

2018-2019

UCHENNA ACADEMY

COURSE CALENDAR

UCHENNA



ACADEMY

Uchenna Day School/Night-School Programme

Uchenna Online Programme

TABLE OF CONTENTS

MISSION & PURPOSE STATEMENT	2
SCHOOL ORGANIZATION & SCHOOL POLICIES	3
PART I: DIPLOMAS & CERTIFICATES	8
○ OSSLT Requirements	9
○ Community Involvement	10
○ Notification of Planned Community Activities Form	13
○ Completion of Community Involvement Form	14
PART II: CURRICULUM	15
○ Courses Offered	15
○ Course Types	16
○ Reporting Procedures:	
Assessment policy & reporting periods	16
The Ontario Student Record (OSR) and the Ontario Student Transcript (OST).....	17
○ Course Catalogue	18
○ Course Outlines	19
○ Substitution policy for compulsory credit requirements	21
○ Procedure Relating to Changing the Course Type	23
○ Ontario Secondary School Certificate	23
○ Certificate of Accomplishment	24
○ Prior Learning Assessment and Recognition (PLAR)	24
PART III: SUPPORT & RESOURCES	25
○ Guidance	25
PART IV: UCHENNA ONLINE	26
○ Software Requirements	26
○ Online Code of Conduct	27
○ Online Attendance Policy	27
○ How To Submit Your Assignments	28
○ Final Exam	28
○ Teacher Support	29
○ Online Courses Offered	30



UCHENNA ACADEMY SCHOOL COURSE CALENDAR - 2018-2019

Principal

Mr. Careen Dave McNee

Academic Director

Ms. Claudia Mandekic

1205 St. Clair Ave. W. Suite 106
Toronto, ON, M6E 1B5
Main Office: (416) 855-5572

Mission Statement

Exemplary student care, project-based learning and rigorous academic instruction.

Uchenna Academy's Purpose Statement

We are a caring, creative, and accountable academically driven high school transforming education for our students, community and the world. We are a school dedicated to excellence, endless passion for learning and community partnership

At Uchenna Academy, we recognize the integral value of quality high school education as a founding requirement for each student's future academic success. We also recognize the increasing need for students to become active participants in the global, knowledge-based economy, which requires state of the art instructional delivery, use of technology in the classroom, career based workshops and project based learning, all of which are implemented into each course offered at our school.

It is our mandate to ensure all students under our educational care receive the highest degree of academic rigor. Through differentiated instruction, afterschool support via homework coaching programs, and continual parental involvement in all facets of student learning, Uchenna Academy ensures each student reaches their personal best.

Values

- Caring
- Excellence
- Teamwork
- Innovation in instruction
- Integrity
- Leadership
- Respect

INTRODUCTION

The Uchenna Academy Course Calendar contains information about courses offered at our school to assist students & parents/guardians make selections about their academic careers. In addition to the Course Calendar, Uchenna Academy teachers & administrative staff can provide invaluable assistance to our students in their academic planning. Please note that not all courses listed in this calendar are available every semester and course offerings are subject to change.

SCHOOL ORGANIZATION

Each student attending Uchenna Academy is required to remain in secondary school until he/she reaches the age of eighteen (18) or obtains an Ontario Secondary School Diploma (OSSD). Uchenna Academy is a semestered school. Uchenna Academy also offers online courses.

	START DATE	END DATE	REPORTING PERIOD
Semester I	Mon. Sep. 10, 2018	Fri. Jan 18, 2019	Fri. Nov. 16, 2018 Fri. Jan. 25, 2019
Semester II	Mon. Feb. 4, 2019	Fri. June 13, 2019	Fri. March 8, 2019 Fri. June 21, 2019

TIMETABLE

At Uchenna Academy, each semester timetable is organized to fit the needs of our students. Most classes are taught daily, with an opportunity to receive academic assistance after each class and on Friday afternoons.

Timetable – Part-time School:

Mondays	3:30pm – 7:00pm
Tuesdays	3:30pm - 7:00pm
Wednesdays	3:30pm – 7:00pm
Thursdays	3:30pm - 7:00pm

EVALUATION

In order to provide a comprehensive view of what they have learned in a course, students will be evaluated in various ways. Assessment will be based on achievement of the overall curriculum expectations for a course and separately on the development of their learning skills and habits, including responsibility, organization, independent work, collaboration, initiative & self-regulation. Reporting periods will ensure parents & guardians are informed of the student progress. Parents and guardians are urged to contact the school at any time during the school year to discuss their child's progress and/or address any academic concerns.

