of a unit, term, or course and contribute to the final grade.

Evaluation is carried out after instruction through summative assessment tasks that measure student achievement on specific units or “chunks” of learning.

Achievement charts are provided to students at regular intervals to support understanding of expectations related to content and performance.

Student achievement is assessed based on four categories:

- Knowledge and Understanding
- Thinking and Inquiry
- Communication
- Application

Learning skills and work habits are assessed and reported separately from academic grades. These include:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Each course includes a detailed evaluation breakdown aligned with Ontario Ministry of Education guidelines. At the beginning of each semester, students receive a course outline from each teacher outlining expectations and assessment weightings.

General Policies of Assessment and Evaluation

Assessment for learning involves using evidence of student learning to determine where students are, where they need to go, and how best to support them in getting there.

Diagnostic assessment takes place before instruction begins and is used to determine student readiness, prior knowledge, interests, and learning needs.

Formative assessment occurs regularly during instruction and provides ongoing feedback to support student progress and skill development.

Assessment as learning focuses on helping students develop the ability to assess their own learning. It encourages self-reflection and self-monitoring, supported by teacher guidance, modelling, and structured opportunities for self-assessment.

Assessment of learning refers to evaluation that summarizes student achievement and is communicated through grades or other formal reporting. It often contributes to important academic decisions and occurs at or near the end of a learning period.

Goals of Madina Academy and Success Criteria

Madina Academy aims to support students in developing appropriate behavior, strong learning habits, and academic success. Teachers help students understand success criteria by using clear language and involving them in identifying and applying expectations in their learning.

Reviewing student work samples and engaging in teacher moderation supports consistent understanding of achievement levels and learning goals. Success criteria may be refined over time as students progress.

Rights

Student Rights

- To access education programs suited to their needs and abilities
- To learn in a safe and supportive environment
- To be treated with respect regardless of race, gender, religion, or ability

Parent/Guardian Rights

- To expect appropriate educational programming for their child
- To expect a safe and orderly school environment
- To receive regular communication from the school

Responsibilities

Student's Responsibilities

- Attend classes regularly and punctually
- Participate actively and attentively in learning
- Respect the rights of others
- Demonstrate self-discipline and responsibility

Teacher's Responsibilities

- Deliver approved curriculum programs
- Maintain a structured and respectful learning environment
- Communicate student progress and behaviour
- Encourage academic growth and creativity

Parent's Responsibilities

- Promote respectful behaviour and good manners
- Ensure regular attendance and punctuality
- Maintain communication with the school

Secondary School Courses

Secondary school courses are organized into three main types: Academic, Applied, and Open. All courses build on previous learning and are designed to prepare students for senior-level studies.

- **Academic Courses (D):** Focus on theoretical concepts and abstract thinking to support future academic study.
- **Applied Courses (P):** Combine theoretical knowledge with practical applications.
- **Open Courses (O):** Provide broad learning opportunities suitable for all students, regardless of post-secondary plans.

Grade 11 and 12 Course Types

Senior-level courses are organized into five categories:

- **University Preparation (U):** Designed for students planning to attend university. Emphasizes theory, independent research, and analytical thinking.
- **University/College Preparation (M):** Prepares students for both university and college pathways, combining theory with practical application.
- **College Preparation (C):** Focuses on knowledge and skills required for college programs, with emphasis on practical and applied learning.
- **Open Courses (O):** Available to all students and designed for broad educational enrichment.
- **Workplace Preparation (E):** Prepares students for direct entry into the workforce or apprenticeship programs.

Locally Developed Courses (Grades 9–12)

Locally developed courses are designed to meet specific student needs not addressed by provincial curriculum. These courses must follow strict guidelines and require Ministry approval.

For more information, visit: <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Access to Courses Outlines

Students may access course outlines upon registration or through the school office. Additional curriculum information is available on the Ministry of Education website.

Supports and Resources

Madina Academy provides guidance and career planning support through Individual Pathways Plans (IPP), orientation programs, and exit programs designed to support student transitions.

Guidance and Career Education Program

The program supports student development in three key areas:

- Student development (learning habits and skills)
- Interpersonal development (relationships and social skills)
- Career development (goal setting and future planning)

Students are encouraged to:

- Develop self-awareness
- Explore career opportunities

- Make informed decisions
- Manage transitions effectively

This program is supported through classroom instruction, guest speakers, counselling, career activities, and planning sessions. Grade 10 Career Studies is a required component for the OSSD.

