

# 2026/27 Academic Guide





# Welcome to Lakefield College School

Core to each student's experience at Lakefield College School is an excellent academic foundation built to support all learners as they grow and eventually pursue further study at schools all over the world (learn more at [www.lcs.on.ca/celebrating-the-class-of-2026](http://www.lcs.on.ca/celebrating-the-class-of-2026)). The Academic Guide provides you with information about the Ontario Ministry of Education requirements for granting the Ontario Secondary School Diploma (OSSD). As well, this is an overview of Lakefield's full course of study and the policies and procedures we have in place to support students and families on this journey to meeting the requirements for the OSSD and, eventually, university admission.

In order to prepare students well for the intellectual challenges of university and a rapidly changing world, Lakefield's faculty engage students in academic activities which will enable them to develop habits of critical thinking, disciplined study, and a talent for cooperative problem-solving. In addition, students are given significant opportunities to use technology as a tool to assist them in their learning. In order to ensure intellectual breadth, students at Lakefield are required to study a core curriculum, which reflects the requirements of the Ontario Ministry of Education and our own beliefs about what constitutes a full and well-balanced life. An enriched program, including Advanced Placement courses, and classes founded in the Harkness Method.

Lakefield's dedicated staff also recognizes that a student's ability to achieve academic and personal goals depends significantly on acquiring a set of attitudes that leads to success: taking responsibility for one's actions; being willing to take risks; recovering with resiliency from disappointments; understanding one's own learning style; and working successfully with others. Accordingly, our advisors, coaches, teaching faculty, and residential heads of house are committed to fostering the growth and development of these attitudes in each student.

The Academic Guide works in tandem with Lakefield's School Life Guide. These two documents provide students and families with many helpful answers to questions and directions to where further information can be found. Please take the time to review these documents and be in touch with us if you have any questions.

## **Vision**

Our vision is to inspire teenagers to be leaders who care, connect and contribute. We aspire to be internationally recognized for crafting transformative experiences that deliver on our commitment to authentic learning, community first and outdoors every day.

## **Mission**

To challenge and enable students to reach their individual potential in mind, body, and spirit.

## **Values**

Lakefield College School's progressive and caring community is committed to a process of learning and growth in an environment that embraces and instills the following eight values:

### **Development of the Whole Person**

We commit to strengthening the behaviours and practises needed to thrive and lead a healthy, meaningful and fulfilling life.

### **Trust**

We believe in the moral strength, character and reliability of each member of our community, resulting in feelings of mutual confidence and mutual respect.

### **Inclusive, Caring Community**

We believe in the dignity and worth of all individuals. We embrace diversity, practise equity and foster connection. We lead with empathy to create a sense of belonging for all.

### **Individuality**

We value each individual's unique gifts and strengths, and we support and celebrate them in becoming their authentic selves.

### **Environmental Responsibility**

We believe teaching respect for the Earth and respect for people go hand-in-hand. Our campus ecosystems and programs inspire us to be committed to environmental responsibility.

### **Learning**

We believe in creating learning experiences that cultivate curiosity, build resilience, foster a global perspective and instil a passion for lifelong learning.

### **Service**

We believe that leaders serve others. We have a responsibility to our local, national and global communities.

### **Joy**

We believe in the power of joy. We intentionally craft opportunities that promote vitality and deep contentment.

# Table of Contents

|                                                                                                             |           |
|-------------------------------------------------------------------------------------------------------------|-----------|
| <b>Welcome to Lakefield College School.....</b>                                                             | <b>2</b>  |
| Vision.....                                                                                                 | 3         |
| Mission.....                                                                                                | 3         |
| Values.....                                                                                                 | 3         |
| <b>Credit Courses.....</b>                                                                                  | <b>6</b>  |
| Compulsory and Optional Course Selections by Grade.....                                                     | 9         |
| <b>Course Descriptions.....</b>                                                                             | <b>12</b> |
| English.....                                                                                                | 12        |
| Integrated Courses:.....                                                                                    | 14        |
| English as a Second Language.....                                                                           | 15        |
| Modern Languages — French.....                                                                              | 16        |
| Modern Languages — Spanish.....                                                                             | 18        |
| Arts — Dance.....                                                                                           | 19        |
| Arts — Drama.....                                                                                           | 20        |
| Arts — Music.....                                                                                           | 20        |
| Arts — Visual Arts.....                                                                                     | 21        |
| Mathematics.....                                                                                            | 22        |
| Science.....                                                                                                | 25        |
| Computer Studies.....                                                                                       | 28        |
| Social Sciences.....                                                                                        | 30        |
| Outdoor Education.....                                                                                      | 34        |
| Business.....                                                                                               | 37        |
| Interdisciplinary Studies.....                                                                              | 37        |
| Guidance and Learning.....                                                                                  | 38        |
| <b>Academic Policies, Procedures, and Priorities.....</b>                                                   | <b>40</b> |
| Lateness for Class Policy.....                                                                              | 45        |
| Academic Absences.....                                                                                      | 46        |
| Co-Curricular Absences.....                                                                                 | 46        |
| Student Achievement.....                                                                                    | 47        |
| Lakefield College School Late and Missing Work (Policy revised June 2025).....                              | 49        |
| Guidelines for Responsible Use of AI.....                                                                   | 50        |
| Academic Honesty Policy.....                                                                                | 51        |
| Academic Dishonesty Accountability.....                                                                     | 51        |
| Lakefield College School Promotional Standards and Expectations (Policy).....                               | 52        |
| Course Selection and Change (Policy).....                                                                   | 53        |
| Course Load (Policy).....                                                                                   | 54        |
| Repeated Courses (Policy).....                                                                              | 54        |
| Examination Policy and Procedure.....                                                                       | 54        |
| Medical Leave Policy and Procedure.....                                                                     | 55        |
| Compassionate Leave of Absence (Policy and Procedure).....                                                  | 56        |
| School Counsellors.....                                                                                     | 56        |
| Return to Learn/Return to Sport Concussion Protocol.....                                                    | 56        |
| Universal Instructional Design and Accommodations for<br>Students with Identified Learning Differences..... | 56        |