ATTENDANCE

School attendance is required by law and should be taken seriously. It is one of the major factors contributing to success at school.

Uchenna Academy Policy on student attendance:

- The principal will determine if a student's frequent absences from school are jeopardizing his or her successful completion of a course, and will request the school staff to meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance
- If a student cannot attend school the parent/guardian should call the school on that day to confirm the absence and send a note with the student on the day of their return.
- On the day that the student returns to school he/she must have a note from their parent/guardian which should be presented to the principal.
- Please note that teachers are not required to provide work for students who are absent, especially for extended holidays, however, teachers will communicate missed work via email when student initiates a conversation.

CHEATING & PLAGIARISM

Academic honesty is a key priority at Uchenna Academy. Students must never plagiarize, copy, cheat or aid in any dishonest act. A parent/guardian will be contacted. A mark of zero may be assigned and suspension may occur.

Plagiarism is the use of other people's words, work or ideas without stating the sources. For any materials borrowed, use quotation marks and list the resources on the Works Cited/References page.

The following plagiarism policy has been adopted by Uchenna Academy:

Plagiarism 1st offence

- 0% given on the assignment/test/assessment method
- Discussion with teacher
- Incident is recorded in the OSR by the principal
- Parents/guardians are contacted by the principal

Plagiarism 2nd offense:

- 0% given on the assignment/test
- Further disciplinary action may be taken by the Uchenna Academy administration and may include possible suspension or withdrawal from the course
- Parent/guardians are contacted
- Incident is recorded in the OSR by the principal

LATE & MISSED ASSIGNMENTS

Teachers can use a variety of strategies to encourage timely submission of assignments, including offering extra help and calling home. However marks may be deducted for late assignments, up to and including the full values of the assignment. For each evaluation, the teacher will inform students of the due date and the ultimate deadline. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. This ultimate deadline is set up at teacher's discretion and must be reasonable and communicated to students in advance. As an example, the ultimate deadline could be the date a marked assignment is returned to the students, if viewing a marked assignment would

benefit the student who has yet to hand it in. As always, teachers have the flexibility to use their professional judgement and consider extenuating circumstances of individual students.

CODE OF CONDUCT

The Ontario Code of Conduct contains a comprehensive listing of behaviour standards and consequences for student actions that counter the standards. Uchenna Academy has adopted the Provincial Code of Conduct.

Copies of the Ontario Code of Conduct are available at www.edu.gov.on.ca.

Expectations:

Principal - Principal has a duty to maintain proper order and discipline within the school. As part of his/her responsibility, principal will develop school codes of conduct for the school. Under the provisions of the Education Act, principal has the authority to suspend students.

Principals shall take a leadership role in the daily operation of the school by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding each person under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- providing an example of respect and civility for all members of the school community.

Teachers - Under the leadership of the principal, teachers maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers shall uphold these high standards by:

- helping students work to their full potential and develop their sense of self-worth;
- empowering students to be positive leaders in their classroom, school, and community;
- communicating regularly and meaningfully with parents;
- maintaining consistent standards of behaviour for all students;
- demonstrating respect for all students, staff, parents, volunteers & members of the school community;
- preparing students for the responsibilities of citizenship. Teachers shall also assist the principal in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers shall assist the principal by reporting incidents that may lead to a suspension, by responding to all incidents and when necessary assisting the principal in conducting investigations.

Students - Students are to be treated with respect and dignity. In return, they shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship by:

- coming to school prepared, on time, and ready to learn;
- showing respect for themselves, for others, and for those in authority;
- refraining from bringing anything to school that may compromise the safety of others;
- following the established rules and taking responsibility for their own actions.

- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- be courteous to fellow pupils and obedient and courteous of teachers;
- show respect for school property;
- understand and comply with their school's code of conduct.

Parents and Guardians - Parents need to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role by:

- showing an active interest in their child's school work and progress;
- showing respect for the Principal and school staff;
- communicating regularly with the school;
- helping their child to be neat, appropriately dressed and prepared for school;
- ensuring that their child attends school regularly and on time;
- promptly reporting to the school their child's absence or late arrival;
- showing that they are familiar with the Code of Conduct
- assisting school staff in dealing with disciplinary issues involving their child.

