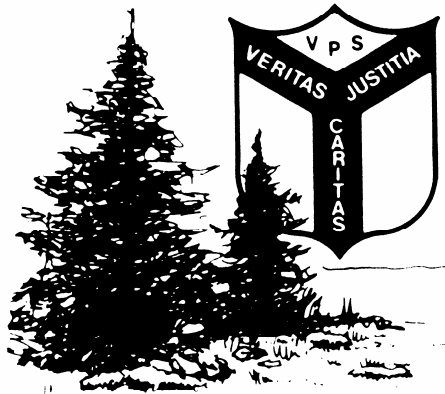


COURSE CALENDAR

2008-2009

Grades 9 – 10



Venta Preparatory School
2013 Old Carp Road
Carp (Ottawa)
Ontario K0A 1L0
(613) 839-2175
www.ventapreparatoryschool.com

Course Calendar

2008 – 2009

Grades 9 – 10

The courses offered by Venta Preparatory School have been developed according to the requirements of the Ontario Ministry of Education.

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Additions:

- Chart – Volunteer Hours
- Appendix “A” – Report Card Grade 9 and 10
- Appendix “B” – Example of Achievement Chart
- Appendix “C” – List of Distinction Rubric
- Appendix “D” – Community Service Form

SECTION I

THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY

OUR MISSION

The mission of Venta Preparatory School is to provide the opportunity to its students to develop their personal potential:

- physically
- intellectually
- socially
- spiritually

OUR GOAL

Our goal is to educate the whole child. To achieve this goal, three basic tenets of the programme are given equal weight:

- the academic curriculum
- the social environment
- the development of self-discipline and a strong work ethic

Since its founding in 1981, Venta has assumed the role of an alternative to the large school classroom. Enrollment at the school is limited to 90 students, with a maximum of 12 in each class. The overall student/teacher ratio is 6:1. This size allows the teachers to give attention to each child so that all students can reach their full potential.

At Venta we provide the opportunity for our students to develop their personal potential: physically, intellectually, socially and spiritually. Venta develops students' talents, following the school motto, "Let the Talent Soar!"

PHILOSOPHY

- each student must perform to his or her personal best
- competence, not competition, is the goal
- the development of a healthy work ethic is important - anything worth doing is worth doing well

CODE OF BEHAVIOUR

Venta Preparatory School is committed to the ideal of developing fully each child's potential - physically, intellectually, socially and spiritually. The following code of student behaviour is viewed as a means of developing self-awareness and self-discipline, and of maintaining a safe and orderly school environment for all students.

Students are expected to:

- Be ***punctual*** for classes, meals, assemblies and all other school activities. If a student is late for any activity he/she inconveniences the teacher, disturbs the other students and misses valuable instruction time.
- Show ***respect for authority*** by complying with the rules of the school and the expectations of the staff. The rules that have been established are based on respect for self and for others.
- Show ***respect for peers*** by being courteous and considerate in their dealings with other students.
- Show ***respect for property*** by treating the school grounds, buildings and all the school property with the same respect normally given to their valued personal property.
- Be ***prepared for classes*** by having notebooks, textbooks and all materials that the teacher has indicated are necessary; having homework completed on time; having assignments submitted on due dates; preparing for tests and examinations.
- Be ***properly attired*** in the school uniform. For students in Grades 9 and 10, classroom wear includes the school jacket, tie and trousers for boys, and the school jacket and kilt for girls. Students in Grades 1-8 wear the same uniform with school sweaters rather than jackets.

Evaluation

Every piece of a student's work is evaluated. Only with guidance and encouragement can a young person strive for excellence. Students learn that only a complete, attractively presented and well organized assignment is accepted. Several reviews may be needed before the final copy is achieved. The students' notebooks are checked regularly; they are a means of enforcing reflection upon the orderliness and aesthetics of one's written work.

The student's performance is reported to the parents three times during the course of the academic year: December (Term 1), April (Term 2) and June (Term 3). Marks are presented as percentages (See Appendix "A"). Two columns in the report card - Term and Exam - reflect the student's application to day by day work (Term mark) and their ability to give an account of what they have learned over the entire year (Summative-Exam mark). Seventy percent (70%) of the final mark is based upon an average of two major assignments per term. These may take the form of: a portfolio, mid-term test, essay, or laboratory exercise. In each task, four categories of achievement will be assessed: Knowledge/Understanding, Thinking/Inquiry, Communication and Applications/Making Connections. Teachers will inform (See Appendix "B") students well in advance as to the nature and content of these performances. Consideration will be given to most recent performances. Students' ratings should improve as skills become engrained, and marks will be averaged to reflect this development.

