

CaST School
COURSE CALENDAR
2022-2024

Contents

Foreword	5
Mission and Philosophy	6
Admissions	7
Evaluation and Assessment of Student Achievement	8
Report Cards	10
Advanced Placement and SAT's	11
Guidance and Career Education	11
Resources	12
Extra-Curricular Enrichment	13
Service Learning and Community Involvement	14
Student Government	14
Homework	14
Ontario Secondary School Diploma (OSSD) Requirements	15
Community Involvement Procedures	16
Provincial Secondary School Literacy Test	17
Provincial Secondary School Literacy Course	17
Substitutions for Compulsory Courses	18
Procedures for Waiving Prerequisites	18
Reach-Ahead Credits	19
Types of Courses	19
Prior Learning Assessment Recognition	20
Independent Study	21
Co-operative Education and Work Experience	21
Multi-grade Classes	22
English Language Learners	22
Special Education	23
Credits	23
Course Changes and Transfer of Credits	23
Full Disclosure	24
Ontario Student Transcript/Ontario Student Record	24
Course Codes	25

Attendance Policy	26
Promotion Policy	26
Online Graduation Requirement	27
Curriculum	28
What do we mean by Integration?	29
What do we mean by Museum Based Learning?	30
What do we mean by Artistic Cognition?	31
Mathematics and the Sciences	31
Courses offered By Grade in 2022-2024	33
Schedule	33
CaST School Requirements	34
CaST Integrated Curriculum Topics	36
Course Descriptions	38
The Arts	38
Canadian and World Studies	42
Guidance and Career Education	45
Classical Studies and International Languages	46
Computer Studies	48
English	49
French Studies	51
Health and Physical Education	52
Mathematics	53
Science	55
Social Sciences and Humanities	58
Technological Education	60
Responsibilities	60
Code of Conduct	60
Late and Missed Assignments Policy	62
Plagiarism and Cheating Policy	63
Policies for a Safe School	63
Bullying Policy	64
Substance Use and Abuse Policy	66
Discipline	66

Transportation	69
CaST School Dress Code	69
School Year Calendar	71

FOREWORD

CaST School was created to reinvent secondary education as a fellowship for learning, bringing together students in grades 9 to 12, scholar-teachers, scientists, artists and museum staff. It is private, egalitarian, non-sectarian, and co-educational. This brochure provides information about courses offered at CaST School for the 2022-2024 school year. Individual course outlines are available online (<https://castschool.quickschools.com>) or in the Principal's Office. Graduates of CaST School will have fulfilled the requirements for the Ontario Secondary School Diploma and, whilst not taught at CaST, may also take the College Board's Advanced Placement exams.

CaST School's own intellectually and socially enriched curriculum is built on the mandated Ontario Curriculum and meets all its expectations. Teachers who are specialists in their fields teach all of the courses at CaST School to the highest academic level. Wherever appropriate, they hold advanced degrees. Some teachers are also members of the Ontario College of Teachers.

CaST School's curriculum is promoted through Socratic teaching, cross-curricular integration, museum based, experiential learning and artistic cognition. CaST School has affiliations with Toronto's key cultural institutions, and our students achieve advanced skills of inquiry and research through intimate experience of their impressive resources. Our three Advanced Certificates – in Entrepreneurship and Innovation, Philosophy of Science and the History of Ideas – give students the opportunity to pursue fields of interest beyond their OSSD curriculum, and expose them to research and writing skill-buildnig valuable for university-bound students. The creative and imaginative dimensions of mind flourish through student and faculty partnership with visiting artists. Sophistication in discussion based learning promotes problem-solving, cognitive achievement and creativity.

Covering the breadth of disciplines from grades 9 through 12, our program requirements include academic courses in English, French, math, sciences, history and social sciences, physical education, film and video, visual art and drama, workshops in leadership and creative thought and community service. Over time, we plan to build a mentorship program with artists, scientists and professionals.

CaST School's environment is maintained through both in-class socratic teaching and online, synchronous teaching through Zoom online. In keeping with our city-as-school philosophy, in-person classes are held in a variety of locations in downtown Toronto, with an average class size of 8, giving students ample scope for participation and confidence. Our low student-teacher ratio ensures that students develop close mentoring relationships with their teachers.

If you treat a man as he is, he will stay that way, but if you treat him as if he were what he ought to be and could be, he will become that bigger and better man.”
—Johann Wolfgang von Goethe.

MISSION

The mission of CaST School is to educate secondary school students using a hybrid model of online and in-person classes. Using the City of Toronto as our school, with classrooms distributed in museums, galleries, universities and library spaces across the downtown core, CaST School expands experiential learning into and across the urban geography of Toronto. CaST School provides a balanced curriculum of Ministry-developed courses in which the development of skills in the arts takes its place beside the promotion of mathematical, scientific and verbal skills. CaST is a laboratory for the activity of learning, where discussion, performance, coaching, research and experiment can be fruitfully conducted.

PHILOSOPHY

There can be no doubt of the importance of completing a secondary school education, gaining the knowledge and skills necessary in any area of endeavour, exploring areas related to postsecondary goals and personal interests.

Founded in the midst of the 2020 Covid-19 pandemic, CaST School insists upon providing the best possible education for independent, creative students throughout and beyond these uncertain times. We believe there is a key to sparking intrinsic motivation, causing students to work for sheer pleasure rather than any external reward or evaluation. For this action to appear, students must be immersed in a field of study for which they feel some passion. Passionate learners learn well.

Most schools embrace essential elements of an educational philosophy upon which they build supplemental ideas intended to animate the culture of the school. CaST School is the same, and at root, we believe that every child possesses the right to be academically challenged, and will rise to the challenges put before them. CaST School chooses to deliver its education in two distinct ways. The first is by holding classes in the world, with experiential education and expeditionary learning opportunities designed within the city of Toronto, across Canada and beyond our borders. In this way, we reflect best practices in education models globally. Life in the day-to-day world and within the public cultural sphere, when blended with didactic learning within the secondary school classroom, offers students a diverse, enriching and empowering educational experience.

Second, classes are also held online through the Zoom online platform synchronous with in-class teaching. All students, who are required to have computers, online access

and webcams enabled to send video, therefore have the option of remaining quarantined during this Covid-19 period while never missing classroom instruction. Students who elect online delivery fall within the same CaST School guidelines for attendance, skill-building, class participation, formative and summative assessment. CaST School follows Zoom acceptable use policy for online learning.

If we merely concentrate on the accumulation of facts and grades, we discourage students from striking out on their own course of discovery. Intellect can only be harmed when students are taught to provide a pre-determined “correct answer”. Young people must discover their world and acquire a habit of creative thinking which will serve them all their lives. Our culture encourages them to be consumers. Yet surely the great task of adolescent education is to awaken a sense of moral interest in others, of social responsibility, a dream of what the young person can give back to the world. This is what young people themselves will tell you they want, if they trust you.

CaST School’s environment promotes vision and belief on the part of our teachers. We are committed to small classes, and have the freedom to put aside textbooks and masses of information in favour of exploration, question, doubt, and compassion. In contrast to the more usual experience of the museum field trip, we use our world-class city as a school. Our museum-based pedagogy is a joint scholarly enterprise between teacher and students, an exciting quest for understanding. To pursue such an education is to come to really know sizable amounts of the collections of the major institutions of our city, to be admitted to the insider’s position, a great privilege.

ADMISSIONS

Applicants are asked to submit a completed standard information form, supported by student transcript, most recent report card, letter of recommendation, photocopied birth certificate and three pieces of student work with at least one being a written piece. Upon receipt of the completed application, CaST’s Principal will interview prospective students and their parents. Application forms are available on request, or may be downloaded from our website.

Students admitted to CaST School must successfully complete their previous grade, and have a satisfactory interview. Upon acceptance, enrolment and student responsibilities contracts must be signed and returned, proof of immunisation, and a deposit fee of \$3500. School fees are to be paid in advance by post-dated cheque(s) or by credit card.

For the year 2022-2024, base tuition fees are \$22,500. Additional costs include student memberships in the institutions with which we are affiliated, field trips and admissions. Students are expected to purchase their own school supplies, clothing and texts.

Tuition assistance is available for students who can show evidence of financial need. This requires the submission of a separate form and disclosure of family income. This information is kept strictly confidential. Tuition assistance application forms are available on request.

EVALUATION AND ASSESSMENT OF STUDENT ACHIEVEMENT

The Ministry of Education's assessment, evaluation, and reporting policy has evolved significantly over the course of the past decade. Beginning in September 2010, assessment, evaluation, and reporting in Ontario schools has been based on the policies and practices described in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12 (2010)*, available on the Ministry of Education's website <http://www.edu.gov.on.ca>.

There are **seven fundamental principles** ensuring that assessment, evaluation, and reporting are not only valid and reliable, but also lead to the improvement of learning. Practices and procedures should:

1. Be fair, transparent, and equitable for all students
2. Support all students, including those with special education needs or are learning the language of instruction
3. Align the curriculum expectations and learning goals with the interests, learning styles, preferences, needs and experiences of all students
4. Be communicated clearly to all students and parents at the beginning of and throughout each course
5. Be ongoing, varied in nature, and administered to provide multiple opportunities for students to demonstrate the full range of their learning
6. Provide ongoing descriptive feedback that is clear, specific, meaningful and timely
7. Develop students' self-assessment skills, set specific goals and plan next steps for their learning

The primary purpose of assessment and evaluation is to improve student learning, that is, assessment *for* learning and *as* learning. Best practices, as put forth in *Growing Success*, move from an outmoded "objective" paradigm, and are more complicated, more realistic, and more humane. CaST teachers promote assessment *for* learning through descriptive feedback and coaching for improvement, and assessment *as* learning through helping students set their own goals, monitor their progress, determine next steps, and reflect on their thinking and learning. Teachers and students place emphasis on the co-construction of success criteria.

Assessment is the process of gathering information from a variety of formal and informal sources (including observations, discussions, learning conversations, questioning, conferences, homework, group-work, demonstrations, projects, portfolios,

developmental continua, performances, peer and self-assessments, reflections, essays, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is based on assessment *of learning*, and refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Assessment *of learning* is used to record and report what has been learned, culminating in the final evaluation or mark for each credit course.