|                                                                |           |
|----------------------------------------------------------------|-----------|
| Edsby at LCS.....                                              | 56        |
| Language Across the Curriculum.....                            | 57        |
| Study Skills Development.....                                  | 57        |
| Environmental Education.....                                   | 57        |
| Spiritual Education.....                                       | 57        |
| Community Involvement.....                                     | 58        |
| <b>Student Handbook.....</b>                                   | <b>59</b> |
| Learning Support and Resources.....                            | 59        |
| Learning Commons.....                                          | 59        |
| Information Systems.....                                       | 59        |
| Grove Time.....                                                | 60        |
| The Advisory System.....                                       | 60        |
| The Ontario Secondary School Certificate (OSSC).....           | 60        |
| The Certificate of Accomplishment.....                         | 61        |
| Guidance for Non-Graduating Students.....                      | 61        |
| Guidance for Graduating Students.....                          | 62        |
| Support for English Language Learners.....                     | 62        |
| Private Tutors.....                                            | 63        |
| Study.....                                                     | 63        |
| Lakefield's Information Systems Responsible Use Agreement..... | 64        |
| Yearly Schedule Overview.....                                  | 66        |
| Daily Class Schedules.....                                     | 67        |

# Credit Courses

## Credits

A credit is granted to a student for the successful completion of a course for which a minimum of 110 hours of instruction has been scheduled. A credit is granted to a student by the Head of School on behalf of the Ministry of Education. All Lakefield College School courses are one-credit courses, except for Careers (GLC2O) and Civics (CHV2O), which are half-credit courses.

## Course Codes

Course codes consist of a series of letters and numbers, usually five in total. The first three characters indicate the discipline and subject (ENG for English; SNC for Science, etc.). The fourth character is a number indicating grade level: 1 for Grade 9; 2 for Grade 10; 3 for Grade 11; and 4 for Grade 12. The 5th letter indicates the type of course, as follows: D (academic), P (applied), W (de-steamed), O (open), C (college preparation), U (university preparation), M (university or college preparation).

## Types of Courses

As a university preparatory school, Lakefield College School offers primarily academic and university preparatory courses. At the Grade 9 and 10 levels, these courses are coded with a D (e.g., FEF1D, ENG2D) or a W (e.g., MTH1W, SNC1W). At the Grade 11 and 12 levels, these courses are coded with a U or M (e.g., MCR3U, ENG4U, AVI4M). Such courses develop students' knowledge and skills through the study of theory and abstract problems. They focus on the essential concepts of a subject and explore related concepts as well, incorporating practical applications as appropriate.

Lakefield College School also offers Applied courses. Applied subjects, coded with a P (e.g., MFM2P) at the Grade 9 and 10 levels, and with a C at the Grade 11 and 12 levels, 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. These courses are not considered university preparatory, nor are Open courses.

Lakefield College School offers a small selection of Open courses, designed to broaden students' knowledge in subjects that reflect their interests and prepare them for active and rewarding participation in society. As well, Lakefield College School offers Advanced Placement courses that require additional class time and study beyond 110 hours.

## Graduation Requirements

Lakefield College School's academic program follows the guidelines of the *Ontario Schools, K-12, Policy and Program Requirements*. The school's curriculum and instruction are reviewed by the Private Schools' inspection branch of the Ministry. Upon graduation from Lakefield, students receive the Ontario Secondary School Diploma (O.S.S.D.). The O.S.S.D. is an internationally recognized diploma. All academic courses at LCS have been developed according to the requirements of the *Ontario Schools, K-12, Policy and Program*. Each academic course (110 hours of instruction) represents one academic credit.

| Requirement                   | Before Sept. 2024 Entry                   | Sept. 2024 or Later Entry                                                                                                                   |
|-------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Total Credits                 | 30                                        | 30                                                                                                                                          |
| Compulsory Credits            | 18                                        | 17                                                                                                                                          |
| Optional Credits              | 12                                        | 13                                                                                                                                          |
| English                       | 4 (1 per grade)                           | 4 (1 per grade)                                                                                                                             |
| Mathematics                   | 3 (incl. 1 in Gr. 11/12)                  | 3 (incl. 1 in Gr. 11/12)                                                                                                                    |
| Science                       | 2                                         | 2                                                                                                                                           |
| Canadian Geography            | 1 (Gr. 9)                                 | 1 (Gr. 9)                                                                                                                                   |
| Canadian History              | 1 (Gr. 10)                                | 1 (Gr. 10)                                                                                                                                  |
| The Arts                      | 1                                         | 1                                                                                                                                           |
| Health and Phys Ed            | 1                                         | 1                                                                                                                                           |
| French (FSL)                  | 1                                         | 1                                                                                                                                           |
| Career Studies                | 0.5                                       | 0.5                                                                                                                                         |
| Civics and Citizenship        | 0.5                                       | 0.5                                                                                                                                         |
| Additional Compulsory Courses | 3 Group credits (Grp 1–3)                 | 1 Tech Ed and 1 STEM credit (from Science, Technology Education, Mathematics, Computer Studies, Business Studies, or Cooperative Education) |
| Literacy Requirement          | OSSLT or OSSLC                            | OSSLT or OSSLC                                                                                                                              |
| Financial Literacy            | Embedded in Gr. 10 Math content           | Separate requirement via Gr. 10 Career Studies assessment                                                                                   |
| Online Learning               | 2 credits (may be exempted)<br>*see below | 2 credits (may be exempted)<br>*see below                                                                                                   |
| Community Involvement         | 40 hours                                  | 40 hours                                                                                                                                    |

To be eligible for university entrance, at least six of these credits must be Grade 12, university preparatory courses.

