



GLOBAL JOURNEYS
ACADEMY OF LEARNING

BSID #885651

Enhanced learning in a global setting:
classrooms without borders,
education without limits!

COURSE CALENDAR

Contents:

About Us	3
Program Information	4
School Structure	4
Class Sizes	4
Student Success	4
Code of Conduct	5
Provincial Code of Conduct	5
Safe Learning Environment	5
Equity and Inclusive Education	5
Global Journeys Behaviour Policy	6
Diploma Information	7
The Ontario Secondary School Diploma	7
Substitution for Compulsory Credits	7
40-Hour Community Involvement Requirement	8
Literacy Graduation Requirement	8
The Ontario Secondary School Certificate	8
The Certificate of Accomplishment	8
Course and Curriculum Policy	9
Course Coding System	9
Prior Learning Assessment and Recognition (PLAR)	9
Courses Offered	10
Ontario Student Record (OSR)	10
Ontario Student Transcript (OST)	10
Changing Course Types	10
Course Withdrawal and Full Disclosure	10
Repeating a Course	11
Course Descriptions	12
Classical Studies: LVV 4U, LVL DU	12
English: ENG 2D, ENG 3U, ENG 4U, ETS 4U	12
Geography: CGW 4U, CGR 4M, CGR 4E	14
History: CHC 2D, CHW 3M, CHY 4U	14
Social Studies: HRT 3M, HNB 4M, HSB 4U, HSC 4M	15
Science: SNC 2D, SBI 3U, SBI 4U	16
Visual Studies: AVI 4M, AWQ 3M, AWQ 4M	17
Assessment and Evaluation Policies	18
Assessment and Evaluation	18
Levels of Achievement	19
Achievement, Grades 7-12	20
Attendance and Evaluation of Credit	21
Late and Missed Assignments	21
Final Summative Evaluation and Examinations	21
Reporting Policy	21
Report Card Template	22
Resources and Support	24
Computer and Internet Access	24
Education Planning	24
English Language	24
Health and Safety	24
Remedial Assistance	24
Special Education Needs	24
Travel Assistance	24

About Us:

Global Journeys Academy is committed to delivering meaningful, superlative educational travel programs for secondary students from across Ontario: we promote the highest academic standards, encourage intellectual growth, and nurture personal development.

We offer students a memorable educational experience in an enhanced, immersive learning environment: online and onsite classes around the world. Our international courses enhance the traditional secondary school experience, whilst following the Ontario Ministry of Education's standards to obtain credit towards the Ontario Secondary School Diploma (OSSD). Moreover, our courses and programs provide students with authentic opportunities to learn about diverse histories, cultures, and perspectives, fostering intercultural awareness and global citizenship – qualities that will prove invaluable in our increasingly global world.¹

Students who join our programs have a keen interest in expanding their boundaries, physically and intellectually. The provincial international education strategy notes that “exposure to an internationalized learning environment and the intercultural experiences that go with it have a positive impact on the well-being of students, including their personal and academic development.”² Indeed, our students can attest to the benefits of our international education: friendships that last a lifetime, lessons that resonate beyond the curriculum, and travels that break down (social – cultural – religious) barriers.

Our staff, comprised of exceptional, OCT-qualified teachers, challenge and inspire students to do more, see more, and learn more, providing them with a solid foundation for higher learning at college and university. They employ a variety of instructional, assessment, and evaluation methods at all grade levels from 10-12 to encourage the development of critical thinking, communication, collaboration, creativity, and problem solving, in line with the Ontario Ministry of Education's standards. Additionally, our teachers have a range of educational, travel, and volunteer experience, as well as Standard First Aid + CPR training, to ensure a safe and satisfying learning experience.

Global Journeys Academy is dedicated to supporting our students' learning skills and work habits, achieving academic success, and shaping active global citizens. Our **mission** is to connect our students with the best programs and teachers to create a journey of a lifetime!