All provincial curriculum expectations (content standards) will be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

Performance standards for assessment and evaluation are outlined in the Achievement Charts that appear in the Ontario Curriculum documents of every subject or discipline. The achievement charts identify **four categories** of knowledge and skills:

1. **Knowledge and Understanding:** subject-specific content acquired (knowledge) and the comprehension of its meaning and significance (understanding).
2. **Thinking:** use of critical and creative thinking skills and/or processes
3. **Communication:** conveying meaning through various forms
4. **Application:** use of knowledge and skills to make connections within and between various contexts

The Ontario Curriculum documents may be found online at <https://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

In all subjects and courses, CaST students are given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills, assessed and evaluated in a balanced manner with respect to the four categories. The educational goal is to promote and recognise a wide spectrum of achievements and knowledge. This is reflected in an equally broad range of assessments designed to provide accountability, certification, educational diagnosis and student motivation.

The characteristics given in the achievement chart for each subject for level 3 represent the “provincial standard” for achievement of the expectations in a course. Parents of students achieving at level 3 can be confident that their children will be prepared for

work in subsequent courses. Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

Final Examinations for credits are held in January and June. Students are expected to participate in all examinations. Absence requires a doctor's note and the examination will be rescheduled.

As part of our mandate, we teach our teachers how to develop their strategies and approaches to assessment *for* learning and assessment *as* learning. Developing learning goals, identifying success criteria, eliciting information about student learning, providing descriptive feedback, developing student self-assessment and peer-assessment skills, promoting individual goal setting all enhance both the validity of assessment and student understanding about their achievement. We offer our students opportunities to discover and declare their identities, to document and display what matters to them. CaST teachers also approach their own professional learning through this perspective.

REPORT CARDS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Independent work, Collaboration, Responsibility, Initiative and Self Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

CaST is a semestered school and formal reports are issued at the middle and end of each semester. The school year is divided into two semesters comprising two terms. Semester One, Term I - September to early November and Term II – mid November to the end of January. Semester Two, Term I - February to the beginning of April. Term II – mid-April to mid-June. All student's achievement will be expressed in terms of a percentage grade as well as through comment and documentation.

At CaST, we offer not only external accreditation, but our own innovative record of educational achievement, which improves educational diagnosis, monitors student

progress, involves students in their own assessment, and stimulates response in curriculum and teaching to student needs.

ADVANCED PLACEMENT AND SAT'S

Senior students who wish to sit either the **Advanced Placement** examinations or **SAT** (Standard Achievement Test) implemented by the **College Board** must notify the Head of School in **September of the school year in which the student wishes to take the examinations**, so that arrangements may be made to register the student, and to confirm the site and date of the examinations.

GUIDANCE AND CAREER EDUCATION

For their educational, social and career success, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically and explore new educational and career opportunities.

CaST's Guidance and Career Education programme will help students acquire these skills, and become more independent and responsible individuals. It provides students with an understanding of the concepts in the three areas of student development, interpersonal development and career development, in the classroom, in the school with peers and teachers, and in the community. It involves parents and community advisors/mentors as well as teachers, teacher-advisors and guidance counsellors.

The promotion of these skills is integrated across CaST's curriculum, and is a component of all credit courses. Under the Ontario Curriculum, by Grade 10, students undertake formal study of Career and Educational Planning. In Grade 11, they begin research into post-secondary choices, while in Grade 12; students are supported in research and decision-making about their next step after graduation. Career planning is an important part of our curriculum because it is a lifelong process, and tied to personal growth. To choose wisely, self-knowledge is as essential as knowledge of available options. Change is a constant in life, and transitions a recurring state.

In addition to the integration of Guidance and Career Education into credit courses, students will be encouraged to meet with a teacher-advisor and to develop their own Individual Pathways Plan in the three key areas:

Student Development:

Students will learn to set and achieve learning goals both inside and outside school, monitor and manage their own learning.

Interpersonal Development:

Students will learn to demonstrate self-discipline, take responsibility for their own behaviour, understand and choose ways of interacting positively with others, in a framework promoting non-violence and social responsibility.

Career Development:

Students will learn to make informed and appropriate choices at key transition points throughout their schooling, and in preparation for leaving secondary school. They will also assess their interests, competencies and achievements, exploring educational and career opportunities, and plan for the future.

Our students learn to think independently, to question, to discover, to construct personal meaning. Their guidance comes from their teachers, their families, their friends and older, more experienced students. In addition to the services of our Guidance Officer, our faculty are always available to listen, to advise, to reflect, and to mentor. Students, parents, faculty and administration are all free to initiate counseling. The Principal of CaST School is responsible for the assistance of students with personal or academic concerns, and for their teachers. **Remedial help** (see page 23) is available on request or by identified need for all students from the appropriate staff, and appropriate **accommodations** will be made for **exceptional students** under the direction of the Principal.

RESOURCES

The whole of the city of Toronto is an open resource for the students of CaST School. In addition to the world-class collections of the Robarts Library at the University of Toronto, and the Metropolitan Toronto Reference Library, our students will have access to the libraries and librarians of our museums, and to a school library of over ten thousand volumes.

A wealth of resources relating to our curriculum, including journal articles, research papers, and visual sources, will be posted and updated on the school intranet. Our students will learn to be savvy and critical users of the Internet. CaST School's many connections with the academic and artistic communities will be a living resource for our students.

CaST School's vision of an integrated and cutting edge use of digital resources is supported by our own information infrastructure. Wireless connection is available in all teaching spaces, and the use of laptops for note taking is encouraged. The school supports both an Apple environment and PC as well.

EXTRACURRICULAR ENRICHMENT

In addition to the business of school, there are extracurricular activities: field trips, dances, galas, retreats, and lectures and readings by guests of CaST School. Attendance at sports events, performances, and lectures is open to the school community, including family and friends.

Such activities may include: hiking, canoe and ski trips, visits to cottages and farms, lectures by academics, professionals, artists and authors, film festivals, formal debates, participation in the Model UN program, attending performances of theatre, dance, and music, as well as exhibits. Toronto is a major cultural centre, rich in such opportunities. Subject to Toronto Health and Ministry of Education guidelines for private schools during the Covid-19 pandemic, we plan to take advantage of the city's arts community, and of its great universities and libraries, as well as of our museums.

SERVICE LEARNING and COMMUNITY INVOLVEMENT

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students are encouraged to develop a volunteer portfolio for career and educational planning. Students will be able to choose their own community involvement activities, within guidelines that will be provided by CaST School. The Vice-Principal for Guidance and Curriculum assists students in exploring volunteer options. Students record their hours in portfolios kept by the Guidance Officer, with the help of teacher advisors. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school. Community service guidelines and forms are available upon request through our main office. Documentation of volunteer hours and faculty approval will be kept in the student's OSR.

All students are required to reflect upon and write about their service learning experiences. Because the development of leadership abilities is so important to CaST School, leadership training programmes and opportunities are an integral part of our curriculum. Our students are encouraged to devote themselves to the betterment of their school and of their community.

STUDENT GOVERNMENT

Everyone in a community should have a say in its governance, a sense of ownership and pride. Within CaST School, each student is welcomed to the Student Council, composed of students drawn from all grade levels, and led by a teacher who remains the special mentor and advisor for those students throughout their secondary careers. The Council addresses both CaST School projects and issues, and projects and issues within the larger community, honouring the four guiding principles of CaST education: freedom of expression, creativity, collaboration and commitment to social justice.

Through their Council, CaST students have opportunities to take on leadership roles and to have an active voice in CaST affairs. They are encouraged to develop as citizens. The Council is responsible for planning social activities, community outreach, special events, performances, sports, and student life. They collectively participate in outings such as camping and field trips, and retreats. Council members may construct and carry out their own artistic and intellectual projects. They may display these projects as performances, written texts, or as archived electronic resources.

HOMEWORK

The effects of homework have been particularly well studied over the last twenty years. While it has long been assumed that homework per se improves academic achievement, self-discipline, and work habits, this turns out to be a myth. There is solid evidence that traditional forms of homework have deleterious effects on student learning and success.

Not only does time-consuming extra-curricular work cut significantly into potential shared family time, but it is also a common cause of stress and argument, as parents struggle to help with homework, or pressure children to devote more energy to it.

Homework reinforces social inequity. Unequal computer and home library access, and economic disadvantage which leads to more work hours for parents and students, mean that those who might best benefit from home reinforcement of school work are least likely to receive it, exaggerating inequities.

It can be difficult for teachers to determine who has actually done the homework. Even the best meaning parents may interfere with student learning by helping them improve their homework, and there is good evidence that students who have good mastery of a subject are often resources for other students to copy. Understanding a student's individual and personal mistakes and problems is crucial to good teaching.

We are not questioning the value of practice or of individual work, or the necessity of some work being done outside school hours, but rather the value of long hours of assignments for completion and grading. Students need to learn many skills through drill and practice. They need to complete long-term, independent projects, and to conduct fruitful research. Students need to read and to write. Their teachers need to design and promote rigorous academic work, scaffold new knowledge, and coach new study habits. CaST School avoids all assignments that do not fulfil such aims. Our work always supports the fruitful conduct of constructivist classroom education.

While there are obvious limits to the practicability of such aims, it is our desire to enable as much of that extra work as possible to take place at school, under the guidance and with the availability of the teachers. Parents are encouraged to check frequently with their children and with the school website to monitor ongoing work and assignments. All our teachers take it as their responsibility to promote good work habits and management skills. Extra help is always available. Students who are having difficulty will be identified early within the intimate setting of CaST School.

Our dual aim is to excite our students about learning, and to give them the foundation for academic success. We make homework an extension of the pleasure of learning, not drudgery.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

Students bound for post-secondary institutions will need to earn the **Ontario Secondary School Diploma (OSSD)**. CaST School students in Grades 9, 10, 11 and 12 will follow the curriculum as mandated by the Ontario Ministry of Education. The **Ontario Curriculum documents** may be found on the Ministry's website, <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>. **To earn this Diploma, students must earn the following 18 compulsory credits plus 12 optional credits, for a total of 30.** Each full credit course is 110 hours.

The **18 compulsory credits** that must be earned 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:

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 and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education

Group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education

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.