Standards of Behaviour:

i) Respect, Civility, and Responsible Citizenship.

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
 - show proper care and regard for school property and the property of others;
 - take appropriate measures to help those in need
 - assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
 - respect all members of the school community, especially persons in positions of authority
 - respect the need of others to work in an environment that is conducive to learning and teaching;
 - not swear at a teacher or at another person in a position of authority.

ii) Safety - Under the Provincial Code of Conduct, all members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault; traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;

- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- conflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

PROCEDURES FOR RESPONDING TO INAPPROPRIATE SCHOOL BEHAVIOUR

Uchenna Academy will utilize a progressive discipline approach and will adhere to the suspension requirements as listed in Education Act under subsection 306(1).

In accordance with the Education Act, clause 265(1)(m), Uchenna Academy Principal will have an opportunity to “refuse to admit” a student that would be “detrimental to the physical and mental well-being of the pupils”.

Prevention and Awareness Raising

- Uchenna Academy will increase pupils’ knowledge on bullying, bias, prejudice, safe internet use, media literacy, violence and inappropriate behaviour,

Responding to Incidents

- Uchenna Academy staff that works directly with students must respond to any student behaviour that may have a negative impact on school climate. Responding can involve asking a student to stop or correct the behaviour.
- If the student behaviour is deemed as potentially physically harmful, Uchenna Academy staff will not be required to respond to the incident.
- Serious incidents must be reported to the Principal verbally and confirmed in writing, as soon as possible.

PART I: DIPLOMAS & CERTIFICATES

DIPLOMA REQUIREMENTS

Diploma Requirements	Total required
COMPULSORY CREDITS	18
<ul style="list-style-type: none"> • English • Math • Science • French as a Second Language • Canadian History • Canadian Geography • Arts • Physical/Health Education • Civics • Career Studies 	<p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>0.5</p> <p>0.5</p>
Choose 1 of the following: <ul style="list-style-type: none"> • English • Third Language • Social Sciences & Humanities • Canadian and World Studies • Guidance/Career & Co-Operative Education 	1
Choose 1 of the following: <ul style="list-style-type: none"> • Physical/Health Education • Arts • Business Studies • Cooperative Education 	1
Choose 1 of the following: <ul style="list-style-type: none"> • Sciences (grade 11 & 12) • Technological Education • Cooperative Education 	1
OPTIONAL CREDITS	12
Total Credits Required for Graduation	30
Ontario Secondary School Literacy Test	Completed
Community Involvement	40 hours

The Ontario Secondary School Literacy Test

Uchenna Academy is registered with the Education Quality and Accountability Office (EQAO). Currently, Uchenna Academy does not offer the Ontario Secondary School Literacy Test.

Students will normally take the test in Grade 10.

- The test is prepared and evaluated by the EQAO and will be based on the Ontario curriculum expectations for language and communication (particularly reading and writing) up to and including Grade 9.
- Upon successful completion of the test, students may not retake it in the same language (i.e. English or French).

For students who do not complete the test successfully, Uchenna Academy will provide remedial assistance through the Ontario Secondary School Literacy Course (OSSLC). The remedial assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.

Uchenna Academy offers a Grade 12 English credit course aimed at enhancing literacy skills.

Uchenna Academy procedure for offering the Ontario Secondary School Literacy Course (OSSLC):

- No modifications of expectations are permitted in this course.
- If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principal has the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Students who pass the course are considered to have met the literacy graduation requirement.
- The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

Uchenna Academy will ensure all staff adhere to the Professional Responsibilities for the Administration of the OSSLT document as requested by the EQAO office.



Information on the Community Involvement Diploma Requirement

School Name: _____

Contact: _____

Telephone: _____

Introduction

All students must acquire a minimum of 40 community involvement hours to receive an OSSD. As of September 2011, students are able to start community involvement hours in the summer before they enter grade 9. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

Students will not be paid for performing any community involvement activity. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

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

Roles and Responsibilities of Uchenna Academy

Uchenna Academy is responsible for the implementation of community involvement activities through its secondary school. A list of approved community involvement activities has been developed by the school in conjunction with local school councils, the Special Education Advisory Committee, and the school's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. Uchenna Academy will not approve student participation in any activities that are on the ministry's list of ineligible activities. Uchenna Academy must ensure that all participants, including students and community sponsors, are adequately covered by the school's insurance.