Follow Global Journeys, #myjourney

Facebook @GlobalJourneysAcademy

Instagram @GlobalJourneysAcademy

Twitter @Global_Journeys



¹ As per OS, K-12, Policy and Program Requirements, 2016, section 1.3, p. 17

² From Ontario's Strategy for K-12 International Education, 2015, p. 13

Program Information:

Global Journeys Academy is committed to education in Ontario and employs every effort to assist our students in achieving academic success. Secondary education equips students with the fundamental knowledge and skills they need in any area of endeavor as well as providing the opportunity to explore areas related to their post-secondary goals and personal interests. All students in the province of Ontario are required to remain in secondary school until they have reached the age of eighteen or obtained an OSSD. We accept students of high distinction into our Grades 10, 11, 12 courses and grant credit upon the successful completion of a course, i.e. a 50% or higher final grade and 110 hours of class time.

Parents and students are advised of our school's policies and procedures, here outlined.

School Structure

The Global Journeys Academy administrative office is open year-round, Monday to Friday from 9:00am through to 4:00pm. All of our courses are offered in the summer, either in July or August, and all courses consist of both online and onsite components.

Online Course Structure: Online classes comprise 25 to 55 hours of the 110 total course hours. Classes are scheduled one or two weeks prior to departure; they run Monday through Friday from 8:30am-12:30pm and from 2:00pm-4:00pm. Students must have access to a reliable and secure internet connection, and a Microsoft Office account for use of OneNote. Classes are synchronous and students are expected to log in to the OneNote class site (to complete collaborative assignments: group discussions / blog posts, or individual assignments: short quizzes or reading/writing assignments) every day. Teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in. Global Journeys reserves the right to monitor all material in the OneNote class site in order to determine the appropriateness of computer use. See our Acceptable Use policy in our **Behaviour Policy for Online Courses** document, below pp. 5-6.

Onsite Course Structure: Onsite classes comprise 55 to 85 hours of the 110 total course hours. Classes are scheduled daily, Monday through Friday, between the hours of 8:30am-12:30pm and from 2:00pm-4:00pm, though this schedule is subject to change depending on travel. In addition, site visits relevant to course content may take place on Saturdays and Sundays. Global Journeys has a procedure in place for recording student absences and for contacting parents / guardians of students under 18 years of age. Global Journeys Academy reserves the right to terminate a student's enrollment in a course when three or more classes are missed.

Class Sizes

Each of our courses has no more than 20 students (average class size: 10-12 students), but the number of students per program depends on the number of courses running. Please be advised that all courses require a minimum class size to run; courses with insufficient enrollment may be cancelled and students will be required to make an alternate selection.

Student Success

Global Journeys Academy offers rich, challenging, and fun courses that can transform a student's learning. Global Journeys expects our students to: attend all classes and participate in coursework; meet deadlines and negotiate accommodations as needed; seek assistance or clarification as needed; identify personal learning needs; and abide by our standards of academic honesty and integrity (see our **Academic Integrity Policy**).

Code of Conduct:

Global Journeys Academy has a strict policy with regards to student conduct that follows provincial standards. Parents and students can obtain further information about our Code of Conduct here, and on the school's website.

Provincial Code of Conduct

(from OS, K-12, Policy and Program Requirements, 2016, section 1.1.6, p. 13)

PPM No. 128 outlines the provincial Code of Conduct. Global Journeys Academy follows this Code by promoting respect within the learning environment and the teaching environment and sets clear standards for behaviour (see below, **GJA Behaviour Policy**).

Safe Learning Environment

(from OS, K-12, Policy and Program Requirements, 2016, section 1.1, p. 10)

Creating and sustaining healthy, safe, and accepting learning environments is essential to the positive cognitive, emotional, social, and physical development of learners and contributes to their well-being and academic development. Global Journeys Academy actively promotes positive student behaviour and makes our students' security and safety a priority by providing appropriate supervision and monitoring world situations daily.

Equity and Inclusive Education

(from OS, K-12, Policy and Program Requirements, 2016, section 1.1, p. 17)

The Ontario education system is based on a vision of an equitable and inclusive system where all students and staff accept and value diversity and demonstrate a respect for others. Global Journeys Academy adheres to principles of equity and education in all areas of operation, especially while traveling abroad when sensitivity and tolerance of cultural difference is of utmost importance.