- The Ontario Ministry of Education can be accessed at: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).
- The Ontario Ministry of Education Secondary Curriculum can be accessed at: [www.dcp.edu.gov.on.ca/en/curriculum#secondary](http://www.dcp.edu.gov.on.ca/en/curriculum#secondary).

By law, students in Ontario must remain in secondary school until they have obtained the O.S.S.D. or reached the age of 18.

## **Lakefield College School and the Ontario Online Learning Graduation Requirement (PPM 167)**

In the province of Ontario students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

At Lakefield, we are committed to uniquely personalised experiences for each of our students. In order to achieve this, all aspects of the lives we seek to have our students live are built around community and the relationships constructed within it. We commit as many resources as possible to ensure students have authentic experiences in their classrooms, and that teachers have the time and opportunity to understand the unique needs of each of their students. For many of our students, taking an online course, either through Lakefield or through one of our partner organizations, or through another agency, is the exact challenge they require. However, it is most important to us that students and families chart this path together with their advisors, teachers, and guidance counselors to ensure they are properly supported and making choices that are best for themselves. As a result of this, Lakefield is opting, as a school, to exempt all students of the school from this graduation requirement as it strongly conflicts with Lakefield's educational mission. As required by the Ministry of Education, this will appear on the student transcript as "Online Graduation Requirement – N/A".

### **Technological Education Credit Requirement**

Starting with students entering high school in the 2024–25 school year, all students are required to earn a Grade 9 or 10 Technological Education credit, which is a compulsory graduation requirement for the Ontario Secondary School Diploma. Technological Education is a largely project- and skill-based curriculum, which allows students to deepen their understanding as they work on different types of products, projects and services.

### **English Course Requirement**

All English courses, including ENL1W, 2D, 3U and 4U must be taken at Lakefield College School during the regular school year. While a student at LCS, all English credits must be taken as part of their regular school year course array.

### **Secondary School Literacy Graduation Requirement**

In order to earn an Ontario Secondary School Graduation diploma, all students must satisfy the Secondary School Literacy Graduation Requirement. All students will write the Ontario Secondary School Literacy Test (OSSLT) in their Grade 10 year, or in their first year at Lakefield College School, whichever comes first. Any student who does not successfully complete the test on the first sitting may re-write the test in subsequent years.

If the Associate Head - Programs determines it to be in the student's best educational interests, students who have written, but not yet passed the OSSLT in the spring of their Grade 11 year will be encouraged to

enrol in the Ontario Secondary School Literacy Course (OLC4O). The successful completion of this course (which may be offered by Lakefield College School as a credit course) meets the literacy requirement.

It is also important to know that schools must provide accommodations that enable students with special education needs to participate. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, they do not alter the content of the test or the expectations of the course.

## Compulsory and Optional Course Selections by Grade

| Grade 9 Program (8 Credits)                 |  | Grade 10 Program (8 Credits)                                                                                                                           |  |
|---------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Required Courses                            |  | Required Courses                                                                                                                                       |  |
| English (ENL1W)                             |  | English (ENG2D) <i>or integrated equivalent</i>                                                                                                        |  |
| Mathematics (MTH1W)                         |  | Science (SNC2D)                                                                                                                                        |  |
| Science (SNC1W)                             |  | Canadian History (CHC2D) <i>or integrated equivalent</i>                                                                                               |  |
| Canadian Geography (CGC1W)                  |  | Careers/Civics (GLC2O/CHV2O)*                                                                                                                          |  |
| Healthy Living & Outdoor Activities (PAD1O) |  | <b>Choose ONE:</b> <ul style="list-style-type: none"> <li>• Principles of Mathematics (MPM2D)</li> <li>• Foundations of Mathematics (MFM2P)</li> </ul> |  |
| Green Industries (THJ2O)                    |  |                                                                                                                                                        |  |
|                                             |  | <b>Choose THREE Optional Credits:</b>                                                                                                                  |  |
|                                             |  | <b>Integrated Courses</b>                                                                                                                              |  |
|                                             |  | <ul style="list-style-type: none"> <li>• <i>Page to Stage</i> (2 credits): English (ENG2DI) &amp; Drama (ADA2OI)</li> </ul>                            |  |
|                                             |  | <ul style="list-style-type: none"> <li>• <i>The War Experience</i> (2 credits): English (ENG2DH) and Canadian History (CHC2DH)</li> </ul>              |  |

| <b>Choose ONE Arts Course:</b>   | <b>Elective Courses</b>                                                                                                                 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| • Dance (ATC2O)                  | • Communications Technology (THJ2O)                                                                                                     |
| • Drama (ADA2O)                  | • Core French (FSF2O or FSF2D)                                                                                                          |
| • Music (AMU2O)                  | • Extended French (FEF2D)                                                                                                               |
| • Visual Arts (AVI2O)            | • Introductory Spanish (LWSBD)                                                                                                          |
| <b>Choose ONE French Course</b>  | • Dance (ATC2O/3O)                                                                                                                      |
| • Extended French (FEF1D)        | • Drama (ADA2O/3O)                                                                                                                      |
| • Core French – Academic (FSF1D) | • Music (AMU2O/3O)                                                                                                                      |
| • Core French – Open (FSF1O)     | • Visual Arts (AVI2O/3O)                                                                                                                |
|                                  | • Outdoor Education – Healthy Active Living (PAD3O)                                                                                     |
| <b>Total: 8 Credits</b>          | <b>Optional Online and In-Person Summer Academy:</b> Careers (GLC2Od), Civics (CHV2Od), Science (SNC2Dd)<br><br><b>Total: 8 Credits</b> |

