



School Policy, Practices and Procedures

School Goals and Philosophy

Completing a secondary education is of paramount importance, it equips individuals with essential knowledge, critical thinking skills, and the ability to adapt to new challenges. At Lev Academics we are committed to helping every student achieve this goal by providing quality education, personalized guidance and support. Lev Academics will provide a platform and an environment that encourages intellectual growth, creativity and personal development. Through a comprehensive curriculum and dedicated teachers we will prepare students for their future. We understand and recognize that every student is unique, and we strive to provide inclusive education, catering to diverse learning styles and individual strengths. By promoting academic excellence and personal growth, Lev Academics will play a pivotal role in helping students have a successful outcome in secondary school.

The Requirement to Remain in Secondary School until 18 or Obtained OSSD

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This Bill is to encourage students to remain in school and graduate.

School Organization

At Lev Academics there are no defined semesters, we offer our students a flexible schedule with no specific start or end date. Each student's schedule will be developed with their teacher and each course must be completed within 10 months of registration. This structure allows Lev Academics to provide the student their midterm report card when the course is 50% completed and a final report card when the course is complete in full.

Attendance

Regular and consistent attendance is mandatory for all students and critical throughout the academic process. Lev Academics will be monitoring the attendance of each student to ensure the student is attending class and meeting all academic requirements.

Rights and responsibilities of Students:

Students have the right to know the assessment techniques and methods used to determine their achievement and grade in the course. (For example, a rubric or observational oral



feedback). They also have the right to know the information about the Ministry of Education's assessment and evaluation policy regarding the consequences for academic dishonesty.

Students are responsible for providing evidence of their achievement, academic honesty, work to the best of their ability, work to hand in the work and be on time for classes. They also need to be part of the learning and assessment process with teachers when there is difficulty in meeting timelines so that missed work is completed within pre-established timelines. Students are responsible for communicating with their parents/guardians about due dates, timelines, work submission, assessment methods, evaluation methods and content of the course.

Rights and Responsibilities of Teachers:

Teachers have the right to expect students to be active participants in their learning, get the assignments in on time, reach final deadlines for the submission of work, use their professional judgment when assessing and evaluating student achievement and expect students to be academically honest.

Teachers are responsible for providing feedback to students and parents/guardians, returning student work in a timely manner, using the achievement chart, teaching to many different learning styles, working with the student if they are missing deadlines, working to the Ministry of Education guidelines and being clear about academic honesty and integrity.

Rights and Responsibilities of Parents:

Parents/guardians have the right to be informed regarding course requirements, assessment and evaluation methods, due dates and timelines for work submission information about their student's performance and information about the Ministry of Education assessment and evaluation policy.

Parents/guardians are responsible for communicating regularly with the school and understanding how they can contribute to their Student's success. Parents should contact the teacher if anything challenging occurs for their student.

Cheating and Plagiarism

Students are expected to and are required to demonstrate respect for the intellectual property rights of others. Cheating and Plagiarism will not be accepted and they must complete the assignments doing their own work.



Plagiarism is “The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;

The use of direct quotations, or of material paraphrased and/or summarized by the writer;

The submission of an assignment that has been written in part or in whole by someone else as one’s own; and

The submission of material that has been obtained from a computerized source, with or without minor modifications, as one’s own.”

Cheating is “The buying and/or selling of assignments, or exam/test questions;

Submission of the same piece of work in more than one course without the permission of the teacher;

The preparation of an assignment by someone else other than the stated writer;

Allowing one’s assignment to be copied by someone else;

Providing another student your assignment;

The unauthorized giving or receiving of information or assistance during an examination or a test.”

Intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

Appropriate Computer Use Policy:

Computer use is for educational purposes only. Each student is required to have access to a computer for the purpose of learning, connecting with their teacher and accessing the LMS. Lev Academics has the right to review all student work in order to determine the appropriateness of computer use. If the Learning Management System is deemed to be used



inappropriately, the Administration will decide the consequences (which may include suspensions and/or removal from the program).

In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected of inappropriate use.