GJA Behaviour Policy for Online Courses

Global Journeys Academy reserves the right to monitor all material in the OneNote class sites in order to determine the appropriateness of computer use. Students are required to log in on a daily basis (and/or at least 3 or more times per week), and teachers will track student activity on a daily basis. Student access to the OneNote class site is intended for educational purposes only; misuse of the online environment is strictly prohibited. Examples of inappropriate usage include, but are not limited to: criminal or illegal activity, abusive or obscene language, malicious network damage, etc. If inappropriate use occurs, the Principal reserves the right to terminate registration or suspend the user.

Security of the online environment is the responsibility of all. Please abide by the following:

- Do not reveal your password to access your course to anyone, except your parent;
- Report any email or chat message that requests personal information from you;
- Never attempt to access unauthorized material or to impersonate another user.

GJA Behaviour Policy for Onsite Courses

All students and parents /guardians of students enrolled in a Global Journeys Academy course must read and sign the document on our rules of behavior, the details of which are here summarized.

Students are expected to adhere to the rules set by Global Journeys Academy teachers and staff. Our expectations for students include:

- Be on time and be ready to learn;
- Show respect for others and for those in authority;
- Refrain from use of inappropriate language towards classmates or persons in authority
- Refrain from using any motorized vehicles
- Possession or use of illegal drugs is strictly forbidden;
- Drinking alcoholic beverages or the use of non-prescription drugs is not permitted on any program, regardless of program location and the laws of the land;
- Smoking is not permitted in residence rooms, on residence grounds, or while on group excursions;
- Possession of any object which may cause harm to another is prohibited;
- Contact information card with staff cell numbers must be carried at all times.

Additionally, students must abide by these rules:

- Students leaving residence during free time must sign out and in with a teacher and/or staff member;
- Students are to travel in groups of no less than 3 people;
- Students must follow the curfew times of 10:30 pm on Sunday to Thursday and 12:00 pm on Friday and Saturday. *This may be altered upon agreement of all staff to an earlier time where appropriate and occasionally to a later time with complete supervision when special local events are taking place.*
- Students must dress appropriately on any occasion when dress codes are in effect (e.g. religious venues).

Global Journeys Academy reserves the right to terminate a student's participation in a program at any time if the participant's behaviour is deemed inappropriate and unacceptable, and this will be done at the parents' or guardians' expense.

Students who are disruptive, who do not follow guidelines set by Global Journeys Academy staff and teachers, or where student behaviour is deemed inappropriate will be given a warning. Parents / guardians will be informed and teachers and staff onsite will decide on appropriate action(s) to be taken.

At Global Journeys we value...



Diploma Information:

Students in Ontario complete high school under the program and diploma requirements outlined in the *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements*, 2016.

Ontario Secondary School Diploma (OSSD)

To be granted an Ontario Secondary School Diploma, students must fulfill the following requirements:

Credit Requirements:

A student must earn **18 compulsory credits**, as follows:

- 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 **1 credit** from each of the following groups:

- Group 1: English or French as a second language, a native language, a classical or international languages, social science and humanities, Canadian and world studies, guidance and career education, cooperative education,
- Group 2: Health and physical education, the arts, business studies, French as a second language, cooperative education,
- Group 3: Science (Grade 11 or 12), technological education, French as a second language, computer studies, cooperative education.

A student must also earn a minimum of **12 optional credits**, of their choice, from the above subject areas. The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Substitutions for Compulsory Credits:

(from OS, K-12, Policy and Program Requirements, 2016, section 6.2, p. 67)

In order to provide flexibility in designing a student's program, while still qualifying for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses under the discretion of the Principal in consultation with parents and school staff. Each substitution will be documented and both student and Principal will read and sign our policy document on **Substitutions for Compulsory Credits**.

Also, each substitution will be noted on the student's Ontario Student Transcript.

The 40-Hour Community Involvement Requirement:

(from OS, K-12, Policy and Program Requirements, 2016, section 6.1.4, p. 66)

All Ontario secondary students must complete **40 hours** of community involvement activities. The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility and the role they can play and the contribution they can make in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.

Global Journeys Academy offers opportunities for students to earn hours towards their Community Service Diploma Requirement, offered in a selection of programs (Belize, Costa Rica, Iceland, and Peru) during March Break and in the summer. Eligible activities include:

- Local school projects in rural and impoverished areas to help with:
 - o painting rooms, designing signage, building tables and bicycle racks, organizing school supplies, etc.
- Local conservation projects to help protect rainforests, wildlife, etc. Activities include:
 - o tree planting, moss transplanting, trail maintenance, building drains, etc.