\* Required only if not completed in Grade 9.

| Grade 11 Program (8 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Grade 12 Program (6 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Required Courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Required Courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>English — One of</b> <ul style="list-style-type: none"> <li>English (<i>ENG3U</i>)</li> <li>AP English (<i>ENG3Ue</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>English — One of</b> <ul style="list-style-type: none"> <li>English (<i>ENG4U</i>)</li> <li>AP English (<i>ENG4Ue</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Mathematics — One of</b> <ul style="list-style-type: none"> <li>Functions (<i>MCR3U</i>)</li> <li>AP Preparatory Functions (<i>MCR3Ue</i>)</li> <li>Functions and Applications (<i>MCF3M</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Integrated Courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Integrated Courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <ul style="list-style-type: none"> <li>Outdoor Education: Geography (<i>CGF3M</i>) and Healthy Active Living (<i>PAD3O</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <ul style="list-style-type: none"> <li>Outdoor Education: Recreation and Healthy Active Living Leadership (<i>PLF4M</i>) and Kinesiology (<i>PSK4U</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Elective Courses:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Elective Courses:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| American History ( <i>CHA3U</i> ) • Anthropology, Psychology and Sociology ( <i>HSP3U</i> ) • AP Seminar ( <i>HSP3Ue</i> ) • Business Leadership and Management Fundamentals ( <i>BOH4M</i> ) • Computer Science ( <i>ICS3Ue</i> ) • Core French ( <i>FSF3U</i> ) • Extended French ( <i>FEF3U</i> ) • Intermediate Spanish ( <i>LWSCU</i> ) • Dance ( <i>ATC3M/4M</i> ) • Drama ( <i>ADA3M/4M</i> ) • Music ( <i>AMU3M/4M</i> ) • Guitar ( <i>AMU3MG</i> ) • Visual Arts ( <i>AVI3M/4M</i> ) • Dance and Drama Productions ( <i>ATC3Mb/ADA3Mb</i> ) • Biology ( <i>SBI3U</i> and <i>AP SBI3Ue</i> ) • Chemistry ( <i>SCH3U</i> and <i>AP SCH3Ue</i> ) • Physics ( <i>SPH3U</i> and <i>AP SPH3Ue</i> ) • Environmental Science ( <i>SVN3M</i> ) • The Future of Food ( <i>THJ3M</i> ) • AP Preparatory The Individual and the Economy ( <i>CIE3Me</i> ) • Interdisciplinary Studies ( <i>IDC3O</i> and <i>IDC4U</i> ) • English as a |  | World History ( <i>CHY4U</i> ) • Economics ( <i>CIA4U</i> and <i>AP CIA4Ue</i> ) • AP Research ( <i>IDC4Ue</i> ) • International Business ( <i>BBB4M</i> ) • World Issues ( <i>CGW4U</i> ) • Law ( <i>CLN4U</i> ) • AP Comparative Politics ( <i>CPW4Ue</i> ) • Writer's Craft ( <i>EW4U</i> ) • Ontario Literacy Course ( <i>OLC4O</i> ) • Core French ( <i>FSF4U</i> ) • AP Extended French ( <i>FEF4Ue</i> ) • Senior Spanish ( <i>LWSDU</i> ) • Dance ( <i>ATC4M</i> ) • Drama ( <i>ADA4M</i> ) • Music ( <i>AMU4M</i> ) • Visual Arts ( <i>AVI4M</i> and <i>AP AVI4Me</i> ) • Dance and Drama Productions ( <i>ADA4Mb/ATC4Mb</i> ) • Advanced Functions ( <i>MHF4U</i> ) • Mathematics of Data Management ( <i>MDM4U</i> and <i>AP Data Management MDM4Ue</i> ) • Calculus and Vectors with Advanced Functions ( <i>MCV4U/MHF4U</i> or <i>AP MCV4Ue/MHF4U</i> ) • Physics ( <i>SPH4U</i> and <i>AP Physics SPH4Ue</i> ) • Biology ( <i>SBI4U</i> and <i>AP Biology SBI4Ue</i> ) • Chemistry ( <i>SCH4U</i> and <i>AP Chemistry SCH4Ue</i> ) • AP Computer Science ( <i>ICS4Ue</i> ) • Nutrition and Health ( <i>HFA4U</i> ) • Personal Fitness and |  |

|                                                                                                                                                                                           |                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Second Language ( <i>ESLCO</i> ) • Leadership and Peer Support ( <i>GPP3O</i> )                                                                                                           | Wellness ( <i>PAF4O</i> ) • High-Performance Athlete Program ( <i>PAL4O</i> ) • English as a Second Language ( <i>ESLDO</i> )                                                               |
| <b>Total - 8 Credits</b>                                                                                                                                                                  | <b>Total - 6 Credits</b>                                                                                                                                                                    |
| <b>Summer Academy (Optional)</b> <ul style="list-style-type: none"> <li>• English as a Second Language (<i>ESLCOd</i>)</li> <li>• English as a Second Language (<i>ESLDOd</i>)</li> </ul> | <b>Summer Academy (Optional)</b> <ul style="list-style-type: none"> <li>• Advanced Functions (<i>MHF4Ud</i>)</li> <li>• Ontario Secondary School Literacy Course (<i>OLC4Od</i>)</li> </ul> |

## Course Descriptions

Below are brief course descriptions of all courses offered at Lakefield College School. More detailed information about each course may be found at the Ontario Ministry of Education website ([www.dcp.edu.gov.on.ca/en/course-descriptions-and-prerequisites](http://www.dcp.edu.gov.on.ca/en/course-descriptions-and-prerequisites)). Outlines for Courses of Study are available from the Academic Administration Office.