Roles and Responsibilities of the School Principal

Principal of Uchenna Academy is required to provide information about the community involvement requirement to parents, students, and community sponsors. Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

For students transferring to Uchenna Academy who do not have Ontario credits and who have completed Grade 10, 11 or more than Grade 11, or for students who have successfully completed two or more years in an accredited secondary school program, the principal will determine the number of hours of community involvement required.

Roles and Responsibilities of Students

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

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

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

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

Roles and Responsibilities of Sponsors in the Community

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

The Ministry's List of Ineligible Activities

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

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;

- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Uchenna Academy’s List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement.

- Event or activity that is a benefit to the community
- Event or activity to support a non-profit organization
- A planned and organized program that encourages mentoring, visiting, tutoring or coaching, or whose mandate is to support others who require the benefit of that support
- Event or activity that supports ethical work of a global nature
- Event or activity that promotes positive environmental awareness
- Event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.
- A principal’s signature is required if the activity does not satisfy one of the above eligible requirements.



Notification of Planned Community Involvement Activities

Student: _____ **Principal:** _____

School: _____ **Telephone:** _____

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

Activity	Estimated number of hours	Estimated date of completion	Location and telephone #	Supervisor's name	Principal's signature (if required)

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

If you checked "No", you must obtain written approval from the principal (the principal signature above) before starting the activity.

Student Signature

Date

Parents or guardians signature

Date

Note: Personal Information provided to the Uchenna Academy as part of the Community Involvement requirement is collected pursuant to the provisions of the Freedom of Information and Protection of Individual Privacy in Municipalities and Local Boards and under the Authority of the Education Act.



Completion of Community Involvement Activities

Student: _____

Principal: _____

School: _____

Telephone: _____

Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the principal requests it.

Activity	Number of hours	Date of completion	Location and telephone number	Supervisor's name and signature
Total				

Student Signature

Date

Parents or guardians signature

Date

Note: Personal Information provided to the Uchenna Academy as part of the Community Involvement requirement is collected pursuant to the provisions of the Freedom of Information and Protection of Individual Privacy in Municipalities and Local Boards and under the Authority of the Education Act.

For office use only

Completion has been noted on the student OSR

Signature of school official

Date

PART II: CURRICULUM

Definition of a credit: A high school diploma requires completion of 30 credits of 110 instructional hours each.

Course Selection and minimum program requirements for full-time students:

Grade 9,10,11 – eight (8) courses per academic year

Grade 12 – six (6) courses per academic year (three per semester). A Grade 12 student is defined as having 23 or more credits at the beginning of the school year. Uchenna Academy believes that the long-term interests of students are best served by studying a full-time program.

Common Course Codes

The Ministry of Education (MoE) has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. All Ontario secondary school courses are coded with three letters and three numbers to indicate the subject, year or grade, and course content level of difficulty. The first 3 characters refer to the discipline, subject and course, the 4th character refers to the grade level and the 5th character refers to the course type (see chart below) and the 6th character refers to a timetable designation (semester 1 or 2).

Experiential Learning

Experiential learning programs, including work experience and cooperative education, provide students with opportunities to see how classroom learning applies in the workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination.

Currently, Uchenna Academy does not offer experiential learning programs.

MoE Course Types:

Letter code	Course Type	Description
D	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.
P	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.
L	Locally Developed	Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.

O	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.
C	College	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.
E	Workplace	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.
M	University/College	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.
U	University	courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

Reporting Procedures

Student achievement of the curriculum expectations and the learning skills & work habits are communicated formally to students and parents by means of the Report Card. Uchenna Academy uses a report card in alignment with the Provincial Report Card. A template of the report card is available upon request.

Uchenna Academy is a semestered school. Formal written reports are hand-delivered to students two times in a semester.

Assessment policy & reporting periods:

1. At the beginning of the course, each teacher will provide a clear statement explaining how students will be evaluated.
2. Assessments are returned to students within a reasonable time and/or kept in a portfolio. Seventy percent of the final grade is based on assessments and evaluation throughout the course. Evaluation is based on four categories of achievement: Knowledge/Understanding, Thinking/Inquiry, Communication and Application/Making Connections. Thirty percent of the final grade is based on final evaluations in the form of an examination, performance, essay, and/or other methods of assessment suited for the course material. The final evaluation, administered near the end of the course, reflects achievement of curriculum expectations.
3. Uchenna Academy policy requires that students complete their final summative evaluation. Missing a final exam for reasons such as vacation or summer employment will result in a mark of zero.
4. In determining the final mark the teacher may give consideration to the most recent and consistent achievement.
5. The report card provides a record of a student's achievement of the curriculum expectations in the form of a percentage grade. The skills needed for effective learning are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. They are

assessed using a 4-point scale: Excellent, Good, Satisfactory, Needs Improvement. These learning skills are reported separately and are not included in the determination of a percentage grade.