More information about our community involvement opportunities can be found on our website under > Volunteering.

Literacy Graduation Requirement:

(from OS, K-12, Policy and Program Requirements, 2016, sections 6.1.3.1-2, pp. 63-65)

All Ontario secondary students must meet the secondary school literacy graduation requirement. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary Student Literacy Test (OSSLT) in Grade 10. The OSSLT is the usual method for assessing the literacy skills of students in Ontario. Students may also take the Ontario Secondary School Literacy Course (OSSLC); students who pass the course are considered to have met the literacy graduation requirement.

Global Journeys Academy does not administer the Grade 10 OSSLT nor do we offer the OSSLC.

The Ontario Secondary School Certificate:

(from OS, K-12, Policy and Program Requirements, 2016, section 6.3, p. 68)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits. Global Journeys Academy does not currently offer the Ontario Secondary School Certificate.

The Certificate of Accomplishment:

(from OS, K-12, Policy and Program Requirements, 2016, section 6.4, p. 68)

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. Global Journeys Academy does not currently offer the Certificate of Accomplishment.

Course and Curriculum Policy:

Global Journeys Academy offers courses in Grades 10, 11, and 12 that follow provincial curriculum guidelines. Credits are granted to students upon the successful completion of a course; that is, when students achieve a 50% or higher final grade and complete a minimum of 110 hours of scheduled class time.

Courses leading to the OSSD are developed according to the requirements of the Ontario Ministry of Education. Global Journeys offers Academic (D), Applied (P), and Open (O) level courses for Grade 10, and University Preparation (U), University / College Preparation (M), and Open (O) level courses for Grades 11 and 12. In some instances, we may also offer Workplace Preparation (E) level courses for Grades 11 and 12. All of our courses aim to equip students with the knowledge and skills they need to join the workforce, or to prepare for post-secondary education in college or university.

Course Coding System

Our course coding follows that of the Ministry, combining letters and numbers of specific sequential meaning. For example, the Grade 12 University Preparation Course in English is coded as follows:

ENG 4U : 1st three characters: ENG indicates the subject (English),
 4th character: 4 indicates the grade level of the course (Grade 12),
 5th character: U designates the course type (University Preparation).

Courses in Grades 10, 11 and 12 may have prerequisites as a requirement for enrolment. These prerequisites are clearly identified in curriculum documents (e.g. course descriptions) and Global Journeys staff can provide additional information about prerequisites to parents and students. Requests for the waiving of a prerequisite are decided under the discretion of the Principal, in consultation with staff and teachers. A request for waiving a prerequisite must be made in writing, please review our [Prerequisite Waiver Policy](#).

Prior Learning Assessment and Recognition (PLAR)

(from OS, K-12, Policy and Program Requirements, 2016, section 7.2.5, p. 74)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed; the equivalency process involves the assessment of credentials from other jurisdictions.

Global Journeys Academy does not currently offer a formal evaluation and accreditation process for PLAR and does not challenge, nor will it offer equivalency.

The courses offered by Global Journeys Academy are described here. For more detailed credit, course, and curricular information contact our Principal. Full Outlines of Courses can be reviewed on our website www.global-journeys.com under >Courses. Official Ministry of Education curriculum policy documents are available online at www.edu.gov.on.ca.

Courses Offered

Global Journeys Academy will offer the following courses in the summer of 2023:

- Grade 10 Courses: English ENG2D, French FSF2D, History CHC2D, Science SNC2D.
Grade 11 Courses: English ENG3U, French FSF3U, History CHW3M, Italian LWICU, Photography AWQ3M, Biology SBI3U, World Religions HRT3M.
Grade 12 Courses: Biology SBI4U, Challenge & Change in Society HSB4U, Classical Civilization LVV4U, Classical Languages, Latin LVLDU, English ENG4U, Environment & Resource Management CGR4M, French FSF4U, Geography CGR4E, International Business BBB4M, Italian LWIDU, Photography AWQ4M, Studies in Literature ETS4U, The World of Fashion HNB4M, Visual Arts AVI4M, World Cultures HSC4M, World History CHY4U, World Issues CGW4U.