### English

#### **English, Grade 9, (*ENL1W*)**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**Prerequisite:** None.

#### **English, Grade 10, (*ENG2D*)**

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 their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**Prerequisite:** English, Grade 9.

### ***English, Grade 11, (ENG3U)***

This course emphasises the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** English, Grade 10, Academic

### ***AP English - Language, Grade 11, (ENG3Ue)***

While this course is in preparation for the Gr. 12 AP English course, it is also an Advanced Placement Course for students with a special interest in literature and literary criticism. It covers all the material outlined in Grade 12 English (ENG4U). The course covers the content of Gr. 11 English and is enriched and extended. This material will focus on the deconstruction of arguments and rhetorical strategies in the consideration of both fiction and non-fiction. After completing this course, students will be prepared to write the College Board English Language and Composition exam. Students completing this course may be eligible to receive advanced standing at university for work completed.

**Prerequisite:** English, Grade 10 with a mark of 85% or permission of the Associate Head: Programs.

### ***English, Grade 12, University Preparation (ENG4U)***

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

**Prerequisite:** English, Grade 11, University Preparation.

### ***AP English - Literature, Grade 12, University Preparation (ENG4Ue)***

This is an Advanced Placement Course for students with a special interest in literature and literary criticism. It covers all the material outlined in Grade 12 English (ENG4U). The course is enriched and extended as follows: Students in this course will read a broad range of literary works and will focus on careful, close readings of prose and poetry. Students will develop an extensive vocabulary of literary terms, and will learn to write analytical essays quickly and efficiently. The material is interesting, challenging, and the pace demanding. After completing this course, students will be prepared to write the College Board examination. Students completing this course will be well prepared for university studies in English literature and may be eligible to receive advanced standing at university for work completed.

**Prerequisite:** English, Grade 11, University Preparation (AP Preparatory Grade 11 English strongly recommended) with a mark of 85% or permission of the Associate Head: Programs.

### ***Writer's Craft, Grade 12, University Preparation (EWC4U)***

This course emphasises knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialised 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:** English, Grade 11, University Preparation.

### ***Ontario Secondary School Literacy Course (OLC4O)***

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

**Prerequisite / Eligibility requirement:** If a student has had two opportunities to take the OSSLT and has been unsuccessful at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

### **Integrated Courses:**

We offer several integrated courses to our students. These are courses that offer two credits, and cover the content of two separate ministry courses, blending them to support and explore specific thematic areas.

#### ***Page to Stage (ENG2Di and ADA2Oi)***

This integrated course covers all of the expectations of Gr. 10 English (ENG2D) and Gr. 10 Drama (ADA2O). In meeting these expectations this course will focus on the authentic exploration of literature through reading, writing, speaking and listening as literature is examined carefully and then moved to the stage. Students will read a wide variety of literature and explore all of the components behind the creation of literature and the many pieces involved in staging it. This course has a limited enrollment and an application process.

**Prerequisite:** English, Grade 9.

#### ***The War Experience (ENG2Dh and CHC2Dh)***

This integrated course covers all of the core expectations of Gr. 10 English (ENG2D) and Gr. 10 Canadian History (CHC2D). In doing so, it pays focused attention to the influence war has on culture, the Canadian story, and on how people understand their place in the world. Through an exploration of historical documents, artefacts, literature, and art, we will explore how war has helped to shape people and Canada specifically over time. This course has a limited enrollment and an application process.

**Prerequisite:** English, Grade 9.

## English as a Second Language

### ***English as a Second Language, ESL Level 3, Open (ESLCO)***

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and a variety of current Canadian issues.

**Prerequisite:** ESL Level 2 or equivalent workplace.

*Note: Taught as an evening course and taught as a Summer Academy course.*

### ***English as a Second Language, ESL Level 4, Open (ESLDO)***

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

**Prerequisite:** ELD Level 3 or equivalent.

*Note: Taught as both an evening course and as a Summer Academy course.*

### ***English as a Second Language, ESL Level 4, Open (ESLEO)***

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

**Prerequisite:** ESL Level 3 or equivalent.

*Note: Taught as both an evening course and as a Summer Academy course.*

### ***English as a Second language, ESL Level 5, Open (ESLEO)***

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

**Prerequisite:** ESL Level 4 or equivalent.

*Note: Taught as both an evening course and as a Summer Academy course.*

## **Modern Languages — French**

### ***Core French, Grade 9, Academic (FSF1D)***

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

**Prerequisite:** Minimum of 600 hours of instruction in French or equivalent.

### ***Core French, Grade 9, Open (FSF1O)***

This is an introductory course for students who have little or no knowledge of French or who have not accumulated a minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

**Prerequisite:** None.

### ***Extended French, Grade 9, Academic (FEF1D)***

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 1260 hours of instruction in French, or equivalent.

### ***Core French, Grade 10, Academic (FSF2D)***

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

appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Academic or Applied.

### ***Core French, Grade 10, Open (FSF2O)***

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Open.

### ***Extended French, Grade 10, Academic (FEF2D)***

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 9, Academic.

### ***Core French, Grade 11, University Preparation (FSF3U)***

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

**Prerequisite:** Core French, Grade 10, Academic.

### ***Extended French, Grade 11, University Preparation (FEF3U)***

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 10, Academic.

### ***Core French, Grade 12, University Preparation (FSF4U)***

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

**Prerequisite:** Core French, Grade 11, University Preparation.

### ***Extended French, Grade 12, University Preparation (FEF4Ue)***

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analyzing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 11, University Preparation.