6. An interim report card will be hand delivered to students during the first reporting period of each semester (Nov. & March). A final report card will be mailed to the student's guardians or the student (if over 18 years of age), or in the case of part-time or online enrolment, mailed to the student's home school.

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Completed secondary school report cards and/or exact copies of them, are placed in each student's OSR. Uchenna Academy principal collects information for inclusion in the OSR for each student enrolled in the school and establishes, maintains, retains, transfers, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. All information recorded on the transcript is kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon graduation, a current & accurate copy of the OST is stored in the OSR folder. All Grade 11 and 12 courses and marks are shown on a transcript, if a student is registered in that course 5 days after midterm marks. If a student drops the course after this time, a "W" will be entered and the student's mark will be recorded. If a student takes a course more than once information for each attempt will be included, but only one credit will be granted. Failures for Gr. 9-10 do not appear on the transcript.

The OST includes the following:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
 - Only one credit will be granted for a course that a student has successfully completed twice.
 - If a student withdraws from a course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST.
- confirmation that the student has completed the community involvement requirement;
- confirmation that the student has completed the provincial secondary school literacy requirement

Course Catalogue

Our comprehensive curriculum includes a spectrum of courses in various fields of study.

Course Code	Course Name (U-University; M-Mixed; O-Open)	Grade
AMS20	Media Arts (O)	10
BAF3M	Financial Accounting Fundamentals (M)	11
BAT4M	Financial Accounting Principles (M)	12
CIE3M	The Individual & the Economy (M)	11
CIA4U	Analysing Current Economic Issues (U)	12
EMS3O	Media Studies (O)	11
ENG4U	English (U)	12
EWC4U	Writer's Craft (U)	12
ICS3U	Introduction to Computer Science (U)	11
ICS4U	Computer Science (U)	12
MCF3M	Functions & Application (M)	11
MCR3U	Functions (U)	11
MCV4U	Calculus & Vectors (U)	12
MDM4U	Mathematics of Data Management (U)	12
MHF4U	Advanced Functions (U)	12
SBI3U	Biology (U)	11
SBI4U	Biology (U)	12
SCH3U	Chemistry (U)	11
SCH4U	Chemistry (U)	12
SPH4U	Physics (U)	12

COURSE OUTLINES

THE ARTS – MEDIA ARTS

ASM2O – MEDIA ARTS, GRADE 10, OPEN

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.

Prerequisite: None.

BUSINESS STUDIES

BAF3M – FINANCIAL ACCOUNTING FUNDAMENTALS, GRADE 11, UNIVERSITY/COLLEGE PREP

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

Prerequisite: None.

BAT4M FINANCIAL ACCOUNTING PRINCIPLES, GRADE 12, UNIVERSITY/COLLEGE PREP

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

Prerequisite: BAF3M1

CANADIAN & WORLD STUDIES

ECONOMICS

CIE3M – THE INDIVIDUAL & THE ECONOMY, GRADE 11, UNIVERSITY/COLLEGE PREP

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic

role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

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

CIA4U – ANALYZING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREP

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

COMPUTER STUDIES

ICS3U – INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY PREP

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 & INFORMATION SCIENCE, GRADE 12, UNIVERSITY

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: ICS3U

ENGLISH

ENG4U – ENGLISH, GRADE 12, UNIVERSITY PREP

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Prerequisite: ENG3U

EMS30 – MEDIA STUDIES, GRADE 11, OPEN

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: ENG2D1 or ENG2P1 or ENG2L1

EWC4U – THE WRITER’S CRAFT, GRADE 12, UNIVERSITY PREP

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

Prerequisite: ENG3U1

MATHEMATICS

MCR3U – FUNCTIONS, GRADE 11, UNIVERSITY PREP

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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D

MCF3M – FUNCTIONS AND APPLICATIONS, GRADE 11, UNIVERSITY/COLLEGE PREP

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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D or MFM2P