- A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
- In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from **either** group 2 **or** group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.
- The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

In addition, students must complete:

12 optional credits

40 hours of community involvement activities

The provincial literacy requirement

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD may be granted an Ontario Secondary School Certificate (OSSC). To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows: 7 required compulsory credits; 2 credits in English; 1 credit in mathematics; 1 credit in science; 1 credit in Canadian history or Canadian geography; 1 credit in health and physical education; 1 credit in the arts, computer studies, or technological education; 7 required optional credits selected by the student from available courses. Students leaving secondary school at eighteen without having met the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment. Accompanied by the student's Ontario Student Transcript, the Certificate of Accomplishment may be a useful means of recognising achievement for some further training or employment. **CaST School does not offer the Ontario Secondary School Certificate or the Ontario Certificate of Accomplishment.**

COMMUNITY INVOLVEMENT PROCEDURES

As per the most recent Ministry of Education guidance (*Planning for the 2021-2022 School Year*, 19 May 2021), all students in grades 9 through 12 must complete a minimum of 20

community service hours as a graduation requirement. Both short and long term volunteer opportunities within the school and the community are promoted throughout the year. Students are encouraged to develop a volunteer portfolio for career and educational planning. The Principal and the Guidance Officer assist students in exploring volunteer options. Students record their hours in portfolios kept by the Guidance Officer, with the help of teacher advisors, and are encouraged to share reflections on their experiences in periodic all-school assemblies. Before beginning any community involvement activity, each student must complete and submit a “Notification of Planned Community Involvement Activities” form, which will be approved and signed by his/her parents (if he/she is under 18), and our principal. When the activity is completed, the student must fill out the “Completion of Community Involvement Activities” form. The sponsor of the activity will complete the appropriate sections and sign off on completion. Documentation of volunteer hours and faculty approval will be kept in the student’s OSR.

PROVINCIAL SECONDARY SCHOOL LITERACY TEST

All students who entered Grade 9 in 1999 or subsequent years must successfully complete the provincial secondary school literacy test (OSSLT) in order to earn a secondary school diploma. (This requirement was waived for students graduating in Spring 2022 and Spring 2022.) The test is written in the Grade 10 year, and is based on the Ontario curriculum expectations for language and communications, particularly reading and writing, up to and including Grade 9.

If an exceptional student requires alternative arrangements (e.g. additional time, alternative format, deferral, or exemption), the Principal shall ensure that these **accommodations** are made. If students do not complete the test successfully, CaST will provide remedial assistance (charges incurred will be billed to the parents) to help improve skills so these students may be better prepared to retake the literacy test. Once a student has successfully completed the literacy test, he or she may not retake the test in the same language. Successful completion of the test is recorded on the OST.

PROVINCIAL SECONDARY SCHOOL LITERACY COURSE

The Ontario Secondary School Literacy Course is a full-credit Grade 12 course that has been developed to provide students who have been unsuccessful on the Provincial Secondary School Literacy Test with intensive support in achieving the required reading and writing competencies and with an alternative means of demonstrating their literacy skills. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School

Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. Please note that a student may enroll in the OSSLC without having attempted and failed the OSSLT, if the principal determines that it is in the best educational interests of the student, as may mature students. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.) The credit earned for successfully completing the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement.

This course is not offered at CaST School.

SUBSTITUTIONS FOR COMPULSORY COURSES

At the discretion of the Principal, students may be allowed to replace up to three of the compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements, provided that the sum of compulsory and optional credits will not be less than thirty. Substitutions shall only be made to promote and enhance student learning and to meet special needs and interests. Documentation of course substitutions and faculty approval will be kept in the student's Ontario School Record and noted as such on the Ontario Student Transcript.

As of 2010, the range of courses that may be used to meet the group 1 additional compulsory credit requirement for the OSSD has been extended to include courses in guidance and career education, Native languages, and classical and international languages. An additional course in French as a second language may also be used to meet the group 1 requirement.

PROCEDURES FOR WAIVING PRE-REQUISITES

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment, as identified in ministry curriculum policy documents. The school must provide parents and students with clear and accurate information on prerequisites. If a parent or an adult student requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal will make his or her

decision in consultation with the parent or adult student and appropriate school staff. All documentation considered in this decision is placed in the student's OSR.

This does not reflect the actual basis of the grouping of students in different classes within the school, which in fact is determined by a consideration of both a student's prior learning and his or her current level of academic achievement and ability, as well as social and behavioural maturity. This determination is made on a student-by-student basis by the , and discussed with each student and his or her parents on enrolment.

REACH-AHEAD CREDITS

Students in the Elementary grades may, on the approval of the Principal and with the consent of the course teacher, take courses at a Grade 9 level, and on successful completion of such "reach ahead" credits, this achievement will be recorded on the student's final report card, and a "Course Completion Certificate" will be issued, and a copy of it retained in the student's OSR. **Not currently offered at CaST.**

TYPES OF COURSES

The Ministry of Education has designated three types of courses for grades 9 and 10: academic, applied and open.

- **Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

For grades 11 and 12, the Ministry has designated five different types of courses: university preparation, university/college preparation, college preparation, workplace preparation, and open courses.

- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Courses in the open stream, including Physical and Health Education and the Arts, may also lead to University/College or University Preparation courses in Grades 11 and 12. CaST School offers the majority of its courses in the academic and university preparation stream. CaST School does not usually offer courses in the applied, college, or workplace preparation stream. The **Certificate of Accomplishment** may not be obtained from CaST School.

In 2021-2022, no approved Locally Developed courses, ILC, Distance, Specialised or Special Education programs are offered at CaST School.

In 2021-2022, CaST will be offering courses in a mixture of on-line and in-person classes as recommended by the the Ministry of Education and in relation to the Covid-19 pandemic.

PRIOR LEARNING ASSESSMENT RECOGNITION

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process that can be used in some school settings to evaluate students' prior knowledge and skills gained in alternative education settings, against the overall expectations outlined in provincial curriculum policy documents, in order to earn credits towards the secondary school diploma.

CaST School implements the PLAR Equivalency Process. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, CaST School may grant equivalency credits for placement purposes based on previous academic records, and demonstration that they have the skills and knowledge from prior learning to meet the expectations for the credit set out in the provincial curriculum. All data collected and used for equivalency credits will be placed in the student's OSR.

In exceptional circumstances, CaST School can consider and grant credits through the PLAR challenge process. Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2016. Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students (2016) http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

INDEPENDENT STUDY

At the discretion of the Principal, opportunities may be provided for exceptionally motivated and high achieving students to earn course credits through supervised Independent Study or supported online learning. For each such credit, the student must arrange for a supervising teacher, who will undertake responsibility for providing a proper course outline, assigning components of the course, suggesting available resources, assessing, evaluating and reporting the achievement of the student, and recording instructional hours. The supervising teacher shall ensure that the total time scheduled is equivalent to that of a regularly scheduled classroom course. Documentation of independent study hours, student achievement and faculty approval will be kept in the student's OSR. Upon successful completion of a course through independent study, the Principal will record his or her standing on the OST.

COOPERATIVE EDUCATION AND WORK EXPERIENCE

Planned learning experiences in the community enhance the school programme, and students' ability to make satisfying educational and career choices. CaST School will be

offering both grade 11 and 12 students Cooperative Education Linked to a Related Course.

Students will be able to ‘pursue experiences that provide opportunities to deepen their understanding of a particular area of interest related to a course (or courses) they are taking concurrently or have successfully completed’ (The Ontario Curriculum, Grades 11 and 12. Cooperative Education, 2018). They will discern connections between academic schooling and real-world work experience, they will understand, more deeply, careers that are related to their school courses and that align with their interests. They will devise and undertake a Cooperative Education Learning Plan that satisfies their needs and desires for their community based cooperative experience. They will become familiar with Health, Safety and Well-being requirements both practically and legally. As part of their planning they will learn about the work environment and the importance of equity and diversity in the workplace. They will learn valuable skills from their placement that will serve them well in their futures.

Documentation of co-operative education hours and faculty approval will be kept in the student’s OSR.

MULTI-GRADE CLASSES

CaST School is small and highly specialized in its program offerings. For this reason, it is not yet feasible to offer separate classes in all subjects for different grade levels. In such combined classes, the course objectives, expectations, and evaluation procedures for a given subject are clearly outlined. Our combined classes are customarily spread across two adjacent grade levels (e.g. Grade 9 and 10 students may both be enrolled in AVI2O, the grade 10 level Visual Arts course), with all students in that class having met the necessary pre-requisites, and receiving the same grade level credit. Before placing students in a course whose level is higher than their grade level of record, the Principal will evaluate each such student to ensure that he/she is able successfully to meet the achievement expectations for that course, and master required reading and homework materials. The Principal's assessment instruments will include formal tests, and a variety of other assessment strategies appropriate to the particular course, which may include evaluation of student work, and observation of student performance.

ENGLISH LANGUAGE LEARNERS

In recognition that English may not be the first language for some students, accommodations —in instructional strategies, learning resources, and assessment strategies-- will be provided to enable the student to promote and demonstrate their learning (e.g. extra time to complete assignments, access to a bilingual dictionary or

Google Translate and opportunities to work in the student's first language).

SPECIAL EDUCATION

Due to the small size of CaST School, we do not offer a designated special education programme. Students identified as exceptional will be offered support that reflects the recommendations of their Individual Education Plans (IEPs) or psycho-educational assessments, under the guidance and supervision of the principal and Special Education Resource Teacher, and in consultation with the student, his or her parents and teachers. Accommodations will be made to ensure that students with special needs have a fair and equal opportunity to complete our academic programme successfully. Alternative forms of assessment, use of supportive technology, and extra time may be given. Other accommodations include individualized settings, note-taking support, organizational support, and use of calming strategies. Supplementary support will always be available, and in some cases tutoring may be recommended (the latter will incur extra costs to the parents). In all cases the actual content of the courses (course content expectations) will not be modified.

CREDITS

A credit is granted to a student upon the successful completion of a course for which a minimum of **110 hours** of instruction has been scheduled. All courses offered at CaST School in 2021-2022 have a credit value of 1.0 except for Career Studies, GLC2O, Open, and Civics, CHV2O, Open, which each have a credit value of 0.5.