Students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

Student Achievement:

Assessment and evaluation consist of the Ministry of Education

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

Achievement - Curriculum Expectations

Two sets of expectations are created for each strand: overall expectations and specific expectations. Overall expectations are the general knowledge and skills that students are expected to know and show by the end of each course. Specific expectations are the expected knowledge in greater detail. Together, these expectations fulfill the curriculum mandated by the government.



Protocol for a second chance:

If students are not successful at the task to show their learning and understanding. Teachers have an opportunity to reassess if/when they deem necessary.

Repetition of a Course

- Only one credit is earned if course is repeated
- In Grade 11 and 12, an “R” appears on the student’s OST for the course with the lower mark

Requesting Course Changing

Lev Academics course transfer policy is as such:

A student who is enrolled in a course for less than a week or does not complete an assessment in the course may request to be transferred to another course. Students will only have one opportunity to transfer for one course per enrollment. Lev Academics’ Principal will make the final decision in all cases involving requests for transfers.

Reporting Student Achievement

Lev Academics will use the Provincial Report Card, Grades 9-12, for formal written reports sent home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period. It also reflects learning skills and work habits. The final report reflects achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

Please see below for a copy of the Lev Academics report card.



Midterm/Final Report Card

Date _____

Student: _____ School Address: 72 Palm Drive, Toronto, ON, M3H 2B8
OEN#: _____ Board: Independent School Board
School: Lev Academics BSID Number: 883201
School Phone: 647.300.3130 Principal: Elise Greenberg

Course Code: _____
Course Title: _____
IEP: _____

Reporting Period	First	Final
Mark (%)		
Credit Earned		
Learning Skills (E= Excellent, G= Good, S= Satisfactory, N= Needs Improvement)		
Responsibility		
Organization		
Independent Work		
Initiative		
Self-Regulation		

Elise Greenberg, Principal



Learning Skills

The following Learning Skills guideline will be used by online teachers when assessing students Learning Skills:

Learning Skills	Sample Behaviour
Responsibility	<ul style="list-style-type: none">● Fulfill responsibilities and commitments within the learning environment;● Completes and submits class work, homework, and assignments according to the agreed-upon timelines;● Take responsibilities for and manages own behavior.
Organization	<ul style="list-style-type: none">● Devises and follows a plan and process for completing work and tasks;● Establishes priorities and manages time to complete tasks and achieve goals;● Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<ul style="list-style-type: none">● Independently monitors, assess, and revises plans to complete tasks and meet goals;● Uses class time appropriately to complete tasks;● Follows instructions with minimal supervision



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Collaboration	<ul style="list-style-type: none">● Accepts various roles and an equitable share of work in a group;● Responds positively to the ideas, opinions, values, and traditions of others;● Builds healthy peer-to-peer relationship through personal and media-assisted interactions;● Works with others to resolve conflicts and build consensus to achieve group goals;● Share information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	<ul style="list-style-type: none">● Looks for and acts on new ideas and opportunities for learning;● Demonstrates the capacity for innovation and a willingness to take risks;● Demonstrates curiosity and interest in learning;● Approaches new tasks with a positive attitude;● Recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	<ul style="list-style-type: none">● Set own individual goals and monitors progress towards achieving them;● Seek clarification or assistance when needed;● Assesses and reflects critically on own strengths, need, and interests;

	<ul style="list-style-type: none"> • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • Perseveres and makes an effort when responding to challenges.
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Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is getting information from a plethora of sources (sources will be listed below). Evaluation is the seeing and evaluating the quality of the students' work working with the base

of the established achievement criteria, performance standards and, in the end, giving a level of achievement that is reflected in the work completed.

The document '*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*' highlights the policies and practices for assessment and evaluation for students in Grade 1 to 12 in Ontario Schools.

Seven fundamental principles listed in growing success is:

1. Expectations are fair, transparent, and equitable for all students
2. Expectations support all students, including students with special needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit:
3. Expectations are planned to relate to the curriculum and learning goals
4. Expectations are communicated to students and parents at the beginning, middle and end of the course.
5. Expectations are continuous, different for each student and each course and implemented over a period of time in order for students to demonstrate all their ability and learning
6. Feedback is ongoing, descriptive and meaningful. It should also be timely so that students can change their work as needed and improve.
7. Expectations should help students' develop their own assessment skills which, in turn, allows for them to set goals and next steps.