A final grade is recorded for each 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 each course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. The grade will reflect the student's most consistent level of achievement with special consideration given to most recent evidence of achievement.
- Thirty per cent of the grade will be based on a final summative evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The two marks taken together are meaningful indices of the students' cognitive style. Some students are more comfortable in daily work with teacher guidance, and may "freeze" in examinations; others experience daily work as tedious, but are quick to absorb the material and succeed on an examination.

List of Distinction

Rewards not contingent upon the child's personal effort are discouraged. However, students need tangible markers to see the results of their efforts. In an attempt to meet this need, a List of Distinction has been introduced (See Appendix "C"). In a weekly meeting the teachers reward students who persist at hard work and fulfil their responsibilities, by placing them on the "List", which is displayed in a prominent location.

To be recognized for the List of Distinction, students must strive to do their personal best. If a student performs far below their personal potential or fails to complete assigned work, the student will automatically receive a "Needs Improvement"/"2" in their daily agenda.

If the staff is concerned about a student's performance, the Director of Studies will be in touch with the parents. An interview might be set up, or a request made that a day student remain at school for the supervised evening study. A decision about the best course of action is made in consultation with the parents of the students concerned.

A supervised study hall for boarders is a daily fixture. It occurs in the evening between 7:00 and 8:30 p.m. Parents of day students may request that their child stay at Venta for evening study.

Student of the Month

The student(s) will be recognized as "Student of the Month" if he/she is consistently on the "List" throughout the duration of a specific month. The student(s) will receive a framed certificate acknowledging their sustained efforts.

Reporting:

The learning process does not depend on natural endowment alone. The ability to learn calls for total personal commitment on the part of the student. Twice a year - in December and April - parents receive an anecdotal report in which the teachers describe the content of the courses, outline the methodologies employed and, in view of this, express their opinion about the student. Learning skills will be evaluated based upon the students' ability to work independently, teamwork, organization, work habits and initiative.

These reports are a means of inviting parental participation in the educational process. The students' attitudes in class and behaviour at school must be dealt with in close cooperation with the parents.

Parents should keep a copy of the school reports for reference. The original, or an exact copy, has been placed in the students' Ontario Student Record (OSR) folder and will be retained for five (5) years after the students leave school.

Furthermore, there will be three Interim Reports sent to parents and three scheduled parent classroom visits. The reports are designed to give parents a brief overview of their child's progress in terms of learning skills. The classroom visits provide parents with the opportunity to review school work and participate in a student led conference. They will not include marks nor will there be any anecdotal comments on them.

SUMMARY:

- Interim Report – October 17th, 2008
- Parent Classroom Visit – October 17th, 2008 (3:15-4:15p.m.)
- Progress Report/Report Card - December 12th, 2008 (Term 1)
- Interim Report – February 10th, 2009
- Parent Classroom Visit – February 13th, 2009 (2:30-3:30 p.m.)
- Progress Report / Report Card – April 9th, 2009 (Term 2)
- Parent Classroom Visit – April 24th, 2009 (3:15-4:15p.m.)
- Interim Report – May 4th, 2009
- Report Card/Principal's Report – June 26th, 2009 (Term 3)

Interviews:

Parents of students in grades 9 and 10 will be invited to interviews with staff in January, early in the second term. Any new students' parents will attend the October sessions. However, interviews may be scheduled at any time by contacting the Director of Studies (Ext. 224).

All appropriate teachers, the Director of Studies, and the Principal will take part. The consultations will be one half hour in duration. A telephone conference will be arranged with parents who are unable to attend.

SECTION II

THE REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn a high school diploma, a student must complete

- 30 credits, 18 of which are compulsory
- 40 hours of community involvement
- the high school literacy test

1.

The Requirements for the OSSD

In order to earn the OSSD, a student must:

- earn **18 compulsory credits**;
- earn **12 optional credits**;
- complete **40 hours of community involvement** activities
- successfully complete **the provincial secondary school literacy test**

A credit is granted to a student by the Principal for successful completion of a course which is scheduled for a minimum of 110 hours.

The 30 credit requirement to earn a diploma includes successful completion of 18 compulsory courses and 12 elective courses.

COMPLETION OF REQUIREMENTS FOR GRADUATION

Compulsory Credits (total of 18)

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

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- .5 credit in Civics
- .5 credit in Career Studies

Additional Compulsory Credit Requirements:

Choose 1 of the following English Third Language Social sciences and the humanities Canadian and world studies	Guidance and career education Cooperative education	1
Choose 1 of the following Health and physical education The arts Business studies	Cooperative education	1
Choose one of the following Science (Grade 11 or 12) Technological education	Cooperative education	1

While Principals may recommend that students take certain courses in addition to the required subjects, they may not identify additional subjects or courses as compulsory requirements towards the earning of the secondary school diploma.

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

Academic and Applied Courses

Courses are divided into two types: academic and applied. Courses in English, Mathematics, Science, History, Geography and French may be offered in both. Other courses may be offered as an academic, applied or open course.