COURSE CHANGES AND TRANSFER OF CREDITS

Students in Grade 11 and above must take full disclosure regulations into consideration. A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained will be recorded on the OST. A student must withdraw within 5 instructional days of the issuance of the second report card in order to avoid an OST note. (See below under "Full Disclosure".)

Secondary students who transfer from one Ontario secondary school to another will have their credits transferred with them. In exceptional circumstances, the Principal may award credit for work started in the previous school but completed in the receiving school. Where students are transferring from a non-inspected private school or a school outside Ontario, the principal of the receiving school will determine the total credit

equivalency of the student's previous learning and the number of compulsory and optional credits to be earned, and the student will complete the OSSLT.

Alternative ways of earning credits towards the OSSD include correspondence courses (ILC), independent study, private study, and continuing education (including summer school). When a student has successfully completed a course through one of these alternatives, providing a Certificate of Course Completion, the principal will record the student's standing on the OST.

Changing Course Types: Students may change their educational goals, and then find they have not completed all of the prerequisite courses they need. In most cases, a grade 10 student may enrol in a different type of course in a given subject in grade 10 than the type completed in grade 9, although additional preparation may be required, as recommended by the principal, with the **exception** of grade 10 academic mathematics, where a movement from applied to academic requires the student either take the designated transfer course or the grade 9 academic mathematics course. In grades 10 to 12, a student may change to a different type of course in a given subject provided he or she has taken the required prerequisite courses. If not, he or she may take the prerequisite course(s) through one of the alternatives listed above.

FULL DISCLOSURE

Ministry of Education regulations stipulate that if a student withdraws from a Grade 11 or 12 Course within 5 instructional days following the issue of the second (or mid-semester) report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after 5 instructional days following the issue of the first (or mid-term) report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column, and the student's mark at the time of withdrawal is recorded in the "Mark" column. Formal reports will be issued in November, February, and April and in June. **NOTE:** Students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course.

ONTARIO STUDENT TRANSCRIPT and ONTARIO STUDENT RECORD

The Ministry of Education has developed the Ontario Student Transcript to be used throughout Ontario, to provide uniform information for all students, parents, post-secondary institutions and employers. Courses from Grades 9 – 12 are identified and recorded on the transcript by the Ministry of Education course title, the course code, and the credit value. A student's highest achievement is recorded for all Grade 9 and 10 courses. In grade 11 and 12 courses, the transcript reveals all courses taken or attempted and the achievement obtained (full disclosure).

Every student in Ontario has an Ontario Student Record (OSR), which is kept by the school the student is attending in Ontario. The OSR contains all report cards for the student, and may contain a documentation file. Every student and his/her parents(s) have a right to access the student's OSR, which is kept within the building. Access to the OSR is available through request to the Guidance Officer or the Principal.

COURSE CODES

All courses from Grade 9-12 are identified and recorded on the Ontario Student Transcript by the Ministry of Education course codes. Grade 7 and 8 courses do not have established codes, and are designated by subject and grade level (e.g. English 7). The first three characters of the Common Course Codes are assigned by the Ministry and represent the discipline, the subject and the course. The fourth character represents the grade level, and the fifth represents the course type. Grades from 9 through 12 are designated as 1, 2, 3 and 4 (1 being grade 9, 2 grade 10, 3 grade 11, and 4 grade 12). Course codes indicate the subject, the grade and the level of difficulty.

Grade 9 and 10 Courses:

D = Academic (focus not only on essential concepts, but study of theory and abstract problems and related concepts)

A = Applied (focus on essential concepts through practical applications and concrete examples) N.B. Applied level courses are not usually offered at CaST School.

O = Open (expectations appropriate for all students, and not designed with specific requirements of university, college or the workplace)

W = Grade 9 De-streamed course

For example:

ENG1D is read as:

ENG = English

1 = grade 9

D = Academic stream

AVI2O is read as:

AVI = Visual Arts

2 = Grade 10

O = Open stream

Grade 11 and 12 Courses: N.B.: Most courses offered at CaST School for Grades 11 and 12 are at the College/ University Preparation or University Preparation levels, leading to university entrance.

U = University Preparation (designed to equip students with knowledge and skills to meet entrance requirements for university programs)

M = University/College Preparation (to meet entrance requirements for specific programs offered at universities and colleges)

C = College Preparation (to meet the entrance requirements for most college programs or specific apprenticeship/training programs)

W = Workplace Preparation (to meet expectations of employers, or admission to apprenticeship/training programs)

O = Open (appropriate for all students, not designed with specific requirements of university, college or workplace)

For example:

ENG3U is read as:

ENG = English

3 = Grade 11

U = University Preparation

ADA4M is read as:

ADA = Dramatic Arts

4 = Grade 12

M= University/College Preparation

The courses offered at CaST School have been developed in compliance with the requirements of the Ontario Ministry of Education. Detailed Course Outlines (outlining planned units, expectations, teaching strategies and assessment) are available from the Guidance Officer or on 'Quickschools', our in-house school web platform.

ATTENDANCE POLICY

As of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school. Education Amendment Act, 2006.

Regular attendance at school is critical for all students' learning and achievement of course expectations. The importance of classroom or synchronous online time at CaST School is increased by the accelerated and enriched nature of our program, our commitment to ongoing authentic assessment, and the great importance of collaborative work in class and the learning process.

All students are required to be in full attendance on all scheduled school days whether online or in person. Class attendance is logged by teachers in Quickschools at the beginning of each class. An email is generated and sent automatically to parents if a student is absent. In the case of illness, a note dated and signed by the parent or guardian is required on returning to school. Where, in the judgement of the Principal, a student's successful fulfilment of academic goals is jeopardised by absences, lateness or poor behaviour, a meeting will be called with the student and his or her parents to raise the potential consequences, and to discuss steps for improvement. Failure to improve may result in the loss of credit, suspension or expulsion.

PROMOTION POLICY

A credit will be earned in a subject with a minimum mark of 50% on the end-of-semester report card. Less than 50 % in any subject on the June report is a failure in that subject and a credit is not earned.

Failure to earn a credit in a subject will require consultation to determine the best course of action for the student. Outside tutoring may also be recommended to repeat poorly mastered material or skills, and to demonstrate improved comprehension.

ONLINE LEARNING GRADUATION REQUIREMENT

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - examinations and other final evaluations
 - occasional meetings with educators and other school staff, and
 - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: **Up to one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with CAST school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

CURRICULUM

“Nothing in life is to be feared. It is to be understood.”

—*Marie Curie.*

CaST School does not encourage students to close academic doors or decide prematurely that they are weak or poor students in any important area of study. We encourage a breadth of studies. Most people have a panoply of strengths, some unknown or unexplored. CaST School allows students to discover what they can do, what interests them, what they can make of themselves--the best foundation for deciding how to conduct their lives.

We believe that knowledge across fields enriches our lives as well as our schooling. All students explore English language and literature, mathematics, science, history, French,

art, music, drama, physical education. Individual programmes will be chosen by each student in consultation with the Principal from our course offerings.

What follows is an introduction to the principles of our curriculum, then a detailed listing of course offerings, organised by grade level.

**There are four keys to our innovative curriculum:
Integration, Museum-based Learning, Artistic Cognition and Conceptually
Structured Maths and Sciences.**

WHAT DO WE MEAN BY INTEGRATION?

The underlying philosophical concept is that all knowledge is linked, that finally, however convenient it may be, we cannot simply tidy up our knowledge into separate levels and discrete subject fields, and safely drop those which do not engage us. The best education makes connections across subject fields and progressions, allows ideas and concepts to resonate across levels of difficulty. The best teacher is truly curious, one who asks questions, senses relations, and encourages conceptualisation rather than simple absorption of facts. Therefore, the CaST School curriculum is thoroughly integrated.

First, there is integration across all years of the curriculum. This is more than simple mastery of pre-requisites (e.g., to understand Grade 12 French requires that you complete Grade 11 French first). There are cross points between all the grades, recurrent subjects, themes and concepts, and the opportunity to return to and to re-examine critical material. This is accomplished through an organic, developmentally progressive structure, a spiral curriculum. The core of this thematically presented developmental knowledge is presented in our English classes, through the exploration of these themes in literature.

Second, there is integration across all subjects of the curriculum. Concepts in maths, sciences, languages, history, the arts, physical and health education are drawn together, integrated into the study of other subjects. This is accomplished using history itself as the integrator, and through linking each year's curriculum to central themes, questions and concepts. The core of this historically unfolding knowledge is presented at the beginning of the Grade 9 year, with an integrated unit in world history, which establishes a time line of crucial, revolutionary moments in the history of ideas. This historical framework is broken down into different historical eras, apportioned one to each of the years of the programme, then carefully filled in with intensive study.

To teach in such a program, we must be aware of the connections, which lead out, from our specialised subject, we must understand them, and care about them. We must have a passion for our own field, and for learning itself. We must be willing to teach our

fellow teachers, and to keep them informed on an ongoing basis of what we are doing within our subject classroom. We must be willing to step into each other's classrooms, to provide integration of our specialised subject within the context of another's.

WHAT DO WE MEAN BY MUSEUM BASED LEARNING?

Museums provide a rich setting for learning. They are treasure houses of objects collected because they are rare, curious, or representative. All museums have research as well as display collections, groupings of multiple examples of a type of object. Museums have curators, persons who oversee the collection, interpretation and ordering of objects in a subject area in which they are particularly knowledgeable. And museums have a mission to educate as well as to preserve and exhibit.

Most students go to museums either for recreational programs or field trips. Preparation is too often rudimentary, groups are usually large and diverse in interest, what is viewed frequently pre-selected by someone in authority, and the path of the visit pre-determined, often more closely linked to the museum layout than to any intellectual ordering of objects. Such use of the museum is more like window-shopping or pre-packaged tourism.

But museums are stocked with objects, which can be personally experienced and directly observed, and thus are natural settings for active, individual learning. Being museum-based means that our students visit museums with unusual frequency, examine the collections with a rare intensity, and know them (and what they have to teach) with an uncommon intimacy.