## **Modern Languages — Spanish**

### ***Introductory Spanish, Academic, Grade 10, Academic (LWSBD)***

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the Spanish language. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the Spanish language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where Spanish is spoken. They will also develop skills necessary for lifelong language learning.

**Prerequisite:** None.

### ***Intermediate Spanish, Grade 11, University Preparation (LWSCU)***

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the Spanish language. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the Spanish language is spoken. They will also investigate personal and professional contexts in which knowledge of the Spanish language is required, and develop skills necessary for lifelong language learning.

**Prerequisite:** Spanish, Grade 10, Academic.

***Senior Spanish, Grade 12, University Preparation (LWSDU)***

This course provides extended opportunities for students to communicate and interact in the Spanish language in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the Spanish language is spoken, and develop skills necessary for lifelong language learning.

**Prerequisite:** Spanish, Grade 11, University Preparation.

## **Arts — Dance**

***Dance – Beginner, Grade 10, Open (ATC2O)***

This course emphasises the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques through the process of creation to develop artistic scope in the dance arts.

**Prerequisite:** None.

***Dance – Intermediate, Grade 11, University/College Preparation (ATC3M)***

This course emphasises the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

**Prerequisite:** Dance, Grade 9 or 10, Open.

***Dance – Senior, Grade 12, University/College Preparation (ATC4M)***

This course emphasises the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyze and evaluate dance performances; and study historical and cultural aspects of dance, especially of dance in Canada.

**Prerequisite:** Dance, Grade 11, University/College Preparation.

## Arts — Drama

### ***Drama – Beginner, Grade 10, Open (ADA2O)***

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

**Prerequisite:** None.

### ***Drama – Intermediate, Grade 11, University/College Preparation (ADA3M)***

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

**Prerequisite:** Dramatic Arts, Grade 9 or 10, Open.

### ***Drama – Senior, Grade 12, University/College Preparation (ADA4M)***

This course requires students to experiment individually and collaboratively with forms and conventions in both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite:** Dramatic Arts, Grade 11, University/College Preparation.

## Arts — Music

### ***Music – Introductory (Experienced), Grade 10, Open (AMU2O and AMU2OG)***

This course emphasises the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None.

### ***Music – Intermediate, Grade 11, University/College Preparation (AMU3M and AMU3MG)***

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music.

Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 9 or 10, Open.

### ***Music – Senior, Grade 12, University/College Preparation (AMU4M)***

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 11, University/College Preparation.

## **Arts — Visual Arts**

### ***Visual Arts – Beginner, Grade 10, Open (AVI2O)***

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

**Prerequisite:** None.

### ***Visual Arts – Intermediate, Grade 11, University/College Preparation (AVI3M)***

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 work and the work of others. This course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

**Prerequisite:** Visual Arts, Grade 9 or 10, Open.

### ***Visual Arts – Senior, Grade 12, University/College Preparation (AVI4M)***

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks and explore connections between art and society. The studio program enables students to explore a range of materials,

processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

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

### ***AP Visual Arts – Senior, Grade 12, University/College Preparation (AVI4Me)***

This is an Advanced Placement course and covers all of the material outlined in Grade 12 Visual Arts. This AP Course will extend the opportunity to explore an inquiry-based approach to learning about and making art and design. Students will conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasised within post-secondary art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. The course framework integrates these skills to support student learning. It is the starting point for designing the course, the learning activities, and the assessment strategies that meet the teacher's needs and those of their students as well as state and local curricular requirements. Detailed information is provided about what students need to know and be able to do to achieve success with the AP Art and Design Portfolio Exams, to earn opportunities for college credit and placement, and to be well prepared for subsequent art and design work.

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

## **Mathematics**

### ***Mathematics, Grade 9, (MTH1W)***

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

**Prerequisite:** None.

### ***Principles of Mathematics, Grade 10, Academic (MPM2D)***

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

**Prerequisite:** Grade 9, Mathematics.

### ***Foundations of Mathematics, Grade 10, Applied (MFM2P)***

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Grade 9, Mathematics.

*Note: This course is intended for students who experience difficulty in Mathematics. It is not appropriate for students who intend to take Grade 12 Calculus and Vectors or Grade 12 Advanced Functions.*

### ***Functions, Grade 11, University Preparation (MCR3U)***

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

**Prerequisite:** Principles of Mathematics, Grade 10, Academic.

*Note: This course is also offered as an AP Preparatory course (MCR3Ue).*

### ***Functions and Applications, Grade 11, University/College Preparation (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 applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

*Note: This course is not a prerequisite for Grade 12 Advanced Functions or Grade 12 Calculus and Vectors, and should not be taken by students who might require these courses for university admission.*

### ***Mathematics of Data Management, Grade 12, University Preparation (MDM4U)***

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:** Grade 11 Functions and Applications, University/College Preparation; or Grade 11 Functions, University Preparation.

### ***AP Data Management, Grade 12, University Preparation (MDM4Ue)***

This is an Advanced Placement course that covers all of the material outlined under the Grade 12 Data Management course. Students who are interested in studying psychology, sociology, or business and are looking for a more thorough preparation while having access to LCS supportive faculty are likely to find this course attractive. Also, students who have completed AP Calculus in grade 11 and are looking for more AP mathematics credits will find this course an introduction to the statistical theory that MDM4U does not cover in detail.

**Prerequisite:** Grade 11 Functions, or Grade 11 Functions and Applications.

### ***Advanced Functions, Grade 12, University Preparation (MHF4U)***

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

**Prerequisite:** Functions, Grade 11, University Preparation.

### ***Calculus and Vectors, Grade 12, University Preparation (MCV4U)***

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.