Ontario Student Record (OSR)

(from OS, K-12, Policy and Program Requirements, 2016, section 4.1.1, p. 48)

The Ontario Student Record is a record of a student's educational progress through schools in Ontario. The Education Act mandates that a Principal of a school collect information for each student in the school and to establish, maintain, retain, transfer, and dispose of the OSR. Students and parents can access the OSR through Global Journeys Academy staff.

Ontario Student Transcript (OST)

(from OS, K-12, Policy and Program Requirements, 2016, section 4.1.2, pp. 48-49)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. The transcript includes important information on achievement, credits earned, community involvement, and literacy testing. Credits earned via Global Journeys will be recorded on the student's OST by the home school.

Changing Course Types

(from OS, K-12, Policy and Program Requirements, 2016, section 7.2.4, pp.73-74)

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 the specified prerequisite for that course. If the student has not done so, but the Principal believes that a student can be successful, the Principal may waive the prerequisite; please review our [Prerequisite Waiver Policy](#).

Course Withdrawal and Full Disclosure

(from Ontario Student Transcript Manual, 2013, p. 13)

Students who withdraw from a program prior to the commencement of a course will have their registration cancelled without penalty. Withdrawals on Grade 10 courses are not recorded on the Ontario Student Transcript (OST). If a student in a Grade 11 or 12 course has already begun the course but withdraws within 5 instructional days following the issue of the midterm report, then the withdrawal is not recorded on the OST; however, if the student withdraws after 5 instructional days after the issue of the midterm report, s/he will receive an "incomplete" or "W" in the credit column on their OST.

Repeating a Course

Global Journeys Academy offers students the opportunity to repeat a Grade 10, 11, or 12 course completed at a home school. This is for students who wish to take advantage of an onsite, experiential program to enhance their learning. Students who register to repeat a course will be required to submit their final report card and transcript to Global Journeys Academy as proof of completion of the course.

On the Ontario Student Transcript (OST), repeated courses appear differently depending on the grade level. Please note the following:

Students who choose to repeat a Grade 10 course should note that only the attempt which received the higher grade will appear on the student's transcript. The attempt receiving the lower grade will not be recorded on the OST.

Students who choose to repeat a Grade 11 or 12 course should note that both attempts will appear on the student's transcript, however, only one credit will be awarded, that which receives the higher grade. The attempt receiving the lower grade will have an R recorded next to it in the Credit column on the OST, indicating that the student repeated the course and the percentage grade given for this attempt is the lower grade.

Students who register for an upgrade course will be required to meet with our Principal to discuss strategies for success. The student and his/ her parents will also be required to sign our **Repeating a Course Policy** form.

Special Course Considerations

While Global Journeys Academy offers a limited selection of courses every year, students wishing to participate in a different course may make an inquiry to our Admissions Officer, and thereupon a request to the Principal in writing. Special consideration will be applied only if enrollment and interest allow. Please also refer to our policy above on **Changing Course Types** (p. 10).

Course Descriptions:

Students may choose from the following courses of study for the summer of 2023:

CLASSICAL STUDIES

LVV 4U – Classical Civilization, Grade 12, University Preparation

Prerequisite: English, Grade 10, Academic, or Classical Languages, Level 2, University Prep

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.

LVL DU – Classical Languages, Latin, Level 3, University Preparation

Prerequisite: Classical Languages, Level 2, University Preparation

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.

ENGLISH

ENG 2D – English, Grade 10, Academic

Prerequisite: English, Grade 9, Academic or Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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.

ENG 3U – English, Grade 11, University Preparation

Prerequisite: Grade 10 English, Academic

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.

ENG 4U – English, Grade 12, University Preparation

Prerequisite: Grade 11 English, 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.

ETS 4U – Studies in Literature, Grade 12, Workplace Preparation

Prerequisite: Grade 11 English, University Preparation

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.