Academic courses focus on the essential concepts of the discipline. They develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications as appropriate. Most of the secondary courses offered at Venta Preparatory School are of this type.

Applied courses also focus on the essential concepts of the discipline. They develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate. Very few applied courses are offered at Venta Preparatory School.

In grade 9, both academic and applied courses focus on the essential concepts. Students prepare for either the academic or applied course in the same subject in Grade 10. In grades 10, 11 and 12, there are transfer courses that allow students to move between academic and applied.

Open Courses

Open courses have one set of expectations that is appropriate for all students. These courses are designed to provide students with a broad educational base and prepare for grade 11/12 studies and productive participation in society.

2. COMMUNITY INVOLVEMENT

As part of the diploma requirement, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least 40 hours, which must be started in grade 9. The activities must occur outside of normal instructional hours.

The purpose of the community involvement is to:

- promote community values;
- help students understand how they can make a positive difference;
- have students demonstrate their integrity;
- have students contribute to their community;
- increase student awareness of community needs;
- discover the role students can play in making their communities a better place in which to live and work;
- develop a positive self-image and a greater sense of identity in the community;
- provide a possibility for exploring career opportunities.

Procedures:

Students are informed of acceptable community involvement activities at the beginning of grade 9. All community involvement activities must be approved by the Principal or Director of Studies prior to participation in these activities.

Students will be guided in registering for community involvement, and will learn about their roles and responsibilities, as well as the involvement of their parents and the school.

A chart to record community hours is included at the back of this calendar.

This information given uses material from “Policy/Program Memorandum No. 124a” issued under the authority of the Deputy Minister of Education, and found at <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>.

Introduction

Every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the school's lists of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the Principal before beginning the activity.

Before beginning any activity, students will provide the Principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student).

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school Principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Roles and Responsibilities of Sponsors in the Community

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. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the school's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or school's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the ministry's list of approved activities, the student will have to obtain written approval from the Principal (that is, the Principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the Principal or to another school contact designated by the Principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity - that is, the person or organization that provided the community involvement activity - will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the Principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the Principal.

Students will provide their parents with a copy of the board's document "Information on the Community Involvement Diploma Requirement", which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Community Hours Suggestions

Below are some suggestions for volunteer activities. In each case, the coordinator has agreed to consider applications from Venta students, if spaces are available.

The Ottawa Public Library:

Libraries train volunteers and encourage students to spend their entire involvement within the library. As well, library staff will call students when needs arise within the system.

Usually, two students, for each library, are chosen after an interview. Libraries are popular as a volunteer location, so plan to make your application early.

As well, staff at local branches are willing to consider students and interview for specific jobs.

Carp Branch
Stittsville Branch
Hazeldean Branch
Beaverbrook Branch

The Diefenbunker:

This fundraiser for the Carp Library is an annual event held in May. Volunteers are needed to help organize the stations, and to distribute water to participants.

Retirement Homes:

Students are welcome to apply for a variety of jobs. They are very anxious to have companions to the residents - to read to them, and to establish relationships. Young people are highly prized as volunteers. The following are residences which would welcome Venta students, but you need not feel constrained to it; check out retirement homes in your community.

Almonte Country Haven
Kanata Retirement Residence
Fairfield (Kanata)
Stittsville Villa
Friends of the Carp River: carpriverfriends@yahoo.ca

History Buffs:

Local museums, including the Diefenbunker, welcome students to help out with a variety of responsibilities.

Huntley Township Historical Society
 Goulbourn Township Historical Society
 The Diefenbunker
 Billings Bridge Estate
 Bytown Museum

Notification of Planned Community Involvement Activities

Student _____ Principal _____

School _____ Telephone _____

Please provide the information requested below about the community involvement activities in which you plan to participate.

ACTIVITY	Est'd no. of hours	Est'd date completion	Location telephone #	Supervisor's name	Principal's signature if required

Is each activity identified on the school board's list of approved activities?
 ___ Yes ___ No

If you checked "No", you must obtain written approval from the Principal (the Principal's signature above) before starting the activity

 Student's signature

 Date

 Parent's or guardian's signature

 Date

3. ONTARIO SECONDARY SCHOOL LITERACY TEST

A literacy test is conducted in Grade 10. This is a provincial test developed by the Education Quality and Accountability Office. It is based on the provincial language curriculum up to the end of Grade 9. Students must pass the literacy test in order to graduate.

Students taking English as a Second Language take the test when they have reached the Grade 9 level in their language studies. For students with special needs, policies and guidelines are provided. The Policy/Program Memorandum 127 is posted on the Ministry website at www.edu.gov.on.ca. Accommodations are supports and services that help students with special needs to demonstrate their competencies in the skills being measured by the test. Accommodations change only the way in which the test is administered, not its content. An example of a permitted accommodation would be an adjustment in the time allowed.