Evaluation is based on gathering evidence of student achievement through:

1. Conversations and Descriptive Feedback
2. What the student is producing
3. What the teacher is observing

Assessment FOR, AS and OF learning:



Assessment for Learning - Feedback and next steps: teachers take evidence and help students know where they need to improve and how to attain these goals.

Assessment as learning: Progress, goals, reflection

Teachers help facilitate students' journey of self-assessment and next steps. Teachers do this through creating chances for students to do their self-assessment.

Assessment of learning- marking, grading and statements about the level of achievement of students.

Assessment of Learning – we use assessments as ways of providing evaluative statements about students' work in order to help guide their future learning.

A wide variety of assessment strategies and tools are used in this course: teacher observations, oral presentations, conferences, essays, reports, quizzes, tests,

examinations, performance tasks, portfolios, self assessment, peer assessment, journals, media creations, checklists, questions and answers, lectures and note taking. Many of these assessments can be used for formative assessment providing students with opportunities for resubmission after they have worked to improve the product. For a detailed enumeration of the use and kinds of assessment in this course, see the above unit breakdowns.

Evaluation (of as and for Learning):

Each assignment/ test/ project/ presentation/quiz etc will approximately represent the following breakdown: 30% Knowledge and Understanding (K)

20% Thinking/ Inquiry/ Problem Solving (T)

25% Communication (C)

25% Application (A)

The primary purpose of assessment and evaluation is to improve student learning. Everything that the student does during the course will be assessed and evaluated by the teacher, through grading products such as tests, assignments, and presentations, but also through observation of student responsibility and initiative, as well as conversation with the student about their work and its progress. In addition, students will be expected to participate in the co-construction of learning goals and of evaluation expectations, through teacher feedback and teacher-student conversations.

Assessment For Learning			
Strategy (Method)	Marker	Scoring Tool	Category



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Group Activities	Teacher/Student Peer	Self assessment, teacher feedback	Application Inquiry, Communication
Guided Practice	Student/Teacher	Teacher feedback	Knowledge, Communication, Application
Textbook exercises	Student/Peer	Answer key	Knowledge, Communication, Inquiry, Application
Oral questioning	Teacher	Teacher feedback	Knowledge, Communication, inquiry, Application

Assessment AS Learning			
Strategy (Method)	Marker	Scoring Tool	Category
Discussion	Teacher/student	Annotated notes/self reflection	Knowledge, communication
Conferences	Student	Self reflection	Knowledge, Inquiry, communication
Group Activities	Student/Peer	Peer feedback, peer assessment, self assessment	Application Inquiry, Communication



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Textbook exercises	Student/Peer	Answer key	Knowledge, Communication, Inquiry, Application
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Assessment Of Learning				
Strategy (Method)	Purpose (70%)	Who	Scoring Tool	Category
Assignments: Brochures/ Posters/ Research projects/prese ntations	Summative	Teacher	Rubric Checklist Answer Key	Knowledge, Communic ation, Inquiry, Application
Tests	Summative	Teacher	Answer key	Knowledge, Communic ation, Inquiry, Application
Strategy (Activity)	Purpose (30%)	Who	Scoring Tool	Category

Written Exam	Summative	Teacher	Answer key	Knowledge, Inquiry, Communication, Application
Independent Study Project	Summative	Teacher	Rubric/Checklist	Knowledge, Inquiry, Communication, Application

Example of Evaluation:

Course Work Mark (70%)	
Component	Mark allotment
Tests	20%
Assignments	20%
Major Projects	15%
Independent Study Project	15%
Summative Evaluation (30%)	
Written Final Exam	30%

Final Mark



70% = Coursework

30% = Summative Evaluation

Final Grade:

The evaluation is based on the student's achievement of curriculum expectations and demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for the course will be determined as follows:

- Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more consistent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation in the form of an examination suitable to the course content and administered near the end of the course.

Code of Conduct at Lev Academics

At Lev Academics we will do our best to provide and offer a supportive and safe learning environment in order to foster academic success and an open and welcoming space where students can learn. Students will be supported by teachers and administrative staff through promoting confidence, self-esteem and respect. Any person who is displaying disrespect, unkindness or any detrimental behaviour will have consequences as this behaviour will not be accepted or tolerated at Lev Academics.