So, for example, our students will not begin a unit of study on ancient Egyptian culture with a chronological table or a textbook chapter detailing the Palaeolithic settlement of the Nile valley, but with the Palaeolithic tomb, which is displayed in the ROM. We will enter the living world of ancient Egypt through the world of the dead. Students and their teachers will know every object this tomb contains, what scholars think those objects were used for, and ponder which modern objects are like the ancient ones. We will know the position of the body, wonder about its peculiar placement on its side, and why scholars think it was curled up that way. We will research the climate, and what effects it had both on the life of the ancient Egyptians, and on the preservation of their remains. We will inquire into what this tomb tells us of Egyptian social life, religion and science, and try to understand its similarities and its differences with our own culture.

Prepared for what we will see, we will visit the ROM, and pore over the Palaeolithic tomb exhibit. Unlike most visitors to this gallery, we will be happily absorbed for a considerable length of time. With the actual bones, pottery and beads before us, objects about which we know so much, we will imagine the inner experience of the ancient

Egyptians who buried this person. And when we have looked our fill, and talked over our discoveries and thoughts with each other, we will meet with the curator to ask questions, be guided in the examination of other, related objects from the museum's research collection, and come up with new answers, and new questions, perhaps necessitating another visit to that tomb.

This is the life of the mind. The creative and innovative person, in any field of endeavour, is one who solves problems, makes things, and poses new questions. This is how leaders in the academy, the arts and business actually work. Not surprisingly, the sooner we begin working like this, the more adept we become.

WHAT DO WE MEAN BY ARTISTIC COGNITION?

At the heart of CaST School is a vision of a rich situation for learning, where students, and their teachers, can easily and naturally move amongst different forms of cognition, of knowing, using different facets of their intelligence.

The attitude of our culture towards the arts is very peculiar. We view the arts as pastimes, frills, not as serious and essential subjects. At CaST School, we conceive the arts as core subjects, like mathematics, the sciences, language. We do not believe that a person can have received the basics of a good education without developing the ability to perceive and understand the artistic experience along with verbal and mathematical skills.

For this reason, the arts form part of our recommended curriculum and are integrated across the subject fields. We marry performance or production with the development of skills in looking at works of art, in understanding the artistic process, in grasping the historical, philosophical and cultural conditions of the arts.

We have not forgotten that the strongest interest of the young is in doing original work. To accomplish this, we work in the arts through two basic modes. There are **modular projects** in all arts subjects, in which students form a partnership with a professional leader, to develop productions together. Students build their own **individual portfolios** in all their arts subjects, which are not mere collections of completed works, but an amalgamation of the student's own efforts with text, research, illustration, meditation and evaluation, assembled by each student in a scrapbook like format. They preserve the process of developing artistic knowledge, and act as repositories for the student's discoveries.

MATHEMATICS AND THE SCIENCES

The recommended program at CaST School includes Mathematics up to Calculus, and the three critical branches of Science -- Biology, Physics and Chemistry-- through the

senior level. We reason that these disciplines embody distinct modes of thinking about and knowing our universe necessary for a balanced intelligence, and crucial for basic citizenry and participation. You cannot really take part in the modern world without scientific and mathematical literacy. By careful teaching, we dispel the myth of their difficulty.

Mathematical and scientific knowledge have grown organically, moulded by revolutionary discoveries and the concepts that led to and sprang from these discoveries. Each of these great concepts necessitated the re-evaluation of accepted knowledge, admitted new problems for scrutiny, and transformed the ways we conceived of the world.

The best scientists seek the truth but know that one day they may be shown to be wrong. The true scientific attitude, as Stephen Toulmin has suggested, is "that a person's rationality is displayed in how his or her beliefs change in the face of new evidence or experience". Science progresses through conjectures and refutation. We invite our students to discover the best reasons available, in place of the passive acceptance of established facts. We look at the historical frames for past discoveries, and we attempt to perceive and clarify our own contemporary paradigm.

We believe that the right education allows students to explore the unity of knowledge, to understand the history of ideas. In the process, they will create an interior culture for themselves, owning what they learn. They will practise, and gain skill, in disciplined inquiry, and through it discover the true and proper rewards of learning-- not grades, not admissions, but excitement and confidence.

Courses Offered By Grade in 2022-2023

Grade 9 – 2022-2023

Visual Arts	AVI1O
Issues in Can. Geography	CGC1D
English	ENG1D
Learning Strategies	GLE1O
Healthy Active Living Ed.	PPL1O
Mathematics	MTH1W
Science	SNC1W

Grade 10

Intro to Comp. Studies	ICS2O
Civics	CHV2O
Can. Hist. Since WWI	CHC2D
English	ENG2D
Healthy Active Living Ed.	PPL1O
Career Studies	GLC2O
Principles of Mathematics	MPM2D
Science	SNC2D

Grade 11

English	ENG3U
Vis. Arts – Film/Vid	AWR3M
Functions	MCR3U
Science (Biology)	SBI3U
Science (Chemistry)	SCH3U
Science (Physics)	SPH3U
Intro to Comp. Sci	ICS3U
Co-op	Course Code + C

Grade 12

English	ENG4U
Advanced Functions	MHF4U
Calculus and Vectors	MCV4U
Data Management	MDM4U
Biology	SBI4U
Physics	SPH4U
Computer Science	ICS4U
Classical Civs.	LVV4U
Analysing Economic Issues	CIA4U
Co-op	Course Code + C

*Grade 10 students may take Grade 11 courses if they have met the prerequisites

** Grade 11 students may choose Grade 12 courses for the optional credits where prerequisites have been met.

SCHEDULE

CaST is a semsetered school and has two semesters in the 2022-2023 school year. Semester 1 runs from September 7th, 2021 to February 1st, 2022 and Semester 2 runs from February 6th, 2022 to June 27th, 2022. The school day begins at 10:00

a.m. and ends at 4:00pm for all students. Each morning is divided into two 60-minute course blocks delivered online and each afternoon is divided into three 60-minute course blocks delivered in-person and in subject relevant space. There are 194 school days per year.

Daily Timetable:

10:00-11:00am	Period 1 Online Class
11:00-11:15am	Break
11:15-12:15pm	Period 2 Online Class
12:15-1:00pm	LUNCH
1:00-2:00pm	Period 3 In-person Class
2:00-3:00pm	Period 4 In-person Class
3:00-4:00pm	Period 5 In-person Class
4:00pm	DISMISSAL

CaST School REQUIREMENTS

CaST School is a community of learners. Full-time attendance at CaST engages our students in all aspects of our programme, and builds a disciplined approach to study. CaST students take 8 full credits per year, other than Grade 12s who, most likely, will take 6 or 7. Students who wish to vary this course-load must apply to the Head of School for permission. Requests will be reviewed on an individual basis.

It is our belief that students should take courses in all major fields of study. There are two reasons for this. The first is that we feel that certainly at the high school level, these are all essential areas of knowledge. You will not be able to function at full capacity if you avoid or drop any of these subjects at so early a stage. The second reason follows the same principle as being served unfamiliar food: you cannot tell if you will like it, if you don't try it.

Accordingly, **all CaST School students are encouraged to fulfil breadth requirements in addition to the OSSD.** They must also take at least 4 of their grade 12 credits in each of the following disciplines: Arts, Canadian and World Studies, Social Sciences and Humanities, and Math, Science and Technology.

All courses offered at CaST School have been grouped in the following three categories: **progressive** (courses which build on materials mastered at the level immediately below, as Math 10 relies on knowledge and skills perfected in Math 9); **integrative** (courses which present the central focus, given historical period and key developmental issue for each grade level), and **project based** courses, which are the central laboratories for our whole school projects, such as our year-end performances.

Progressive Courses

These classes build on the materials covered in the previous level, and hence have that level as a prerequisite unless waived by the Principal.

- Math: from Foundations to Calculus
- Science: from Foundation Topics through senior Biology, Chemistry and Physics
- Languages: from “my name is” through Literature and Culture Studies

Integrative Courses

These courses present the thematic material, which enables cross-subject and cross-year integration.

- English: readings are chosen to reflect a developmental psychological task as well as the historical period studied in that grade level
- Canadian and World Studies (Including History and Geography): each grade level is integrated around a particular historical period and geographical focus
- Social Sciences (Including World Religions, Anthropology, Psychology and Sociology, Law, Philosophy): these courses explore central ideas, which are linked both to that grade level’s historical period and its psychological developmental themes.

Project-based Courses

Many of the integrative and whole school projects, including a year-end performance, are rooted in students’ work in arts and physical education.

Visual Arts/Media Arts

Music

Dramatic Arts

Physical education

In Grade 10, students will fulfil the requirements for their Civics and Career Studies courses.

For each grade level, we list the topics which allow integration across the disciplines (under “**Integrated Curriculum Topics**”). In the same section we give a grade by grade listing of subjects with their Ontario Ministry of Education course designations.

Course descriptions are organised in a separate section under subject heading, in progressive levels, and with their Ontario Ministry of Education course designations.

CaST INTEGRATED CURRICULUM TOPICS

GRADE 9:

Conceptually, Grade 9 centres on rules of evidence, the practical imagination and technological utility. The integrative historical period is the Age of Anxiety. The integrative literary theme, drawn from developmental psychology, is the tension between industry and fears of inferiority.

Conforming to Ontario Secondary School Diploma (OSSD)

English 9 (ENG1D)
Principles of Mathematics 9 (MTH1W)
Science 9 (SNC1W)
Canadian Geography (CGC1D) incorporating historical material
Learning Strategies (GLE1O)
Health and Physical Education (PPL1O)
Visual Arts (AVI1O)

GRADE 10:

Conforming to Ontario Secondary School Diploma (OSSD)

Civics	CHV2O
Can. Hist. Since WWI	CHC2D
English	ENG2D
Career Studies	GLC2O
Principles of Mathematics	MPM2D
Science	SNC2D
Intro. to Comp. Studies	ICS2O
Health and Physical Education	(PPL2O)

GRADE 11:

Conforming to Ontario Secondary School Diploma (OSSD)

English	ENG3U
Intro to Computer Science	ICS3U
Functions	MCR3U
Science (Biology)	SBI3U
Science (Chemistry)	SCH3U
Visual Arts: Film/video	AWR3M
Health and Phys. Ed.	PPL3O

Co-op Course code + C

GRADE 12:

Conforming to Ontario Secondary School Diploma (OSSD)

English	ENG4U
Advanced Functions	MHF4U
Calculus and Vectors	MCV4U
Mathematics of Data Management	MDM4U
Biology	SBI4U
Physics	SPH4U
Health and Physical Education	PPL4O
Classical Civilisations	LVV4U
Analysing Econ. Issues	CIA4U
Computer Science	ICS4U
Co-op	Course code + C

COURSE DESCRIPTIONS

THE ARTS

"An artist is the magician put among men to gratify—capriciously—their urge for immortality."