4. ONTARIO SECONDARY SCHOOL LITERACY COURSE

The Ontario Secondary School Literacy Course is a full credit Grade 12 course that will be offered as part of the English program in Ontario Secondary schools.

The course is designed to help students acquire and demonstrate the literacy skills that are evaluated by the Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation.

Eligibility Requirement: Students who have been eligible to write the Literacy Test at least twice and have been unsuccessful at least once are eligible to take the course.

5. TEACHER ADVISORS

Each student is assigned a teacher advisor (usually the home room teacher). The teacher advisor is:

- to monitor the student's academic progress;
- to monitor the student's progress toward goal completion;
- to act as a key school contact for the student's parents; and,
- to have an overview of the student's progress in all subject areas and any other aspects of school life.

6. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students who transfer to Venta from non-inspected private schools in Ontario or schools outside Ontario are eligible for formal evaluation and accreditation process. These students could receive an Ontario credit if the following occurs:

- formal tests administered (70% of final mark)
- a variety of assessment strategies are evaluated (30%)

The credentials of the other jurisdiction will be considered.

PLAR has a limited function and would be used only if we felt the student would not benefit from a similar learning experience at Venta. Out-of-Province students will have their previous records assessed by the Director of Studies who will determine the diploma requirements which are yet to be fulfilled. Credit equivalency will be added to the student's Ontario Student Transcript (OST).

As well, prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This process is known as Prior Learning Assessment and Recognition (PLAR).

The PLAR process involves two components: challenge and equivalency.

The challenge process involves assessing a student's prior learning for the purpose of granting a credit for a grade 10, 11, or 12 course developed from a curriculum policy document published in 1999 or later. Formal tests (70%) and a variety of other assessment strategies (30%) will determine if the credit is granted.

The equivalency process is the process of assessing credentials from other jurisdictions. When a student comes to Ontario from outside the province after grade 9, upon receipt of the student's previous school records, the Principal will assess the student's records and use guidelines to determine if the credit is granted. The Principal will also decide what compulsory credits, if any, must still be taken.

Substitutions for Compulsory Courses

If the school decides that a student or students would benefit from a course substitution, or a parent requests a substitution, the Principal and Director of Studies will determine whether or not a substitution will be made.

Substitutions may be made for a limited number of compulsory credit courses. To meet individual students' needs, the school may replace up to three of these courses (or the equivalent in half courses). Substitution will be made to promote and enhance student learning or to meet special needs and interests.

Each substitution will be noted on the students' Ontario Student Transcript.

SECTION III

GENERAL INFORMATION FOR ALL STUDENTS

ONTARIO STUDENT TRANSCRIPT (OSR)

The Ontario Student Transcript includes:

- for grades 9 & 10, percentage grades for successfully completed courses only
- courses are entered on the transcript using Ministry course code designations

The Ontario Student Record for each student is secured in the Principal's office. Parents have access to this file at any time.

Full Disclosure

As of September 1999 students in Grades 11 and 12 will have full disclosure of all courses on the Ontario Student Transcript. This means that all attempted courses (successful, unsuccessful or incomplete) will appear on the OST.

SCHOOL SUPPORT SERVICES

Library:

- There are computers available to each class
- CD-ROMs, information files and audio-visual materials

The library materials are not extensive, but a fully equipped public library is less than five minutes away. We choose to spend resources on updated CD-ROMs for our computers.

STUDENT SERVICES

Guidance and Counselling:

Students have access to a fully qualified guidance counsellor on a needs basis. As well, help is given on three different aspects of student life.

Educational Counselling and Instruction:

This service helps students and their parents decide on current concerns and future secondary school programmes. The Principal and/or the Director of Studies assist students and their parents choose courses for grade 11 at a new school.

Career Counselling and Instruction:

This service exposes students to different career opportunities. Students use a variety of career and educational resources as part of their course.

Personal Counselling:

Prior to admission every student is given a full battery of personality and academic tests, resulting in a profile of each student. The school psychologist, along with the Principal and Director of Studies, discuss each student with his/her teachers. Teachers are made aware of the learning style and personality of each student. Individual counselling is available on an as-needed basis.

ATTENDANCE

Parents are asked to inform the school secretary when a student is ill or away for any reason. Teachers record absenteeism and late arrivals; these appear in reports throughout the year.

REMEDIAL PROGRAMS

A full battery of tests is administered to each student before entry. After a personality and learning profile has been established, the school Principal, psychologist, Director of Studies and teachers decide if a remedial program is indicated. Parents will be kept informed as to the measures taken by the staff; the goal is to have the student function to his/her full potential as revealed in the entry testing.

The needs of individual students determine the remedial help offered. Teachers might arrange for students to come in at lunch time or after school. At this time the teacher will provide help. Observation in class will result in the appropriate approach.