Diploma and Certificates

Compulsory Credit Requirements

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 18 are prescribed and 12 credits are optional. In addition, students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement. Please note Lev Academics does not facilitate nor provide any assistance towards Community Involvement Activities. This must be facilitated and completed through their home school.



Compulsory credits are:

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

Plus one credit from each of the following groups:

- 1 additional credit (group 1): additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or social sciences, or Native studies or the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
- 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education***

Optional Credits

In addition to the 18 compulsory credits described above, students must also complete an additional 12 Optional Credits.

OSSLT

One of the provincial requirements of all OSSD graduates is the successful completion of the Ontario Secondary School Literacy Test (or equivalent). Lev Academics does not provide the writing of the literacy test. Students must make arrangements with their home school, no later than January 31 to confirm their eligibility for writing the literacy test. Students must keep Lev Academics informed of their writing of the Literacy Test and if needed, provide Lev Academics with the results. It is up to the home school to provide the results on their OST.

Community Involvement



One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Students will need to fulfill this requirement through their home school.

Prerequisites, Exemptions, Substitutions and Alternative Studies

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course.

Lev Academics will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements.

Students must earn credits outside of Lev Academics including ILC, distance education, public or private schools. Students must inform us confirming their enrollment as well as having that institution forward us directly a record of completion.

Midterm and Final Report Cards:

Courses beginning in September will have a midterm report card given in November. The final report card will be given in January.

Courses beginning in January will have a midterm report card given in March. The final report card will be given in May.

Courses beginning in April will have a midterm report card given in June. The final report card will be given in August.

Curriculum

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

- 2 credits in English



- 1 credit in Canadian geography or
- Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate. Lev Academics currently does not offer the Ontario Secondary School certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Curriculum

Credit Definition

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

Definition of Types of Courses

Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic**. All elective courses will be taken at the **open** level.



Academic Level: “D”

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Level: “P”

Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Locally Developed Level: “L”

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. **Lev Academics does not offer Locally Developed Level ‘L’ courses.**

Open Courses: “O”

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level courses are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Course Level Description for Grade 11 and 12 Courses:

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school – workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one other following five levels:

University/College Courses: “M”

Courses designed to prepare students for entrance to college and university programs following high school.

College Courses: “C”

Courses designed to prepare students for entrance to college programs following high school.

Workplace Courses: “E”



Courses designed for students planning to enter the workplace directly following high school.

Open Courses: “O”

Courses that are not specific to any particular post secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

University Courses: “U”

Courses designed to prepare students for entrance to university programs following high school.

Course Coding System

The Ontario education system at the secondary level is based on the concept of students earning credits, both mandatory and optional credits. The course coding of all programs offered through Lev Academics uses a 5-character system that is established and recognized by the Ministry of Education; for example:

M₁C₂V₃4U₅

The first digit indicates the major area of study for the course; for example, M-mathematics, S-science, E-english the second and third digit serves as the course descriptor within the subject area; CV- calculus and vectors, BI-biology the fourth digit signifies the grade level; 1 is grade 9, 2 is grade 10, 3 is grade 11 and 4 is grade 12 The fifth and last digit is used to denote the intensity by which the course will be delivered. In grade 9 & 10 options include D representing academic, P for applied and O for open level courses. In grade 11 & 12, this digit is geared towards the post-secondary destination: U is university, C is for college and M represents courses open to university or college.

At Lev Academics, we offer a variety of D, P, M, C, E, O and U level courses. These courses are sufficient to satisfy both the required and elective components towards the OSSD. We, however, do not offer a full OSSD.

Description of Courses

Below is a list of courses and descriptions of the courses that Lev Academics currently offers.

Advanced Functions, MHF4U, Grade 12, University

Prerequisite: Functions, Grade 11, University Preparation (MCR3U), or Mathematics for College Technology, Grade 12, College Preparation (MCT4C)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for



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

Biology, SBI3U, Grade 11, University

Prerequisite: Grade 10 Science, 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, SBI4U, Grade 12, University

Prerequisite: Grade 11 Biology, University Preparation (SBI3U)

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.