-- Tom Stoppard

ADA1O Dramatic Arts, Grade 9, (not offered in 2022-2023)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

ADA2O Dramatic Arts, Grade 10, (not offered in 2022-2023)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes, and will reflect on their experiences.

Prerequisite: None

ADA3M Dramatic Arts, Grade 11, University/College Preparation (not offered in 2022-2023)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

ADA4M Dramatic Arts, Grade 11, University/College Preparation (not offered in 2022-2023)

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and

will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama, Grade 11, University/College Preparation

MEDIA ARTS

“It is marvellous that we are the only species that creates gratuitous forms. To create is divine, to reproduce is human.”

--Man Ray

ASM2O Media Arts, Grade 10, Open (not offered in 2022-2023)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisites: None

ASM3M Media Arts, Grade 11, University/College Preparation (not offered in 2022-2023)

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Prerequisite: Media Arts, Grade 10, Open

ASM4M Media Arts, Grade 12, University/College Preparation (not offered in 2022-2023)

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools and techniques such as multi-media, computer animation, installation art, and performance art. Students will develop works that express their view on contemporary issues and will create portfolios suitable for use in either career or post-secondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation

“The object isn’t to make art, it’s to be in that wonderful state which makes art inevitable.”

--Robert Henri

VISUAL ARTS

“Art washes away from the soul the dust of everyday life.”

--Pablo Picasso

AVI10 Visual Arts, Grade 9

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

AVI20 Visual Arts, Grade 10, (not offered in 2022-2023)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

AVI3M Visual Arts, Grade 11, University/College Preparation (not offered in 2022-2023)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI4M Visual Arts, Grade 12, University/College Preparation (not offered in 2022-2023)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical and cultural contexts.

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

AWR3M--Film & Video Arts, Grade 11, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting film and video art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works in film and video media, and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own film and video production. Students will also make connections between various works of film and video art in personal, contemporary, historical and cultural contexts.

Prerequisite: Visual Arts, Grade 9 or 10.

AWP3M – Sculpture, Grade 11, University/College Preparation (not offered in 2022-2023)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g. photography, video, computer graphics, information design). This course focuses on Sculpture.

Prerequisite: Visual Arts, Grade 9 or 10.

AWR4M--Film & Video Arts, Grade 11, University/College Preparation (not offered in 2022-2023)

This course focuses on enabling students to refine their use of the creative process when creating and presenting film and video art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works in film and video media, and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in

their own film and video production. Students will also make connections between various works of film and video art in personal, contemporary, historical and cultural contexts.

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

CANADIAN AND WORLD STUDIES

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

-- Ralph Waldo Emerson

POLITICS (Civics)

CHV2O Civics and Citizenship, Grade 10, Open

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

ECONOMICS

CIA4U Analysing Current Economic Issues, Grade 12, University Preparation

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues. **Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

GEOGRAPHY

CGC1D—Issues in Canadian Geography Grade 9, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

CGW4U Canadian and World Issues: A Geographic Analysis, Grade 12,
University Preparation

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.

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

HISTORY

CHC2D-- Canadian History Since World War I, Grade 10, Academic

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

Prerequisite: None

CHW3M World History to the End of the Fifteenth Century, Grade 11 (not offered in 2022-2023)

University/College Preparation (not offered in 2021-2022)

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

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

CHY4U World History Since the Fifteenth Century, Grade 12, University Preparation (not offered in 2022-2023)

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and co-operation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

LAW

CLM3U – Understanding Canadian Law, Grade 11, University Preparation (not offered in 2022-2023)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

CLN4U –Canadian and International Law, Grade 12, University Preparation (not offered in 2022-2023)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law, and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills when investigating these and other issues in both Canadian and international contexts.

Prerequisite: Any university or university/college preparation course in Canadian and world Studies, English, or Social Sciences and Humanities

CPW4U—Canadian and International Politics, Grade 12, University Preparation (not offered in 2022-2023)

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

GUIDANCE AND CAREER EDUCATION

GLE10, Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open

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

GLC20, Career Studies, Grade 10, Open

This course gives students the opportunity to develop the skills, knowledge, and

habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

“Surely knowledge is the food of the soul.”—Plato

LVLBD—Latin Level 1, Academic (not offered in 2022-2023)

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them.

Prerequisite: None

LVLCU—Latin Level 2, University Preparation (not offered in 2022-2023)

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

Pre-requisite: Latin Level 1, Academic

LVLDU—Latin Level 3, University Preparation (not offered in 2022-2023)

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies.

Pre-requisite: Latin Level 2, University Preparation

LVV4U--Classical Civilisation, Grade 12, University Preparation

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Prerequisite: Grade 10 English, Academic or Applied, or Latin Level 2 University Preparation

COMPUTERS STUDIES

“Contrary to popular thought, technology is very humanistic.”

--Marshall McLuhan

ICS2O Introduction to Computer Science, Grade 10, Open

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

ICS3U Computer Science, Grade 11, University Preparation

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

Prerequisite: None

ICS4U Computer Science, Grade 12, University Preparation

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

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

ENGLISH

"The words you use are like the clothes you wear."

Northrop Frye.

The English Language is studied practically, through its use both by the students and by great authors. Process writing enhances writing proficiency, by the requirement not only of constant writing (journals, essays, creative writing), but also of corrections and re-submissions after those pieces have been edited and handed back. English courses at CaST School progress year by year through the developmental issues studied by Erik Eriksson. Each year has a particular issue as its theme, and all works chosen are related to it, as well as to the year's integrative historical period.

ENG1D Grade 9, Academic

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

Prerequisite: None

ENG2D English, Grade 10, Academic

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

Prerequisite: Grade 9 English, Academic or Applied

ENG3U, English Grade 11, University Preparation

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

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

Prerequisite: Grade 10 English, Academic

ENG4U: English Grade 12, University Preparation

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

Prerequisite: Grade 11 English, University Preparation

EWC4U Writer's Craft, Grade 12, University Preparation (not offered in 2022-2023)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse 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.

Prerequisite: Grade 11 English, University Preparation

ETS4U: Studies in Literature, Grade 12, University Preparation (not offered in 20212-2023)

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: Grade 11 English, University Preparation

FRENCH STUDIES

"How are we to understand our humanity if we are content to know only a small part of one country and a tiny sample of the world's ideas?"

FSF1D: Core French Grade 9 Academic (not offered in 2022-2023)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

FSF2D: Core French Grade 10 Academic (not offered in 2022-2023)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 9 Core French, Academic or Applied

FSF3U: Core French Grade 11 University Preparation (not offered in 2022-2023)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 10 Core French, Academic

FSF4U: Core French Grade 12, University Preparation* (not offered in 2022-2023)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 11 Core French, University Preparation

HEALTH AND PHYSICAL EDUCATION

"Our bodies are our first instruments."

Martha Graham.

PPL10 Healthy Active Living Education, Grade 9, Open

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

Prerequisite: None

PPL20 Healthy Active Living Education, Grade 10, Open

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

Prerequisite: None

PPL30 Healthy Active Living Education, Grade 11, Open

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

Prerequisite: None

PPL4O Healthy Active Living Education Grade 12 Open

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

Prerequisite: None

MATHEMATICS

*“In those days I was in the prime of my age for invention, and minded Mathematics and Philosophy more than at any other time.”
Isaac Newton on his youthful discoveries.*

MTH1W, Mathematics, Grade 9, De-streamed

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

Prerequisite: None

MPM2D Principles of Mathematics Grade 10, Academic

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

MCF3M: Functions and Applications, Grade 11, University/College Preparation
(not offered in 2022-2023)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and

exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

MCR3U: Functions, Grade 11, University Preparation

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

MDM4U Mathematics of Data Management

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

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

MHF4U Advanced Functions Grade 12, University Preparation

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

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

MCV4U Calculus and Vectors Grade 12, University Preparation

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.

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

SCIENCE

"The chief object of education is not to learn things but to unlearn things."

-- G. K. Chesterton.

"In the middle of difficulty lies opportunity."

Albert Einstein

SNC1W Science, Grade 9, De-streamed

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.

Prerequisite: None

SNC2D Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells

and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Grade 9 Science, Academic or Applied

SBI3U Biology 11, University Preparation

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.

Prerequisite: Grade 10 Science, Academic

SBI4U Biology 12, University Preparation

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

Prerequisite: Grade 11 Biology, University Preparation

SCH3U Chemistry 11, University Preparation

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.

Prerequisite: Grade 10 Science, Academic

SCH4U Chemistry 12, University Preparation (not offered in 2022-2023)

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.

Prerequisite: Grade 11 Chemistry, University Preparation

SES4U Earth and Space Science, Grade 12, University Preparation (not offered in 2022-2023)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and superficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Grade 10 Science, Academic

SPH3U—Physics 11, University Preparation (not offered in 2022-2023)

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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 10 Science, Academic

SPH4U Physics 12, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, 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.

Prerequisite: Grade 11 Physics, University Preparation

SOCIAL SCIENCES AND HUMANITIES

“Every man is as heaven made him, and sometimes a great deal worse.”

-- Miguel de Cervantes

HHS4U Families in Canada, Grade 12, University Preparation (not offered in 2022-2023)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

HSP3U Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, (not offered in 2022-2023)

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

Prerequisite: Grade English, Academic (ENG2D) or Canadian History Since World War I, Grade 10, Academic (CH2D)

HSB4U: Challenge and Change in Society, Grade 12, University Preparation (not offered in 2022-2023)

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

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

HSG3M—Gender Studies, Grade 11, University/College Preparation (not offered in 2022-2023)

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations, and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Prerequisite: None

HSE4M--Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation (not offered in 2022-2023)

This course enables students to develop an understanding of the theoretical, social and historical underpinnings of various equity and social justice issues and to analyse 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.