**Prerequisite:** Advanced Functions, Grade 12, University Preparation.

*Note: The Advanced Functions course (MHF4U) must be taken concurrently with or precede the Calculus and Vectors course.*

### ***AP Calculus, Grade 12, University Preparation (MCV4Ue)***

This is an Advanced Placement course that covers all of the material outlined under the Grade 12 Calculus and Vectors course. This material is enriched and extended as follows: AP Calculus is primarily concerned with developing the students' understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although manipulation and computational competence are important outcomes, they are not the core of this course. Technology is used by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modelling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using the functions common to the high school curriculum: linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined. The material is interesting, challenging, and the pace demanding. After completing this course, students will be prepared to write the College Board examination. Students completing this course will be well prepared for university studies in Mathematics and may be eligible to receive advanced standing at university for work completed.

**Prerequisite:** AP Preparatory Functions, Grade 11, MCR3Ue with a mark of 85% or permission of the Associate Head: Programs.

**Corequisite:** Advanced Functions, Grade 12, University Preparation.

## **Science**

### ***Science, Grade 9, Academic (SNC1W)***

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

**Prerequisite:** None.

### ***Science, Grade 10, Academic (SNC2D)***

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

particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Prerequisite:** Science, Grade 9.

### ***Biology, Grade 11, University Preparation (SBI3U)***

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:** Science, Grade 10, Academic.

*Note: This course is also offered as an AP Preparatory course (SBI3Ue).*

### ***Chemistry, Grade 11, University Preparation (SCH3U)***

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:** Science, Grade 10, Academic.

*Note: This course is also offered as an AP Preparatory course (SCH3Ue).*

### ***Physics, Grade 11, University Preparation (SPH3U)***

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

**Prerequisite:** Science, Grade 10, Academic.

*Note: This course is also offered as an AP Preparatory course (SPH3Ue).*

### ***Biology, Grade 12, University Preparation (SBI4U)***

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

**Prerequisite:** Biology, Grade 11, University Preparation.

***AP Biology, Grade 12, University Preparation (SBI4Ue)***

This is an Advanced Placement course and covers all the material outlined in Grade 12 Biology. The material is enriched and extended as follows: AP Biology is an intensive study of general biology, encompassing topics such as chemistry, cells, photosynthesis, respiration, cell division, heredity, molecular genetics, evolution, kingdoms, plant structure and function, animal reproduction and development, animal behaviour, and ecology. There are a series of labs that accompany these topics. The information presented is intricate and detailed and requires students to have a precise and accurate understanding of biological concepts. The material is interesting, challenging and the pace demanding. After completing this course, students will be prepared to write the College Board examination. Students completing this course will be well prepared for university Biology, and may be eligible to receive advanced standing at university for the work completed.

**Prerequisite:** AP Preparatory Biology, Grade 11, SBI3Ue with a mark of 85% or permission of the Associate Head: Programs.

***Chemistry, Grade 12, University Preparation (SCH4U)***

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

**Prerequisite:** Chemistry, Grade 11, University Preparation.

***AP Chemistry, Grade 12, University Preparation (SCH4Ue)***

Combined with the AP Preparatory Chemistry, this course is designed to be the equivalent of a first-year university general chemistry course and follows the College Board's AP Chemistry syllabus. It covers all of the material in the Ontario Grade 12 curriculum and presents a rigorous treatment of the following concepts: the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics and chemical equilibria. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. The material is interesting, challenging and the pace demanding. After completing this course, students will be prepared to write the College Board examination. Students completing this course will be well prepared for university Chemistry and may be eligible to receive advanced standing at university for the work completed.

**Prerequisite:** AP Preparatory Chemistry, Grade 11 (SCH3Ue) with a mark of 85% or greater or the permission of the Associate Head: Programs.

***Physics, Grade 12, University Preparation (SPH4U)***

This course enables students to deepen their understanding of physics concepts and theories.

Students continue their exploration of energy transformations and the forces that affect motion and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, 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:** Physics, Grade 11, University Preparation.

### ***AP Physics, Grade 12, University Preparation (SPH4Ue)***

AP Physics is the equivalent of the first semester of an introductory, algebra-based university physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics outlined in the College Board's AP Physics 1 syllabus such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course will also cover all of the material in the Ontario Grade 12 Physics curriculum not covered by the College Board's syllabus. This includes an extensive study of electric, magnetic, and gravitational fields; the wave nature of light; and modern physics. This course emphasizes hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. The material is interesting, challenging, and the pace demanding. After completing this course, students will be prepared to write the College Board examination for AP Physics 1. Students completing this course will be well prepared for university studies in Physics, and may be eligible to receive advanced standing at university for work completed.

**Prerequisite:** Physics, Grade 11, University Preparation with a mark of 85% or greater or the permission of the Associate Head: Programs.

### ***Environmental Science, Grade 11, University/College Preparation (SVN3M)***

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

**Prerequisite:** Grade 10 Science, Applied or Academic.

## **Computer Studies**

### ***Communications Technology (TGJ2O)***

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include

computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None.

### ***Introduction to Computer Science, Grade 11, University Preparation (ICS3Ue)***

This course introduces students to computer science. Students will design software independently and as a 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.

*Note: This course is offered as an AP Preparatory course.*

### ***AP Computer Science, Grade 12, University Preparation (ICS4Ue)***

This course is offered at the Advanced Placement level, allowing successful students to earn both an AP and an Ontario academic credit. 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 analyze 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.

The material is interesting, challenging, and the pace demanding. After completing this course, students will be prepared to write the College Board examinations in Computer Science Principles. Students completing this course will be well prepared for university studies in Computer Science and Engineering, and may be eligible to receive advanced standing at university for work completed.