Business Leadership: Management Fundamentals, BOH4M, Grade 12, University/College Preparation

Prerequisite: Grade 11 English, Academic (ENG3U)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Calculus and Vectors, MCV4U, Grade 12, University

Prerequisite: Advanced Functions, Grade 12, University Preparation (MHF4U), must be taken prior to or concurrently with Calculus and Vectors.



This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the 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.

Canadian and World Politics, CPW4U, Grade 12

Prerequisite: Any university or university college prep course in Canadian and world studies, English, Social Studies and Humanities.

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide 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.

Chemistry, SCH3U, Grade 11, University

Prerequisite: Grade 10 Science, Academic (SNC2D)

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

Chemistry, SCH4U, Grade 12, University

Prerequisite: Grade 11 Chemistry, University Preparation (SCH3U)

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.



Mathematics of Data Management, MDM4U, Grade 12, University

Prerequisite: Functions, Grade 11, University Preparation (MCR3U), or Functions and Applications, Grade 11, University/College Preparation (MCF3M)

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 particular interest.

English, ENL1W, Grade 9, University

Prerequisite: Grade 8 English

This course allows students to develop their skills in oral communication, reading, writing, and media literacy; skills which are essential to their success both in academics and in their daily lives. Throughout this course, students will be asked to analyze literary texts from both contemporary and historical periods, as well as interpret informational and graphic texts. Students will also have the opportunity to learn multiple strategies for effective communication through the creation of oral, written and media texts.

English, ENG2D, Grade 10, University

Prerequisite: Grade 9 English (ENL1W)

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

English, ENG3U, Grade 11, University

Prerequisite: Grade 10 English, Academic (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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, ENG4U, Grade 12, University

Prerequisite: Grade 11 English, Academic (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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.

Environment and Resource Management, CGR4M, Grade 12, University/College Preparation

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

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyze these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

Equity and Social Justice: From Theory to Practice, HSE4M, Grade 12, University/College Preparation

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

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

Functions, MCR3U, Grade 11, University

Prerequisite: Principles of Mathematics, Grade 10, Academic (MPM2D)



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

Health and Nutrition, Grade 12, University

Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

This course explores the relationships between food, energy balance, and nutritional status; our nutritional needs at different stages of life; and the role of nutrition in health and disease. Throughout this course, students will evaluate nutrition-related trends and examine how food choices can promote food security and environmental responsibility. They will also 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.

International Business Fundamentals, BBB4M, Grade 12, University/College

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.

Mathematics, MTH1W, Grade 9, Destreamed

Prerequisite: Grade 8 Math

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



Mathematics, MPM2D, Grade 10, Academic

Prerequisite: Grade 9 Math (MTH1W)

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.

Physics, SPH3U, Grade 11, University

Prerequisite: Grade 10 Science, Academic (SNC2D)

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

Physics, SPH4U, Grade 12, University

Prerequisite: Grade 11 Physics, University Preparation (SPH3U)

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, for example, 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.

Science, SNC1W, Grade 9

Prerequisite: Grade 8 Science Academic

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, SNC1W, Grade 10

Prerequisite: Grade 9 Science (SNC1W)

This course allows students to enhance their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and relates these areas of study to technology, society, and the environment. Throughout this course, students will further develop their skills in planning and conducting scientific investigations. Through the various units of this course, students will seek to deepen their understanding of scientific theories as they relate to: the interaction of light and matter; the forces that affect climate and climate change; the chemical reactions of acids and bases, and the connections between cells and systems in both animals and plants.

The Writer's Craft, EWC4U, Grade 12, University Preparation

Prerequisite: Grade 11 English, Academic (ENG3U)

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; and 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.

To access all outlines for the Course of Study please visit our website at www.levacademics.com.

Ontario Curriculum Policy Documents

The courses offered at Lev Academics have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry of Education website, <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

Experiential Learning



While Lev Academics recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands-on experiences; we do not offer co-op based courses at this time.

Withdrawing from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from the Lev Academics will result in the mark not being recorded on the OST.
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a “W” being entered in the “Credit” column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student’s withdrawal from a course, an “S” may be entered in the “Note” column on the OST.