Other students might be tagged at the time of academic testing. If the test indicates weaknesses or gaps, tutorial assistance will be arranged for the entire academic year.

Special programmes are designed after consultation with parents, the Principal, the school psychologist, classroom teachers, and the Director of Studies.

TEST AND EXAMINATIONS

Formal assessments are administered; once a year as a final summative evaluation in June. Please see "Section 1 - Evaluation" for a break down of exam and term marks. These percentages follow Ministry guidelines.

STUDENT TRANSFERS

Students who transfer from an Ontario Secondary School or an inspected private school will have their credits transferred with them.

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Between grade 9 and grade 10 the school may provide accommodations to allow a student to take a compulsory and optional credit course of a different type from the one individually chosen. For example, a student might be encouraged to move from applied to academic. In this case he/she would complete additional course work of up to 30 hours as defined by the Ministry of Education.

The Principal will inform the student and his or her parents that this work must be completed. The work to be mastered is referred to as Crossover Material. The course will focus on the development of both independent research skills and independent learning skills.

Between grade 10 and 11, the student can take a transfer course to bridge the gap between courses. A course of another type that will satisfy the prerequisites for a course in a higher grade (e.g. a university preparation course) can also be considered.

These courses would be part of a private or Public/Catholic school summer programme.

WAIVING OF PREREQUISITE COURSES

Courses in grade 10 may have prerequisites as a requirement for enrolment. These are noted in this course calendar.

If a parent requests that a prerequisite be waived, the Principal and the Director of Studies will determine if this waive should be granted. The decision will be made in consultation with parents and the appropriate school staff.

REACH AHEAD GRADE 8

Students in grade 8 may reach ahead and take high school credits. This occurs only when the Principal and Director of Studies, in consultation with the parents, decide that enrichment at the grade 8 level is no longer satisfying the students' academic needs. Students will have to meet all requirements of the grade 9 credit course before the credit is granted.

SECTION IV

AN EXPLANATION OF COURSE CODES

The first three characters indicate the discipline, the subject group and course.

For example:

- CGC = Geography of Canada
- SNC = Science
- ENG = English

The fourth character indicates the grade level:

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11

For all courses the fifth character indicates the course type:

- D = Academic
- P = Applied
- O = Open

Definition of a Credit and a Half Credit

A credit is granted to a student by the Principal on successful completion of a course that is scheduled for a minimum of 110 hours. Venta is inspected by a Ministry of Education and Training Team. Half credits are granted for courses scheduled for a minimum of 55 hours, and approved by the Ministry.

SECTION V

THE GRADE 9 PROGRAM AT VENTA PREPARATORY SCHOOL

Students entering Grade 9 must take eight (8) courses. Grade 9 and 10 courses are organized into three types: Academic, Applied, and Open. Academic and applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

An explanation of Course Codes:

The first three symbols of course codes refer to the subject. For instance, MPM represents Principles of Mathematics. The fourth symbol is a number; 1 is grade 9 and 2 is grade 10. The fifth symbol is once again a letter. D, P and O represent academic, applied and open courses, respectively.

- | | | | |
|----|-----------------------|---|-------------------------------------|
| 1. | English | - | Academic (ENG1D) or Applied (ENG1P) |
| 2. | French | - | Academic (FSF1D) or Applied (FSF1P) |
| 3. | Geography | - | Academic (CGC1D) or Applied (CGC1P) |
| 4. | Healthy Active Living | - | Open (PPL10) |
| 5. | Mathematics | - | Academic (MPM1D) or Applied (MFM1P) |
| 6. | Music | - | Open (AMU10) |
| 7. | Science | - | Academic (SNC1D) or Applied (SNC1P) |
| 8. | Visual Arts | - | Open (AVI10) |

COURSE DESCRIPTIONS - GRADE 9

ACCESS TO COURSE OUTLINES

A complete set of detailed course outlines is kept in the office. Any parent wishing a copy of one or all of these outlines need only to ask the Director of Studies for a copy and this will be arranged.

English (Academic)

ENG 1D

Credit Value: 1.0

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

English (Applied)

ENG 1P

Credit Value: 1.0

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 appropriate strategies and processes to improve students' comprehension of texts and 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.

Core French (Academic)

FSF 1D

Credit Value: 1.0

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

Core French (Applied)

FSF 1P

Credit Value: 1.0

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Geography of Canada (Academic)

CGC 1D

Credit Value: 1.0

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

Geography of Canada (Applied)

CGC 1P

Credit Value: 1.0

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

Healthy Active Living Education (Open)

PPL 10

Credit Value: 1.0

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

Principles of Mathematics (Academic)

MPM 1D

Credit Value: 1.0

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.