MCV4U – CALCULUS & VECTORS, GRADE 12, UNIVERSITY PREP

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 modelling 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. *Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

MDM4U – MATHEMATICS OF DATA MANAGEMENT, GRADE 12, UNIVERSITY PREP

This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and

statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: MCR3U or MCF3M

MHF4U – ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY

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: MCR3U

SCIENCE

BIOLOGY

SBI3U – BIOLOGY, GRADE 11, UNIVERSITY PREP

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: SNC2D1

SBI4U – BIOLOGY, GRADE 12, UNIVERSITY PREP

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 achievement of detailed knowledge and the refinement of

skills needed for further study in various branches of the life sciences and related fields. *Prerequisite:* SBI3U1

CHEMISTRY

SCH3U – CHEMISTRY, GRADE 11, UNIVERSITY PREP

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:* SNC2D1

SCH4U – CHEMISTRY, GRADE 12, UNIVERSITY PREP

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 laboratory 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 daily life, and on evaluating the impact of chemical technology on the environment. *Prerequisite:* SCH3U.

PHYSICS

SPH4U – PHYSICS, GRADE 12, UNIVERSITY

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. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating 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:* SPH3U.

Course outlines and access to Ontario Curriculum policy documents can be requested by sending an email to info@uchenna.ca or by calling our main office at (416) 855-5572.

Ontario Curriculum policy documents are also available online at <http://www.edu.gov.on.ca/eng/curriculum/secondary/>. A hard copy is available at Uchenna Academy main office.

Substitution policy for compulsory credit requirements

Complete MoE guidelines can be found in the *OSK-12 Policy & Program Requirements* document available at: <http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

In order to provide the flexibility to tailor an individual student’s program to the student’s needs and to support his or her progress through secondary school, principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. To meet individual students’ needs, Uchenna Academy principal may replace up to 3 of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Substitutions will be made to promote and enhance student learning or to respond to special needs and interests. The decision to substitute one course for another for a student should be made only if the student’s educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

The **Ontario Secondary School Certificate** will be granted on request to students who leave school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Ontario Secondary School Certificate Requirements	Total Required
COMPULSORY	7
English	2
Canadian geography or history	1
Mathematics	1
Science	1
Health & Phys. Ed.	1
Arts or computer studies or technological ed.	1
OPTIONAL	7
Selected by student from available courses	7

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements

Procedure Relating to Changing the Course Type

If a student wishes to enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, he or she may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either 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 that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit granting process and provides students with high school credits for prior learning, which may include knowledge & skills the student has acquired outside a secondary school. The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document. The "equivalency" process is the process of assessing credentials from other jurisdictions

PLAR: CHALLENGE

Uchenna Academy does not implement the PLAR challenge.

PLAR – EQUIVALENCY

Students who are eligible for PLAR Equivalency Credits are the students who have transferred to Uchenna Academy from outside Ontario and/or Canada, from non-inspected private schools or students coming from a home-schooled environment.

Elementary school students who transfer from home schooling, a non-inspected private school, or a school outside Ontario will be placed in an age-appropriate grade by the principal of the receiving school. This placement decision is informed by documentation – including report cards, other assessment materials, attendance records, and any other relevant documentation – as well as consultation with parents and the student.

Equivalency credits are granted for placement only. The principal of Uchenna Academy will, in the process of deciding where the student should be placed, determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

In establishing equivalency, principal of Uchenna Academy will use as a guide the table entitled '*Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools*' in Appendix 2 within the *OSK-12 Policy & Program Requirements*. This table will assist Uchenna Academy principal to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma (OSSD).

In addition to the requirements identified above, Uchenna Academy principal will ensure that:

- A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD
- A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

PLAR – Mature Students

Mature students who wish to pursue their OSSD can receive PLAR support. A mature student is over 18 years old & has been out of school for at least a year.

Uchenna Academy principal will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in two ways:

1. they may present education and/or training credentials for assessment through the equivalency process;
2. they may take the course

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Uchenna Academy principal will determine the number of community service activities that a mature student has to complete. Mature students must satisfy diploma requirements with regard to the provincial secondary school literacy test.

To learn more about PLAR and how to apply for a formal evaluation, contact Uchenna Academy's guidance department via sending an email to info@uchenna.ca and stating 'Guidance Dept' in the subject line.