Changing Course Type

Students do have the opportunity in some cases to change the course type. Yet, each subject area has specific criteria to permit such changes. To discuss your unique situation, please be in touch with Lev Academics and provide the following information as well as forwarding your most recent transcript by email:

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

Prior Learning Assessment and Recognition (PLAR)

K-12 students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested to the principal and CEO of Lev Academics (both Melissa Grossman and Elise Greenberg). Please include:

- Name:



- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

It will be reviewed and an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

Prior Learning Assessment and Recognition (PLAR) for mature students

Mature students have different requirements than regular day school students.

A mature student is defined as a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

If this pertains to you please make your request in writing to the principal and CEO of Lev Academics (both Melissa Grossman and Elise Greenberg). Please include:

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

It will be reviewed and an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

Other Ways of Earning Credits

There are many different ways that students can earn high school credits outside of Lev Academics. Registration for these courses require approval from the guidance department from the student's home school. Lev Academics does not have a guidance counselor on sight. These opportunities include; eLearning, ILC, continuing education courses from public school boards.

Examination Policies



The final exam will be proctored, (either virtually or in person) by either the teacher or a suitable adult with a dedicated identifiable and authentic email address will supervise you writing the final exam. This process ensures the security and integrity of the exam. Any person related or affiliated to the student in a personal way cannot serve as an exam supervisor.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

When a student registers for a course credit at Lev Academics they will also have to be registered either full time or part time in another Ontario Secondary School, the OSR will be held by the school where the student is taking the majority of their courses.

Please note that Lev Academics is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, Lev academics students will have their OST housed at their home school. Lev Academics is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through Lev Academics. When students complete a course through Lev Academics, they will be e-mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the students' overall transcript. Students that need a certified copy of their Ontario



Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to Lev Academics clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

Supports and Resources

Guidance

Lev Academics will provide guidance for students through assessing with the students their academic learning style and where they need assistance and highlight where the students experience success. Understanding this allows the student to make quality decisions around their course selection and in their post secondary goals.

Education and Career Planning Supports

When students begin their studies at the school, they are able to review with the principal their educational goals and the student becomes familiarized with the 'learning pathway form' to best plan their educational direction. Upon completion of their studies, they will discuss with their course teacher to prepare a plan either for their home-school, or post-secondary directions (university, college or the workplace).

Intervention Strategies, supports and program success, including for students at risk for not graduating:

Program Planning – supporting students at-risk

Lev Academics provides supplementary individual student counseling with respect to course selection and post-secondary planning. They do this through the teacher consulting with the student their needs/concerns and help the student by putting appropriate plans in place. This will take into account the students' skills and competencies that by doing so, individual student needs and concerns are met and appropriate plans can be put into place.

Students, at their home school and during their course selection at Lev Academics, will learn about the educational and career opportunities available to them, explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

Lev Academics will:



- The teacher will identify students earning marks less than 65% and provide study tips, test preparation strategies to help the student improve achievement.
 - supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
 - provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
-
- Teachers will/can provides individual assistance and short-term counseling to students, when requested;
 - program allows students to explore course options and academic interests early in their high school career;
 - communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;

Supports of English Language Learners

Lev Academics is committed to helping all students prosper, including those whose first language is not English. When receiving instruction, students find success in a supportive and safe environment which our school will provide. Teachers can adapt instructional programs to facilitate English-language development, and ensure the success of all students. Adaptations may range from expectation modification, diversity in instructional strategy, assessment accommodations, and the use of a variety of learning resources. As English language learners acquire English proficiency, program delivery can be further adapted.

Library, Computer Labs and Community Resources

Lev Academics encourages their students to access their home school for resources, including their school library and may also access public libraries for any independent projects or lab work the student has been assigned. If a student cannot access any of these resources Lev Academics will assist in providing help and guidance.

Special Education

Students who have any needs such as but not limited to: behavioral, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or accommodations to thrive in their course. These are outlined in the Ministry of Education's curriculum policy documents <https://www.dcp.edu.gov.on.ca/en/parents>.



Special education programs and accommodations include: differentiated instruction and assessments and working collaboratively with the student.