Foundations of Mathematics (Applied)

MFM 1P

Credit Value: 1.0

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurements of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Music (Open)

AMU 10

Credit Value: 1.0

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

The band participates in MusicFest workshops. Students attend practice and prepare set pieces for MusicFest, an annual event which encourages students to develop quality sound. The emphasis is on growth and education.

Science (Academic)

SNC 1D

Credit Value: 1.0

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the process of scientific inquiry; and to relate science and technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.

Science (Applied)

SNC 1P

Credit Value: 1.0

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.

Visual Arts

AVI 10

Credit Value: 1.0

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

As an introduction to a variety of studio-related activities, the course involves drawing, painting, design, print making, and sculpture. Students explore a variety of materials, and use these materials to develop technical skills and control. Students will apply the elements and principles of design, composition, and linear perspective.

Art history focuses on the prehistoric and ancient civilizations: Egyptian, Greek and Roman.

Visit(s) to the National Gallery are planned to enhance the appreciation of different styles.

SECTION VI

The Grade 10 Program at Venta Preparatory School

Students entering Grade 10 will take 9 courses; 6 full credit courses, 2 half credit courses, and either 1 credit course in French or Visual Arts.

1. Career Studies - Open (GLC20) - ½ credit
2. Civics - Open (CHV20) - ½ credit
3. English - Academic (ENG2D) or Applied (ENG2P)
4. French - Academic (FSF2D) or Applied (FSF2P) - optional
5. Healthy Active Living- Open (PPL20)
6. History - Academic (CHC2D) or Applied (CHC2P)
7. Mathematics - Academic (MPM2D) or Applied (MPM2P)
8. Music - Open (AMU20)
9. Science - Academic (SNC2D) or Applied (SNC2P)
10. Visual Arts - Open (AVI20) - optional

COURSE DESCRIPTIONS - Grade 10

Career Studies (Open)

GLC 20

Credit Value: 0.5

Prerequisite: None

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Civics (Open)

CHV20

Credit Value: 0.5

Prerequisite: None

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

English (Academic)

ENG 2D

Credit Value: 1.0

Prerequisite: ENG 1D or ENG 1P

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 (Applied)

ENG 2P

Credit Value: 1.0

Prerequisite: ENG 1D or ENG 1P

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.

Core French (Academic)

FSF 2D

Credit Value: 1.0

Prerequisite: FSF 1D or FSF 1P

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Core French (Applied)

FSF 2P

Credit Value: 1.0

Prerequisite: FSF 1D or FSF 1P

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

Healthy Active Living Education (Open)

PPL 20

Credit Value: 1.0

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

Senior students will help lead the intramural sports programme. They will organize activity days, prepare materials, and help to coach and encourage younger members of the team.

History (Academic)

CHC 2D

Credit Value: 1.0

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

History (Applied)

HC 2P

Credit Value: 1.0

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

Principles of Mathematics (Academic)

MPM 2D

Credit Value: 1.0

Prerequisite: MPM 1D or MPM 1P

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 (Applied)

MFM 2P

Credit Value: 1.0

Prerequisite: MPM 1D or MPM 1P

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.

Music (Open)

AMU 20

Credit Value: 1.0

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Students' learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

Students attend band practice each week, and prepare set pieces for MusicFest - an annual musical event which encourages musicians to develop quality sound. The emphasis is on growth and education.

Science (Academic)

SNC 2D

Credit Value: 1.0

Prerequisite: SNC 1D or SNC 1P

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

Science (Applied)

SNC 2P

Credit Value: 1.0

Prerequisite: SNC 1D or SNC 1P

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in

scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

Visual Arts

AVI20

Credit Value: 1.0

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g. drawing, painting).

Visits to the National Gallery of Canada will enhance this study.

Appendix “C”

List of Distinction Rubric

Junior 3 - Grade 10 (Based on a maximum of 4 marks)

RUBRIC FOR THE LIST OF DISTINCTION				
Planner score criteria				
Categories	1	2	3	4
Homework	The student:			
-completed and submitted -organized and meets teacher standards	-does not submit homework	-does not fully complete homework -produces homework which is below teachers expectations in terms of neatness, quality and/or organization	-completes all homework -produces homework which meets teachers expectations in terms of neatness, quality and/or organization	-completes all homework -produces homework which has exceeded teachers expectations in terms of neatness, quality and organization
Achievement Level	The student:			
-daily work, assignments, essays, tests, etc.(when graded) meets the students= ability - determined on an individual basis	-produces marked work which is far below the teachers expectations, and is not at all representative of the students ability	-produces marked work which is below the teachers expectations, and is not representative of the students ability	-produces marked work which meets the teachers expectations, and is representative of the students ability	-produces marked work which exceeds the teachers expectations and shows significant individual effort
Behaviour	The student:			
-on time, prepared for class -effort level and time management	-arrives late, poorly prepared for class, demonstrates unreasonable behaviour, <i>and</i> manages time inefficiently	-arrives late, poorly prepared for class, demonstrates unreasonable behaviour, <i>or</i> manages time inefficiently	-arrives on time, prepared for class, demonstrates reasonable behaviour, and manages time efficiently	-arrives on time, prepared for class, demonstrates perfect behaviour, and manages time with an exceeding amount of efficiency
Participation	The student:			
-participant in the learning process -initiative	-does not show initiative <i>and</i> does not participate in class to the teachers expectations	-does not show initiative <i>or</i> does not participate in class to the teachers expectations	-shows initiative and participates in class to the teachers expectations	-shows initiative and participates in class beyond the teachers expectations
<u>Note: this rubric is for teachers reference only.</u>				