PART III: SUPPORTS & RESOURCES

Guidance

Uchenna Academy program begins with the transition to Grade 9 and concludes with the successful transition to work, college, university or apprenticeship. We prepare an educational plan for all students entering our school and a career plan which includes post-secondary studies.

Guidance department program includes:

- Education and career planning including university and college visits
- Time management skills/study skills
- Exit packages for work, college, university or apprenticeship
- Scholarship information
- Arranging for tutorial help.
 - Teachers will provide extra help if the students make arrangements to do so.
 - Uchenna Academy offers weekly academic assistance Friday afternoons, 3:30pm-6pm
 - Uchenna Academy is in partnership with the QSLA Learning Centre, and any academic tutorial assistance is available to Uchenna Academy students.

Support for English Language Learners:

- Uchenna Academy offers translation and interpretation services in select languages

Internet access is provided to students at various locations throughout the school. Access to the internet is viewed as a privilege, not a right. Computers are available for student use in all classrooms at Uchenna Academy. Students are asked to confirm computer availability with their teacher if they need to use it outside the regular classroom time.

Students are expected to use internet for scholastic purposes.

Uchenna Academy offers video conferencing with teachers. All video conferences are to be booked by a student and the teacher of the course.

PART IV: UCHENNA ONLINE CURRICULUM

Uchenna Academy is pleased to offer online curriculum! Uchenna Academy online courses are offered to students on part-time basis. As such, Uchenna Academy Online does not maintain a student's Ontario Student Record (OSR). Upon successful completion of the course, Uchenna Academy will forward the course grade report to the student's homeschool. Uchenna Academy will be offering full-time online curriculum soon.

Students wishing to enrol in an online course must have minimum hardware and software requirements for accessing course content including

Hardware

- A PC running Windows XP or higher
- A Mac running OS X
- High speed internet connection
- Scanner (for assignments submission)

Software

- Adobe Reader, Flash Player & Shockwave
- Microsoft Office
- GeoGebra (for mathematics courses)
- Java

Browser Requirements

- Internet Explorer: 11 and 10 Compatibility mode should be disabled
- Firefox: 37, 36, and 31.x ESR
- Chrome: 42, 41, and 40
- Opera: 27 and 26
- Safari: 8 and 7

Browser Requirements (Mobile View)

- Mobile Safari: 7.0 and 6.1 (current versions)
- Android browser 4.0 and up
- BlackBerry Browser 7.0 and 7.1
- Firefox for Mobile Stack Overflow appears to function properly in 10.0.3

In addition, there are requirements beyond using a modern browser for getting THE BEST POSSIBLE experience:

- JavaScript must be enabled.
- Cookies must be enabled.

ONLINE CODE OF CONDUCT

Uchenna Academy has developed an Online Code of Conduct which is in addition to the existing school's Code of Conduct encompassing student's online behaviour. Students are expected to follow Uchenna Academy's Appropriate Use of the Internet policies, which include online integrity, respect and honesty, unbiased and hate-free verbiage when posting comments and using social media platforms.

Uchenna Academy will act quickly to respond to behaviours that violate our terms of service.

In addition, students are expected to complete their own coursework, participate in online discussions and complete all coursework within eight (8) months of course enrolment.

ATTENDANCE POLICY & PROCEDURES

School attendance is required by law and should be taken seriously. It is one of the major factors contributing to success at school. Online learning has the same mandate, and is structured to mimic the traditional classroom environment, with lesson lectures followed by student participation in lecture discussions through online posts, reflections and completion of post-lesson questions.

At Uchenna Academy, the number of log-in-hours will be tracked by the teacher. Students are encouraged & expected to log in at least once biweekly to complete their coursework. Failure to do so will result in the teacher notifying our principal, who will in turn send an attendance notification letter to the student and/or his/her parents. If the online absence of more than 2 week repeats, Uchenna Academy will initiate a conversation with the students and his/her guardians to develop a program to support the meeting attendance requirements. Online attendance is based on the task completion by the student.

Online attendance will be tracked by the teacher and includes the following parameters:

- Log-in hours are tracked by the course software. Student course activity is tracked upon each login. If a student fails to login for more than 14 consecutive days, teacher will notify the school principal as noted above.
- Discussion Boards – students are required to participate in at least one discussion per week.
- Completion of lesson tasks. Each lesson has post-lesson assessment which must be completed. The post-lesson assessment results are recorded by the course software.