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

HZT4U: Philosophy: Questions and Theories, Grade 12, University Preparation (not offered in 2022-2023)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills, and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

HRT3M --World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University/College Preparation (not offered in 2022-2023)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the way in which religions and belief traditions meet various human needs, and will learn about

the relationship between belief and action. They will examine sacred writings and teaching, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None

TECHNOLOGICAL EDUCATION

TEJ1O – Exploring Computer Technology, Grade 9, Open (not offered in 2022-2023)

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

TDJ4M – Technological Design, Grade 12, University/College Preparation (not offered in 2022-2023)

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them.

Prerequisite: Technological Design, Grade 11, University/College Preparation

RESPONSIBILITIES

CaST School is a community of learners, which, like all communities, requires guidelines to function effectively and fairly. This section provides an overview of these guidelines. All members of the community should take personal responsibility for understanding and upholding these expectations.

CODE OF CONDUCT

General Expectations

A healthy learning environment can only be created with the willing cooperation of teachers, students, parents and guests. At CaST, all members of our community should honour the worth of each individual member. The basis of our community is truth and respect.

All members of the community are expected to respect the property of others and of the educational areas, and to make appropriate reparation in the event of damage or loss.

We assume that all students and all faculty intend to do their best in each area of school life. We hold the highest expectations for academic and artistic work, behaviour, relationships, and care for our school.

Respect, Civility, Responsible Citizenship

All members of our community must:

- respect and follow all applicable laws
- show honesty and integrity
- respect differences in people
- treat others with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- seek help from school staff to resolve conflict peacefully, if necessary
- not swear at a teacher or at another person in a position of authority, fellow students or student guests, or other members of the public that we may occasionally have as guests or encounter in our building. Indeed, swearing in all manner of their uses are to be generally left outside the classroom.
- Treat those we meet while on school trips with the same respect and courtesy with which we treat members of our own community.

Safety

All school community members must not:

- start or participate in any form of bullying, whether in-person or through technology
- commit assault or sexual assault
- commit robbery or other crimes
- possess or give others a weapon
- threaten or intimidate another person

- possess, give others, or be under the influence of, alcohol, cannabis (except when the person is authorized to use cannabis for medical purposes) or illegal drugs
- inflict, or encourage others to inflict, bodily harm
- start or join in hate propaganda or other types of behaviour caused by hate or bias
- commit vandalism

Media and Entertainment

At CaST School we attempt to refine our sensibility, to listen, reflect, and discriminate, to concentrate. We are not happy about the invasion of the Media in every corner of our lives. To protect the humanistic atmosphere of our school, we ask students to leave their cell phones in their bags unless a teacher allows their use, in class, for educational purposes.

Cleanliness

Students are expected to help keep CaST educational areas neat and clean. They will make proper use of trash cans and recycling bins. They will not leave papers, wrappers, cans, and et cetera behind them. Cleaning assignments may be given by the faculty and will be cheerfully carried out.

Academic Expectations

Students and faculty are expected to be present and punctual for all scheduled in-person or on-line classes. All students are expected to come to class prepared and with the appropriate materials. All assignments are to be handed in on time and completed to the highest standards. "Written" assignments shall be typed unless permission has been given for hand-written submissions. Students are responsible for informing themselves about work they have missed.

Late and Missed Assignments Policy

At CaST School, we recognize the position of many progressive experts who believe that punitive measures related to late and missed assignments can discourage students who are struggling with task completion. At the same time, we also know that students need hard boundaries, and must recognize that the world beyond high school does not often accept excuses for missed or forgotten obligations. Our pre-emptive and supportive responses to non-performing students will be mixed with measures designed to forestall any future transgressions of responsibility, while ensuring that students learn the often negative consequences of shirking obligations.

When students have failed to meet reporting deadlines for assignments, assessments and final exams, they may need to seek deferral of the credit until they can demonstrate successful completion of the course. Work towards earning deferred credits must be completed within the academic year, which ends at the close of the final marking period in a given academic year. Exceptions will only be made on an individual basis, in conversation with the principal, and according to circumstances that may be medical in nature.

Plagiarism and Cheating Policy

Students will put their thoughts and ideas in their own words. They may not copy the words or borrow the ideas of others without clearly indicating the source, whether directly in the text or through footnotes and bibliography. Copying without such indication is plagiarism and will be dealt with appropriately. The acknowledgement of our debt to others is an important part of CaST School's philosophy.

Teachers recognise their students' work levels and styles, and many versions of plagiarism detection software are available. A committee of teachers, including the Head of School, will investigate suspected plagiarism. If the plagiarism is discovered to be unintentional or merely careless, the student will be allowed to resubmit a corrected version of the assignment. If it is intentional, and a first offense, the student will receive a grade of zero on this assignment. If there have been repeat offenses, the consequences will range from failing the course to expulsion, as the committee decides.

Like plagiarism, cheating reflects a deliberate attempt on the part of the erring student to submit another's work as his, her or their own. Detection of cheating carries the same consequences as plagiarizing, and will be judged by the committee.

POLICIES FOR A SAFE SCHOOL

School Response to Student Infractions of School Policies

We understand that students, still in their formative years, may sometimes break rules, either out of misunderstanding or immaturity. At the same time, a school cannot function as it should, nor can students learn well, when rule-breaking disrupts classroom activity or daily procedures. CaST School gives the principal wide discretion for determining how any individual infraction of the rules will be addressed, with discipline handed out evenly and in discussion with other members of the administrative team. Ultimately, our actions track closely with those of the Toronto District School Board, which has a graduated series of

responses to student infractions of the rules, some of which may ultimately result in a suspension from classes, or more forcefully, expulsion.

CaST School has a zero-tolerance policy for student actions which endanger the physical or mental well-being of members of the school community. All of the items listed under the "Safety" section of the Code of Conduct, above, are considered serious incidents, as are obscene or anti-social language, and any form of harassment or bullying, whether verbal or physical. Serious incidents will be investigated, and dealt with according to CaST School's discipline policy. Depending on the nature of the incident, serious incidents may merit immediate suspension or expulsion.

We aim to adjudicate all infractions of the rules fairly and in line with notions of restorative justice, returning both the policy breaker and anyone injured by harm caused, to a position of equilibrium as it existed before injury was caused. We cannot, however, adjudicate any form of physical violence, which we do not permit under any circumstances, and which can be grounds for immediate expulsion.

Bullying Policy

As true humanists, at CaST School we have unqualified respect for individual differences in socio-economic status, ethnic origin, ancestry, color, citizenship, place of origin, creed, disability, family status, marital status (including single status), gender, gender expression, sex, age, race, religion, and sexual orientation. All members of our community must always conduct themselves in a manner respectful to themselves as well as others.

Swearing, obscene or anti-social language, and any form of harassment or bullying, whether verbal or physical, are serious violations, which cannot be tolerated. Possession of weapons at school, or at any school related activity, is absolutely forbidden. Both students and staff have the right to learn in a supportive and safe environment.

Bullying is more than fighting. It is acting for the purpose of distressing another. People who bully intend to harm. Bullying often involves a power differential. Bullying may appear as:

Verbal Abuse-- Name-calling, "making fun", or bossing may be directed towards anyone who seems "different" or threatening. Even nicknames can be abusive.

Physical Abuse--Bullying behaviour may range from bumping and pushing, through tripping and kicking, to full-scale attack. It is often

used to instill fear, guarantee silence, or extort property or promises from another.

Exclusion-- Bullies may choose shunning, ignoring, gossiping, or spreading rumors and careful “dis-inviting” to isolate an individual target from the social group.

Bullying behaviour may take place anywhere, but is most often found when an authority figure is out of sight. For this reason, it is important to deal promptly, openly and firmly with bullies. Effective strategies include:

1. Be firm, and clear. Look the bully in the eye and say stop.
2. Do not allow yourself to be drawn into a fight.
3. Seek adult help. If you are afraid, take a friend with you.
4. Keep on speaking up until someone listens.
5. Don't blame yourself. This is the bully's offense, not yours.
6. These strategies are equally important for witnesses of bullying as for victims. Those who watch and do nothing are participants in bullying.

Role of Parents:

1. Be aware of changes in your child's behaviour, which may indicate school difficulties.
2. Do not encourage fighting back. Instead, promote assertiveness, self-preservation and reliance on the proper channels.
3. Notify the principal. Do not let such situations persist without intervention.
4. Remember, your child may be ashamed and scared. Your job is to root for your child and to listen.
5. Parents who are hosting a social event must take a very firm stand against exclusion.

Role of CaST School

1. Be aware of changes in student behavior, and identify, along with parents, any difficulty they may be having in school.
2. Work with parents and the student to understand and eliminate bullying activity.
3. Since we are a small school, we must take steps to ensure that everyone understands, at all times, that bullying is wrong and will not be tolerated. A likely first response to bullying from the school would be suspension, though under certain circumstances acceptable to the principal, a student may make amends to the bullied student or others by legitimate apology or other communicative behaviour.

4. The principal will ultimately determine what further measures are necessary to ensure that all students and faculty feel safe within the CaST community.

Substance Use and Abuse Policy

CaST School promotes the growth of each individual. Because tobacco contains nicotine, which is highly addictive, the school environment must be free of the peer pressure, substance exchange, and addictive behaviours which smoking or vaping brings to school life. To strengthen concentration and participation in the life of the school requires that school hours and all events be smoke-free. Staff and students are also expected not to smoke or vape near the school grounds. Smoking or vaping paraphernalia, which appears in or around the school, will be confiscated and parents of under-age smokers/vapers will be notified.

In addition to tobacco, alcohol, prescription, over-the-counter, cannabis - and its derivatives - and illicit drugs are all susceptible to abuse. Since we are concerned for the health and education of those in our care, we discourage any such abuse of drugs or alcohol by our students. Even weekend and vacation use may affect the quality of students' work and lives. We expect all students and faculty to commit themselves to abstaining from such abuse, and that parents will support us in this effort.

The school reserves the right to search student's personal belongings if there is reason to suspect possession with the intention to abuse. If we observe warning signs such as fatigue, difficulty concentrating or a downward slide in academic performance or attendance, a meeting with the student and parents will be held. Outside evaluation may be required. Drug dealing will result in immediate expulsion.