Orientation and Exit Programs

Orientation programs support students during key transitions, such as entering or changing schools. Exit programs help students leaving secondary school transition successfully into post-secondary education, training, or employment.

Cooperative Education and Job Shadowing

Cooperative education allows students to earn credits through classroom learning combined with workplace experience. Programs include pre-placement preparation, workplace learning, and reflection activities.

Job shadowing provides short-term workplace observation opportunities to help students explore careers. Safety guidelines and appropriate workplace expectations must be followed. A Work Education Agreement is required for placements lasting more than one day for students aged 14 or older.

Course Code Explanation

Each course code contains five characters:

- First three letters: Subject area (e.g., ENG = English, BTT = Business Technology)
- Fourth character: Grade level (1–4 = Grades 9–12)
- Fifth character: Course type
 - D = Academic
 - P = Applied
 - O = Open
 - C = College Preparation
 - M = University/College Preparation
 - U = University Preparation
 - E = Workplace Preparation
 - W = De-streamed

Course Code	Subject	Area of Study	Grade	Type
ENG 1P	E = English	NG = English	1 = Grade 9	P = Applied
SBI 3C	S = Science	BI = Biology	3 = Grade 11	C = College
BTT 1O	B = Business	TT = Information Technology	1 = Grade 9	O = Open

MDM 4U	M = Math	DM = Data Management	4 = Grade 12	U = University
MTH 1W	M = Math	TH = Mathematics	1 = Grade 9	W = De-Streamed
MEL 3E	M = Math	EL = Everyday Learning	3 = Grade 11	E = Workplace Preparation

Table 3: Course code examples with their name conventions

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.

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 [BBI10] [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 [TAS10] [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 [PPL10] [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 [PPL20] [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 [PPL30] [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, GLC20 [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.

Student Code of Behaviour

This handbook has been prepared to help students follow the code of behavior expected at Madina Academy. To maintain a positive and productive learning environment, all members of the school community are expected to exercise respect, care, courtesy, and common sense.

Attendance and Punctuality

- Students are required to complete 110 instructional hours per subject to be eligible for end-of-semester examinations. Students who do not meet this requirement will be advised by the subject teacher.
- Attendance is compulsory for all classes. A full record of absences and lateness will be maintained.
- Parental notes are required to explain all absences. Students must arrive on time for every class.
- If a student needs to leave early due to prior commitments, a note signed by an authorized individual must be submitted, and the student must sign out at the reception desk.

Monitoring Attendance

- Teachers will communicate the late policy for each course at the beginning of the school year, including potential disciplinary consequences.
- Arriving 15 minutes late will result in a mark of "L" on the attendance record.
- After five instances of lateness, parents will be contacted for consultation.
- Arrival and departure times will be recorded, and hours will be updated every two weeks.

- Students who fall short of required hours must complete additional hours during school hours (9:00 AM – 7:00 PM) or on weekends if necessary.
- No credit will be granted until the required 110 instructional hours are completed.

Changes in Personal Data

Students must inform the school office of any changes in name, address, phone number, or credit information (e.g., night school or correspondence courses).

Discipline

- Students must act courteously toward classmates and all staff members.
- Misconduct may result in disciplinary actions, including suspension or expulsion.
- Students have access to counseling services or school administration if clarification of school policies is needed.

Communication and Electronics

- Radios, MP3 players, iPods, cameras, novels not approved by the school, cell phones, walkie-talkies, pagers, and similar devices are not permitted during school hours.
- Consequences may include temporary confiscation, returned only through administration.
- Students may use the school phone for emergencies; personal calls are restricted.

Care of School and Property of Others

- Students must avoid defacing or vandalizing school property or equipment.
- Classrooms and school grounds must be kept clean and litter-free.
- Any theft, accidental damage, or vandalism must be reported to administration.
- Respect the property of neighbors by not littering or loitering outside school grounds.

Language

- Use of profane or obscene language is prohibited and may result in reprimand or detention.
- Disrespect toward staff through inappropriate language will also be subject to consequences.

Assault and Bullying

- Students have the right to feel safe and secure at school and during school activities.
- Any verbal or physical assault on students or staff will result in serious consequences, including suspension or expulsion.
- Students are encouraged to report any incidents of bullying or assault immediately.

Academic Integrity

Plagiarism is a serious academic offense. Students caught plagiarizing will receive a mark of zero for the work.

Visitors

Madina Academy is a place for study. Casual visitors are not permitted and will be asked to leave the premises.