MISSED ASSIGNMENTS

Student do not have a time limit to complete each assignment or test, however, each course must be completed within eight (8) months of enrolment date. One month extension may be provided if the student submits a course extension request form within the last month of the course.

HOW TO SUBMIT YOUR ASSIGNMENTS

There are several assignments that you will need to submit for marking, one at the end of each unit. Once you complete the assignment, you will scan it & upload it using the online submission tool. The

online submission tool can be found at the online login page. The scanned document should be jpg, png, pdf, or doc file. Note that .exe files will not work. You will upload the document and press "Submit". The maximum file upload size is 32 Mb.

If you experience technical difficulties please email us at info@uchenna.ca immediately. Our technical team will respond within 24 hours of your inquiry.

ACADEMIC DISHONESTY

Academic Honesty is a key priority at Uchenna Academy. Students must never plagiarize, copy, cheat or aid in any dishonest act. A parent/guardian will be contacted. A mark of zero may be assigned and suspension may occur.

The following plagiarism policy has been adopted by Uchenna Academy:

Plagiarism 1st offence

- 0% given on the assignment/test/assessment method
- Discussion with teacher
- Incident is recorded in the OSR by the principal
- Parents/guardians are contacted by the principal

Plagiarism 2nd offense:

- 0% given on the assignment/test
- Further disciplinary action may be taken by the Uchenna Academy administration and may include possible suspension or withdrawal from the course
- Parent/guardians are contacted
- Incident is recorded in the OSR by the principal

Plagiarism is the use of other people's words, work or ideas without stating the sources. For any materials borrowed, use quotation marks and list the resources on the Works Cited/References page.

FINAL EXAM

Students will be allowed one (1) attempt to write the final exam. The final exam is made up of a select number of multiple choice & written questions. You must pass the final exam (50% or higher) in order to receive a credit for the course. This is irrespective of your course work, so even if you achieve a high grade for the course work, you still **MUST** pass the final exam to receive a credit.

Two weeks before you are ready to write the final exam, you must send a written request to: info@uchenna.ca.

For Toronto and Greater Toronto Area (GTA) residents: Your final exam must be written at the Uchenna Academy school located at 1205 St. Clair Ave. W. Suite 106. Time will be arranged once we receive your exam request.

For residents living outside of Toronto/GTA: You must find an acceptable invigilator and institution to write the exam in and have the invigilator pre-approved by the Uchenna Academy Principal. The approval process usually takes 2 weeks to complete.



Here is a list of potential invigilators:

- Teacher with a valid OCT registration number working in a school (public or private)
- Lawyer, architect
- Doctor, dentist, chiropractor, optometrist
- A licenced exam centre (additional fees may apply – centre based)

Please note a tutoring centre/learning centre is NOT on the list of authorized invigilators.

COURSE TEACHER

An important feature of the Uchenna Academy online course is the course teacher. All Uchenna Academy teachers have excellent credentials and their knowledge coupled with their experience will contribute to your success in the course. Please email info@uchenna.ca to start a conversation with the teacher for your course.

Your teacher is your main contact with Uchenna Academy. In addition to answering your questions concerning the course material, your teacher will mark your assignments, suggest review and remedial exercises if you have problems with the course work and advise you of your readiness to write tests. Rest assured, your teacher will do his/her best to assist you in every way to understand and learn the course materials.

Students who maintain regular communication through email/telephone contact with their teacher are generally more successful than those who do not. You are encouraged to consult with your teacher on all matters that might affect your study. Your teacher may not always have the answer for you, but they will know where and how to find it.

COURSE COORDINATOR

The course coordinator is the academic staff member in charge of the course. The coordinator works directly with course teachers on both administrative and academic records. If you have difficulties that cannot be resolved with your teacher's help, you may wish to contact the course coordinator directly. The coordinator is also the person to contact regarding your credit records or exams. In additions, he/she can provide you with the general information about the curriculum development. The course coordinator welcomes students' comments about the course.

ONLINE COURSES OFFERED

Grade 10

Mathematics | MDM2D

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

Grade 11

Math, Functions and Applications | MCF3M

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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Grade 12

Biology, University Prep | SBI4U

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

Chemistry, University Prep | SCH4U

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

Math, Advanced Functions | MHF4U

This course extends your experience with functions. You 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. You 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.