Appendix "A"

Venta Preparatory School

2013 Old Carp Road Carp, Ontario, K0A 1L0
Tel: (613) 839-2175 Fax (613) 839-1956

Report Card
Grade 9

Term:	Date:
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Principal	Marilyn C. Mansfield, M.Ed.
Board	Independent

Student:	OEN :
Address:	

Courses	Report Period	% Term	% Exam	FINAL MARK %	Learning Skills					
					Works Independently	Teamwork	Organization	Work Habits/ Homework	Initiative	
IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate										
Course Title: ENGLISH Course Code: ENG 1D Teacher: Anne Moore <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Title: ART Course Code: AVI 10 Teacher: Anne Moore <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Code: MATHEMATICS MPM 1D Teacher: Michael Spratt <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Title: SCIENCE Course Code: SNC 1D Teacher: Michael Spratt <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Title: GEOGRAPHY Course Code: CGC 1D Teacher: Shaun Quinn <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Title: FRENCH Course Code: FSF 1D Teacher: Wendy Campbell <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Title: MUSIC Course Code: AMU 10 Teacher: Sarah Kennedy <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Course Title: PHYS.ED. Course Code: PPL 10 Teacher: Sean Hopper <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	First									
	Second									
	Third									
	Final									
Average:	Term 1				Signed					Parents Signature (Please sign and return by Fax to: (613) 839-1956)
	Term 2									
	Term 3				Marilyn Mansfield, M.Ed. Principal					
	Final				Signed					
Attendance:		ABSENT	LATE							
	Term 1									
	Term 2									
	Term 3									
	Final									

OSSD Credits Earned 2008-09.

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline2000. Access to OSR may be obtained by contacting the principal.
To Parents or guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

Venta Preparatory School
 2013 Old Carp Road Carp, Ontario, K0A 1L0
 Tel: (613) 839-2175 Fax (613) 839-1956

Report Card
Grade 10

Term:	Date: 2008-2009
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Student:	OEN :
Address:	

Principal	Marilyn C. Mansfield, M.Ed.
Board	Independent

Courses <small>IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development</small>	Report Period	% Term	% Exam	FINAL MARK %	Learning Skills					
					E=Excellent G=Good S=Satisfactory N=Needs Improvement					
					Works Independently	Teamwork	Organization	Work Habits/ Homework	Initiative	
These boxes appear for each course where appropriate										
Course Title: ENGLISH	First									
Course Code: ENG 2D	Second									
Teacher: Anne Moore	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: ART	First									
Course Code: AVI 20	Second									
Teacher: Anne Moore	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: HISTORY	First									
Course Code: CHC 2D	Second									
Teacher: Anne Moore	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: MATHEMATICS	First									
Course Code: MPM 2D	Second									
Teacher: Michael Spratt	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: SCIENCE	First									
Course Code: SNC 2D	Second									
Teacher: Michael Spratt	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: FRENCH	First									
Course Code: FSF 2D	Second									
Teacher: Wendy Campbell	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: MUSIC	First									
Course Code: AMU 20	Second									
Teacher: Sarah Kennedy	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Course Title: CIVICS	First									
Course Code: CHV 20	Second									
Teacher: Shaun Quinn	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 0.5 credit	Final									
Course Title: CAREER STUDIES	First									
Course Code: GLC 20	Second									
Teacher: Marilyn Mansfield	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 0.5 credit	Final									
Course Title: PHYS.ED.	First									
Course Code: PPL 20	Second									
Teacher: Sean Hopper	Third									
<input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD 1 credit	Final									
Average:	Term 1				Signed _____ Marilyn Mansfield, M.Ed. Principal					Parents Signature (Please sign and return by Fax to: (613) 839-1956)
	Term 2									
	Term 3									
	Final									
Attendance:		ABSENT	LATE		Signed _____ Shaun Quinn, M. Ed. Director of Studies					
	Term 1									
	Term 2									
	Term 3									
	Final									
					OSSD CREDITS GRANTED FOR 2008-09					