FRENCH AS A SECOND LANGUAGE

The following program-specific **French** language courses may also be offered in 2019:

FSF 2D – Core French, Grade 10, Academic

Prerequisite: Core French, Grade 9, Academic or Applied

FSF 3U – Core French, Grade 11, University Preparation

Prerequisite: Core French, Grade 10, Academic

FSF 4U – Core French, Grade 12, University Preparation

Prerequisite: Core French, Grade 11, University Preparation

These courses draw on a variety of themes to promote extensive development of French reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout these courses.

FIF 3U – French Immersion, Grade 11, University Preparation

Prerequisite: French Immersion, Grade 10, Academic

FIF 4U – French Immersion, Grade 12, University Preparation

Prerequisite: French Immersion, Grade 11, University Preparation

These courses develop knowledge and language skills through the study of francophone literature and culture from around the world and from various time periods. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout these courses.

GEOGRAPHY

CGW 4M – World Issues: A Geographic Analysis, Grade 12, University Preparation

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

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse 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.

CGR 4M – The Environment & Resource Management, Grade 12, University / College Prep

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

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

CGR 4E – Living in a Sustainable World, Grade 12, Workplace Preparation

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

HISTORY

CHC 2D – Canadian History since World War I, Grade 10, Academic

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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. 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.

CHW 3M – World History to the End of the Fifteenth Century, Grade 11, University Prep

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

This course explores the history of various societies and civilizations around the world, from earliest times to c 1500 CE. Students 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.

CHY 4U – World History since the Fifteenth Century, Grade 12, University Preparation

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

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

SOCIAL STUDIES

HRT 3M – World Religions and Belief Traditions, Grade 11, University / College Preparation

Prerequisite: None.

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 ways 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 teachings, 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.

HNB 4M – The World of Fashion, Grade 12, University / College Preparation

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

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

HSB 4U – Challenge and Change in Society, Grade 12, University Preparation

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

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and 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.

HSC 4M – World Cultures, Grade 12, University / College Preparation

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

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

SCIENCE

SNC 2D – Science, Grade 10, Academic

Prerequisite: Science, Grade 9, Academic or Applied

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.

SBI 3U – Biology, Grade 11, University Preparation

Prerequisite: Science, Grade 10, Academic

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

SBI 4U – Biology, Grade 12, University Preparation

Prerequisite: Biology, Grade 11, University Preparation

Recommended: Chemistry, Grade 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.

VISUAL STUDIES

AVI 4M – Visual Studies, Grade 12, University / College Preparation

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

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.

AWQ 3M – Visual Studies: Photography, Grade 11, University / College Preparation

Prerequisite: Visual Arts, Grade 9 or 10, Open

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).

This course will focus on photography, allowing students to develop their photographic practice and understand the history of photography.

AWQ 4M – Visual Studies: Photography, Grade 12, University / College Preparation

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

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.

This course will focus on photography, allowing students to develop their photographic practice. Throughout the course students will strengthen their shooting skills, explore experimental digital editing techniques, and expand their artistic expression. Photographic history and analyzing photographs are important components of the course. Students will create a range of photographic images drawing upon personal experiences while abroad.

Assessment and Evaluation Policies:

The primary purpose of assessment and evaluation is to improve student learning.

- Growing Success, 2010, p.38

Global Journeys Academy is proud to maintain the highest academic standards. We uphold the Ontario Ministry of Education's fundamental principles of assessment – as outlined in the document ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*** (2010) – to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students.

Global Journeys Academy teachers deliver ongoing and varied assessment and evaluation methods to provide multiple opportunities for students to demonstrate the full range of their learning. Our teachers support all students, giving clear instructions on overall and specific curriculum expectations to measure knowledge and understanding, thinking, communication, and application skills. They work with students to elicit information about their learning and individual goals, through self-assessment and student-teacher conferencing. They provide students with ongoing descriptive feedback, outlining precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve.

Our Principal champions the importance of assessment *for* learning and *as* learning by ensuring consistent and continuous school-wide focus on student success and by using classroom and online system data to monitor progress.

Our policies are communicated clearly to students and parents at the beginning of the school course and at other appropriate points throughout the duration of our programs. Information is also available on our website, OneNote class sites, and in our **Assessment and Evaluation Policy** document.

To guide teachers in their assessment and evaluation of student learning, levels of achievement and definitions are identified in our school Assessment Chart (below) and the provincial subject-specific Achievement Charts, using 4 levels and qualifiers ("criteria" or "descriptors"), as outlined below, p. 16.