DISCIPLINE

Students who do not support the academic and ethical goals of CaST School for themselves and their fellow students may be subject to penalties, up to and including expulsion. CaST School endeavors to apply corrective or disciplinary action which is proportionate to the seriousness of the behaviour or incident. In many cases, corrective or disciplinary action will be progressive in nature. Common steps in progressive discipline involve verbal warnings, written warnings, suspension, early dismissal, detention, loss of extracurriculars and expulsion. The appropriate corrective or disciplinary action is at CaST School's discretion.

CaST School will investigate reports of any incident or pattern of behaviour which may merit corrective or disciplinary action.

Parents and guardians play a key role in corrective actions. For suspendable or expellable incidents or behaviours, CaST School will notify the parents or legal guardians of the affected students, and at CaST School's discretion, may involve them or other members of a student's support network in the progressive discipline process.

While rare, combinations of disciplinary and behavioral issues emerge simultaneously in a single student, and present challenges for all concerned, not least being the student themselves. Multiple suspensions for behavioral infractions, or multiple early dismissals for the same, suggest to CaST that the fit between our school and a student's needs may be misaligned. Under such circumstances, it is important to keep the lines of communication open between parents, teachers and administrators so that the needs of the student are prioritized. In certain cases, it may be suggested that parents withdraw their child from CaST School rather than wait for expulsion, an emotional event for all that we strive to avoid. More than three early dismissals, or more than two suspensions for behavioral reasons, suggests the need for a more aggressive intervention into student behavior than a mere suspension or early dismissal addresses.

Suspension

Any of the following may be grounds for suspension:

- A serious incident, as described above
- Academic dishonesty
- Truancy
- Repeated breaches of the Code of Conduct, or less serious incidents which may not in themselves merit suspension
- Misuse of CaST School property
- Late payment of fees
- Other incidents or behaviours which cause CaST School to believe that the student's continued presence in school activities disrupts or diminishes the learning environment

CaST School has sole discretion over the duration and nature of suspensions.

Students who are suspended, and their parents or guardians, will be notified in writing, and the notice will include the basis for the suspension and the applicable dates.

Expulsion

Any of the following may be grounds for expulsion, at CaST School's sole discretion:

- More than three early dismissals, and/or more than two suspensions
- Academic dishonesty
- Truancy
- Repeated breaches of the Code of Conduct, or less serious incidents which may not in themselves merit expulsion
- Misuse of CaST School property
- Unpaid fees (after notice)
- Significant misrepresentations or omissions in admissions documents
- Academic failure (earning less than 50 as a passing grade on a report card) across one or more subjects in any given semester. Students in this position are automatically placed on Academic Probation, with a determination of their continuation at CaST School made at the end of the full (or following) semester. During probation, a student endures heightened academic scrutiny, and must show signs of academic progress in order to forestall expulsion at the end of the semester or school year. In some cases, CaST School may determine that a student under probation is unsuited for continued enrolment before the end of semester, and families will be counseled about withdrawal accordingly.
- Multiple incompletes: to earn an incomplete in any subject, students must have given effort to completing the subject curriculum within a given semester, and in conversation with their teacher, determined they could not complete the required work by the end of the marking period. CaST School works towards granting students every opportunity to succeed, and

allows for incomplete grades to be recorded on report cards for up to a month after the end of a grading period. Multiple incompletes earned across several classes, or the inability to resolve incompletes within 30 days after the end of the grading period, brings into question the suitability of the student's enrolment at CaST School. Multiple unresolved incompletes in one or two semesters represent grounds for expulsion, though it is likely that parents and CaST administrators would have discussed and committed to withdrawing the student before the need for expulsion.

- Other incidents or behaviours which cause CaST School to believe that the student's continued presence in school activities disrupts or diminishes the learning environment

Students who are expelled, and their parents or guardians, will be notified in writing, and the notice will include the basis for the expulsion and the effective date. Expelled students who dispute the facts of the expulsion must appeal the decision to CaST School in writing within one week of the notification, and include sufficient proof to support the complaint. CaST School will consider the information presented, and may reverse, modify, or confirm its decision by written notice. CaST School may convene meetings or hearings to investigate the complaint in more detail before making its decision.

TRANSPORTATION

For safety reasons, skateboards and roller-blades must be removed before entering any educational space. Bicycles are to be locked outside of the building in designated areas. Students under the age of 18 must have the written permission of their parents to ride in the cars of other students. For environmental as well as safety reasons we urge our students to use the TTC.

There is a public on-street parking lot directly in front of the school building.

CaST School DRESS CODE

Learning is a demanding activity and we want you to be comfortable and recommend that you wear clothes that allow for this.

Remember that you are going to school, not hanging out in your basement. Some clothing may not be appropriate school wear. We remind you that CaST School is a peaceful, cooperative community.

Hygiene is very important. Make sure that you shower or bathe regularly, that your hair is clean, that you wear deodorant, and that you take good care of your hands.

Covid-19

Since the relaxation of pandemic mitigation efforts in the spring of 2022, CaST School has followed civic guidance and maintained the voluntary use of masks indoors. Notice will be sent to all families with any change in Covid-19 policy at CaST School. Regular hand-washing and the use of sanitizer continue to be useful preventative tools and we suggest continuance of these measures within the school.

Take note that as CaST receives additional guidance from Toronto Health and/or the Ontario Ministry of Education, we will revisit our protocols in order to maintain protection of our community.

Shoes

Remember your own comfort and that of others. Clean socks are a good idea, and avoid bringing unpleasantly smelly shoes into CaST classrooms.

Physical Drama and Gym

You will need plain, loose clothing for physical activities; t-shirts, active-wear pants and reliable running shoes.

SCHOOL CALENDAR 2022-2023

September 1, 2022 (Thur): School open for any guidance meetings (arrange via email)
September 5, 2022 (Mon): Labour Day
September 6, 2022 (Tues) Professional Day, teachers - no school for students
September 7, 2022 (Wed): **First Day of Classes, Semester 1st**
September 9, 2022 (Fri): Welcome BBQ @ The Beaches, 11:45 pm; Photo Day for Student IDs
September 28, 2022 (Wed): First Parents Association Meeting, 7:00 pm online.

October 1-2, 2022 (Sat-Sun) University Fair – in person event, 9:30am - 5pm
October 3, 2022 (Mon): Tuition Payment Deadline (Option 2 Payment Plan)
October 5-7, 2022 (Wed-Fri): Whole-School Camping Trip to Kandalore
October 10, 2022 (Mon): No School--**Thanksgiving Break**
October 11, 2022 (Tues) University Fair – virtual event, 5-8 pm
October 13, 2022 (Thurs): Open House for Prospective Parents and Students, 7-8pm
October 18, 2022 (Tues): Grade 8 Visit Day to CaST

November 10, 2022 (Thurs): End of First Reporting Period for Semester 1
November 11-14, 2022 (Fri-Mon) Mid-Semester Break
November 17, 2022 (Thurs): Open House for Prospective Parents and Students
November 18, 2022 (Fri): Semester 1 Midterm Report Card Release
November 21, 2022 (Mon): Parent-Teacher Meetings
November 30, 2022 (Wed): Second Parents Association Meeting, 7:00 pm online.

December 1, 2022 (Thurs): Deposits Due for Early Re-Registration
December 21, 2022 (Wed): WinterCaST, 3-5pm, CSI Building
December 22, 2022 (Thurs) – January 6, 2023(Fri): School is Closed for **Winter Break**

January 9, 2023 (Mon): First Day of School in 2023
January 24, 2023 (Tues): Meeting of the Board of Trustees, 7:00pm online.
January 30, 2023 (Mon): Last Day of Semester 1 Classes
January 31- Feb 3, 2023 (Tues-Fri): Semester 1 Exam Period

February 3, 2023 (Fri): End of Second Reporting Period for Semester 1
February 6, 2023 (Mon): First Day of Semester 2 Classes
February 9, 2023 (Thurs): Open House for Prospective Parents and Students
February 13, 2023 (Mon): Semester 1 Final Report Card release
February 17, 2023 (Fri): Reading Day – No School
February 20, 2023 (Mon): **Family Day** -- No School
February 22, 2023 (Wed): Third Parents Association Meeting

March 10-17, 2023 (Fri - Fri): **Spring Break**
March 20, 2023 (Mon): First Day of School After March Break
March 23, 2023 (Thurs): Open House for Prospective Parents and Students

April 3, 2023 (Mon): Tuition Payment Deadline for 2023-24 (all payment plans)

April 7-10, 2023 (Fri-Mon): Easter Holiday
April 14, 2023 (Fri): End of First Reporting Period for Semester 2
April 24, 2023 (Mon): Semester 2 Midterm Report Card Release
April 25, 2023 (Tues): Parent-Teacher Meetings
April 26, 2023 (Wed): Open House for Prospective Parents and Students

May 10, 2023 (Wed): Fourth Parents Association Meeting
May X, 2023 (Fri): Ontario Literacy Test TBD
May 18, 2023 (Thurs): Open House for Prospective Parents and Students

May 19, 2023 (Fri): Reading Day – No School
May 22, 2023 (Mon): **Victoria Day**-- No School
May 24, 2023 (Wed): Virtual Open House, 7pm
May 30, 2023 (Tues): Meeting of the Board of Trustees, 7:00pm

June 8, 2023 (Thurs): Open House for Prospective Parents and Students
June 9, 2023 (Fri): SummerCaST Kickoff, 4pm CSI Building
June 14, 2023 (Wed): Last Day of Semester 2 Classes
June 15-20, 2023 (Thurs-Tues): Semester 2 Exam Period
June 22, 2023 (Thurs): 3:00pm - 5:00 Year End Celebration/Graduation
June 27, 2023 (Tues): End of Semester 2 Reporting Period
July 4, 2023 (Tues): Final Semester 2 Report Card Release

SUMMER SCHOOL SESSIONS:

Session 1: Mondays through Fridays, July 4-28, 2023
Session 2: Mondays through Fridays, August 1-29, 2023

Because the work of education is important and ranges far beyond the textbook, we ask that students not take holidays, or book outside appointments, during times when school is in session.