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline2000. Access to OSR may be obtained by contacting the principal.
 To Parents or guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

Achievement Chart - Grades 9-10, Science

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/ Understanding	The student			
– understanding of concepts, principles, laws, and theories (e.g., identifying assumptions; eliminating misconceptions; providing explanations)	– demonstrates limited understanding of concepts, principles, laws, and theories	– demonstrates some understanding of concepts, principles, laws, and theories	– demonstrates considerable understanding of concepts, principles, laws, and theories	– demonstrates thorough understanding of concepts, principles, laws, and theories
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– transfer of concepts to new contexts	– infrequently transfers simple concepts to new contexts	– sometimes transfers simple concepts to new contexts	– usually transfers simple and some complex concepts to new contexts	– routinely transfers complex concepts to new contexts
– understanding of relationships between concepts	– demonstrates limited understanding of relationships between concepts	– demonstrates some understanding of relationships between concepts	– demonstrates considerable understanding of relationships between concepts	– demonstrates thorough and insightful understanding of relationships between concepts
Inquiry	The student			
– application of the skills and strategies of scientific inquiry (e.g., initiating and planning, performing and recording, analysing and interpreting, problem solving)	– applies few of the skills and strategies of scientific inquiry	– applies some of the skills and strategies of scientific inquiry	– applies most of the skills and strategies of scientific inquiry	– applies all or almost all of the skills and strategies of scientific inquiry
– application of technical skills and procedures (e.g., microscopes)	– applies technical skills and procedures with limited competence	– applies technical skills and procedures with moderate competence	– applies technical skills and procedures with considerable competence	– applies technical skills and procedures with a high degree of competence
– use of tools, equipment, and materials	– uses tools, equipment, and materials safely and correctly only with supervision	– uses tools, equipment, and materials safely and correctly with some supervision	– uses tools, equipment, and materials safely and correctly	– demonstrates and promotes the safe and correct use of tools, equipment, and materials

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Communication	The student			
– communication of information and ideas	– communicates information and ideas with limited clarity and precision	– communicates information and ideas with moderate clarity and precision	– communicates information and ideas with considerable clarity and precision	– communicates information and ideas with a high degree of clarity and precision
– use of scientific terminology, symbols, conventions, and standard (SI) units	– uses scientific terminology, symbols, conventions, and SI units with limited accuracy and effectiveness	– uses scientific terminology, symbols, conventions, and SI units with some accuracy and effectiveness	– uses scientific terminology, symbols, conventions, and SI units with considerable accuracy and effectiveness	– uses scientific terminology, symbols, conventions, and SI units with a high degree of accuracy and effectiveness
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., reports, essays)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
– use of information technology for scientific purposes (e.g., specialized databases)	– uses technology with limited appropriateness and effectiveness	– uses technology with moderate appropriateness and effectiveness	– uses appropriate technology with considerable effectiveness	– uses appropriate technology with a high degree of effectiveness
Making Connections	The student			
– understanding connections among science, technology, society, and the environment	– shows limited understanding of connections in familiar contexts	– shows some understanding of connections in familiar contexts	– shows considerable understanding of connections in familiar and some unfamiliar contexts	– shows thorough understanding of connections in familiar and unfamiliar contexts
– analysis of social and economic issues involving science and technology	– analyses social and economic issues with limited effectiveness	– analyses social and economic issues with moderate effectiveness	– analyses social and economic issues with considerable effectiveness	– analyses complex social and economic issues with a high degree of effectiveness
– assessment of impacts of science and technology on the environment	– assesses environmental impacts with limited effectiveness	– assesses environmental impacts with moderate effectiveness	– assesses environmental impacts with considerable effectiveness	– assesses environmental impacts with a high degree of effectiveness
– proposing courses of practical action in relation to science- and technology-based problems	– extends analyses of familiar problems into courses of practical action with limited effectiveness	– extends analyses of familiar problems into courses of practical action with moderate effectiveness	– extends analyses of familiar problems into courses of practical action with considerable effectiveness	– extends analyses of familiar and unfamiliar problems into courses of practical action with a high degree of effectiveness



Venta Preparatory School

Community Involvement Activity Completion Sheet

Student _____ Principal _____

School _____ Telephone _____

 Students Signature Date Parent's or Guardian's Signature Date

Please provide the information requested below about the Community Involvement activities in which you are involved. If the activity is not on the school board's list of approved activities, obtain approval from the principal or designate before starting the activity.

Activity	Number of Hours		Completion Date	Location	Phone Number	Supervisor's Signature	Principal/designate's Signature (if required)	Office Use Only
	Estimate	Actual	DD/MM/YY					C.I. Hours Noted in OSR

NOTE: Please submit this form to the school when you have completed the community involvement activities described above.

Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of information and Protection Act, and will only be used to document completion of community involvement hours. The information on this form is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age.