Achievement Chart Categories for knowledge and skills include:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

17.5%

Thinking. The use of critical and creative thinking skills and/or processes. **17.5%**

Communication. The conveying of meaning and expression through various forms. **17.5%**

Application. The use of knowledge and skills to make connections within and between various contexts. **17.5%**

These are used to inform assessment, using the following Achievement Charts:

Levels of Achievement

(from Growing Success, 2010, p. 18)

The Achievement Chart below also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Percentage: 50 – 59 %

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Percentage: 60 – 69 %

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Percentage: 70 – 79 %

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Percentage: 80 – 100 %

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement –

the qualifier *limited* is used for level 1;

the qualifier *some* is used for level 2;

the qualifier *considerable* is used for level 3;

the qualifiers *a high degree of* **or** *thorough* are used for level 4.

Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with considerable effectiveness”.

Achievement, Grades 7-12

(from Growing Success, 2010, pp. 40-41)

For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95–100	2+	67–69
4	87–94	2	63–66
4–	80–86	2–	60–62
3+	77–79	1+	57–59
3	73–76	1	53–56
3–	70–72	1–	50–52

For Grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent. See below on this page for a discussion of percentage marks below 50 per cent.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

For students with special needs, including English language learners and students with IEPs, curriculum expectations can be modified and assessment, evaluation, and reporting will reflect this. Teachers will indicate modifications on provincial report cards by checking the "ESL/EDL" or "IEP" box for the relevant course. See [Special Education Needs](#), below p. 23.

Attendance and Evaluation of Credit

Global Journeys Academy grants credits to students completing the required provincial minimum of 110 hours for a full-credit course. Given the condensed nature of our programs, attendance to all classes (online and onsite) is compulsory; anything short of perfect attendance can jeopardize a student's success and result in poor academic performance. As such, Global Journeys has a procedure in place for recording student absences and for contacting parents / guardians of students under 18 years of age. This is communicated to parents and students online via our **Attendance Policy** document.

In accordance with our attendance policy, if a student misses more than three days of classes or log ins, proof must be provided to indicate that the student is making a sufficient effort to catch up, otherwise, the student will be asked to withdraw from the course without refund, and may be asked to return home before the end date of his/her program abroad.

Late and Missed Assignments

(from Growing Success, 2010, pp. 43-44)

Due dates for all activities, assignments, and examinations will be clearly communicated by teachers to students and recorded on the monthly course calendar. As a condensed course, it is important that students understand and respect assigned due dates to keep course work from snowballing out of control. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. Parents / guardians will be notified immediately if a student is struggling with course deadlines, and a staff member will work with the student to help remedy this. The final examination cannot be missed, unless because of medical emergency.

Final Summative Evaluation and Examinations

In keeping with Ministry policy, all credit courses are weighted with 30% for summative evaluation, which demonstrates a student's comprehensive achievement of the overall expectations in a course. The summative evaluation will take the form of a final examination (worth 15%) and either: a research essay, a creative culminating project, a performance assessment, and/or another method suitable to the course content (worth 15%).

Typically the final examination is scheduled on the very last day of the program at the concluding location; the exact date is published on the monthly calendar.

Reporting Policy

Global Journeys Academy believes that communication between parents, students, and school staff is key to the success of our programs. Our teachers and staff provide ongoing communication (via email, parent-teacher meetings, and progress reports, etc.) with students and parents to report learning and ensure student success. Students will receive a progress report for all coursework (both online and onsite) after 55 hours of completion, usually after 2 weeks of the course start date. This will include a breakdown of marks, along with comments about a student's strengths and areas for improvement, and strategies for success moving forward. The mid-term report will be delivered via email from the Principal.

More details about our shared responsibility to build positive partnerships is outlined in our **Reporting Policy** document. Our formal, final reports, which follow Ministry standards reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits. Please see our **Report Card Template** below.



GLOBAL JOURNEYS, ACADEMY OF LEARNING
MINISTRY OF EDUCATION BSID# 885651

Summer Programs Abroad
Report Card Template

239 Queen Street South,
Mississauga, ON,
CANADA L5M 1L7
(905) 812-0912

Course Title:
Course Code:
Course Location:
Credit Value:

Student Name:
Teacher Name:

Report Date:

Learning Skills and Work Habits						Attendance	
Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Absent	Late
FINAL MARK:				CLASS MEDIAN:			
Term Mark: Summative Mark:							
Comments:							
<div>Signature of Dr. Lisa Trentin, School Principal</div>							

Learning Skills Criteria	
Learning Skills and Work Habits	E – Excellent G – Good S – Satisfactory N – Needs Improvement
Responsibility	Organization
<ul style="list-style-type: none"> · Fulfills responsibilities and commitments within the learning environment. · Completes and submits class work, homework, and assignments according to agreed-upon timelines. · Takes responsibilities for and manages own behaviour. 	<ul style="list-style-type: none"> · Devises and follows a plan and process for completing work and tasks. · Establishes priorities and manages time to complete tasks and achieve goals. · Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> · Independently monitors, assesses, and revises plans to complete tasks and meet goals. · Uses class time appropriately to complete tasks. · Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> · Accepts various roles and an equitable share of work in a group. · Responds positively to the ideas, opinions, values, and traditions of others. · Builds healthy peer-to-peer relationships through personal and media- assisted interactions. · Works with others to resolved conflicts and build consensus to achieve group goals. · Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> · Looks for and acts on new ideas and opportunities for learning. · Demonstrates the capacity for innovation and a willingness to take risks. · Demonstrates curiosity and interest in learning. · Approaches new tasks with a positive attitude. · Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> · Sets own individual goals and monitors progress towards achieving them. · Seeks clarification or assistance when needed. · Assesses and reflects critically on own strengths, needs, and interests. · Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. · Perseveres and makes an effort when responding to challenges.

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark. (for Grade 10 courses only)
W	The student has withdrawn from the course.

Resources and Support:

Global Journeys Academy offers a range of support services and resources for students, both at home and while abroad. Our teachers consider a range of factors when planning courses and programs, all of which aim at student success and well-being.

Computer and Internet Access

Students will need to bring a laptop or tablet to access course software online while abroad. Wifi will be available onsite. Where access to technology and internet onsite is limited, Global Journeys staff will do their best to work around this and provide alternative accommodation.

Education Planning

Global Journeys Academy staff are available to provide guidance to parents and students about course selection, education planning, and career opportunities, both prior to enrollment in one of our programs and after completion. We are dedicated to ensuring the longevity of our students' personal and academic success. Appointments can be made with one of our teachers and/or the Principal.

English Language

In our courses abroad, non-native English speakers may deliver site tours: Global Journeys staff ensure appropriate supports are in place so that nothing is lost in translation. Parents and students can address accommodations for language skills to the teacher or the Principal.

Health and Safety

All Global Journeys Academy staff and teachers are equally responsible for the health and safety of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, and are equipped with international emergency contact info. In the event of a grave incident or a continuing medical problem, staff and teachers will inform the Director of Operations and the Principal by email and/or telephone.

Remedial Assistance

Each course teacher is available for help outside of class time and will inform students when assistance is available. As most of our group leaders are also teachers they too can assist students academically, if they require even further assistance.

Special Education Needs

Global Journeys Academy supports students with special needs, including those with IEPs and marks below 65%. Students with an IEP in their home school will be accommodated whilst studying with Global Journeys. We also offer assistance to students whose marks fall below the provincial standard to help them achieve their very best whilst studying with us. It is our intention to provide a reasonable and realistic balance between monitored learning and independent study, as outlined in our **Letters of Understanding** documents.

Travel Assistance

Each teacher and staff member travels to and from the course location with the group of students. On arrival at the international destination staff will organize an orientation to provide information about local services, suggest things to do and see, plan free-time activities, and manage optional excursions. Teachers can also arrange activities that will enhance course content and thus each student's learning experience.

This Course Calendar is based on information from the following Ministry documents:

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016.

Ontario Student Transcripts Manual, 2010.

Ontario's Strategy for K-12 International Education, 2015.

Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2011.

Parents in Partnership. A Parent Engagement Policy for Ontario Schools, 2010.

Private Schools. Policy and Procedures Manual, 2013.

These documents can be found online at www.edu.gov.on.ca .