**Prerequisite:** 85% or more in Introduction to Computer Science, Grade 11, University Preparation or permission of the Associate Head: Programs.

## Social Sciences

### ***Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)***

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

**Prerequisite:** None.

### ***Canadian History Since World War I, Grade 10, Academic (CHC2D)***

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

**Prerequisite:** None.

### ***Civics and Citizenship, Grade 10, Open (CHV2O)***

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

**Prerequisite:** None.

### ***American History, Grade 11, University Preparation (CHA3U)***

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history.

**Prerequisite:** Canadian History since World War I, Grade 10, Academic.

### ***Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)***

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

**Prerequisite:** Grade 10 academic English or Grade 10 Canadian history course.

### ***Introduction to Anthropology, Psychology, and Sociology Enriched with AP Seminar, Grade 11, University Preparation (HSP3Ue)***

This course will cover all of the content of the Introduction to Anthropology, Psychology, and Sociology course, and will be enriched by the content expected of the AP Seminar. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. practice reading and analyzing articles, research studies; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

**Prerequisite:** Grade 10 academic English or Grade 10 Canadian history course.

### ***Nutrition and Health, Gr. 12 University/College (HFA4U)***

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

### ***The Individual and the Economy, Grade 11, University/College (CIE3Me)***

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 affect 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 levels.

**Prerequisite:** Canadian History since World War I, Grade 10, Academic.

*Note: This course is offered as an AP Preparatory course.*

### ***Interdisciplinary Studies Enriched with AP Seminar (IDC4Ue)***

Students in this course will build on what they learned in AP Seminar and deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a year-long research based investigation to address a research question. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; analyse historical innovations and exemplary research; and investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisite:** Introduction to Anthropology, Psychology, and Sociology Enriched with AP Seminar, Grade 11, University Preparation (HSP3Ue).

### ***World History Since the Fifteenth Century, Grade 12, University Preparation (CHY4U)***

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.

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

### ***World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)***

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

### ***AP Canadian and International Politics, Grade 12, University Preparation (CPW4Ue)***

This course is offered at the Advanced Placement level, allowing successful students to earn both an AP and an Ontario academic credit. This course is about power. It is about how things get done and how decisions are made. It is about who serves and who eats and the complex ways in which societies are organized and interact. Each unit will introduce concepts and ideas then examine them in current practice in Canada, as well as Great Britain, Mexico, Iran, Nigeria, Russia, and China. This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

**Prerequisite:** 85% or more in Grade 11 American History or Grade 11 AP English, or permission of the Associate Head: Programs.

### ***Analyzing Current Economic Issues, Grade 12, University Preparation (CIA4U)***

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.

### ***Canadian and International Law, Grade 12, University Preparation (CLN4U)***

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

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

## **Outdoor Education**

### ***Healthy Living and Outdoor Activities, Grade 9, Open (PAD1O)***

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

**Prerequisite:** None.

### ***Green Industries (THJ2O)***

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

**Prerequisite:** None.

### ***The Future of Food (THJ3M)***

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

**Prerequisite:** None.

### ***Healthy Living and Outdoor Activities, Grade 11, Open (PAD30)***

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

**Prerequisite:** None.

### ***Healthy Living and Outdoor Activities, Grade 11, Open (PAD30i) and Forces of Nature: Physical Processes and Disasters, Grade 11, Academic (CGF3Mi)***

This unique optional offering, usually taken by students in Grade 10 or 11, allows students to earn two credits in one integrated Outdoor Education program. Students further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, such as lake water canoeing, white water paddling, low and high ropes courses, Nordic skiing, overnight camping, students enhance their movement competence, personal fitness and confidence. Simultaneously, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyze these processes, make predictions related to natural disasters, and assess ways of responding to them.

**Prerequisite:** Geography of Canada, Grade 9, Academic or Applied.

### ***High-Performance Athlete Program, Grade 12, Open (PAL4O)***

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through a focus on participation in competitive sports, this course will be overlaid with the LCS co-curricular program. Students will meet periodically on weekends or in the evenings to review seminar work meant to build upon and support their participation in LCS competitive athletics. This course will take place entirely outside of the daily academic schedule.

**Prerequisite:** This course is open to Grade 11 and 12 students .

### ***Healthy Living and Outdoor Activities, Grade 12, University/College Preparation (PAD4Oi) and Introductory Kinesiology, Grade 12, University Preparation (PSK4Ui)***

These unique courses, usually taken by students in Grade 11 or 12, allow students to earn two credits in one integrated Outdoor Education program. Students explore the benefits of lifelong participation in active recreation and healthy leisure and develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities. While studying human movement and systems, factors and principles involved in human development, students will also learn how to promote the benefits of healthy active living to others. Students also learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The program will prepare students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration, as well as college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

**Prerequisite:** Any Grade 11 or 12 health and physical education course.

*Please note: Students returning to LCS are expected to have taken the Grade 10/11 Outdoor Education course to qualify for admission to this course. New students to LCS need the approval of the Director of Outdoor and Experiential Programs and should demonstrate several years of wilderness-based summer camp, some previous leadership-based training at camp, school, NOLS, Outward Bound or equivalent, previous experience with high ropes and challenge courses, overnight wilderness camping experience, canoeing (tandem skills, solo, tripping), and ideally ORCKA certification in flatwater, canoe tripping, moving water and/or river running, swift water rescue experience; white water paddling experience.*

### ***Personal Fitness and Wellness, Grade 12, Open (PAF4o)***

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. This participation-based course will include an emphasis on weight training and cardiovascular training as well as individual and group-based fitness activities. Students also acquire an understanding of the factors and skills that contribute to healthy

development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None.

## **Business**

### ***Business Leadership: Management Fundamentals (BOH4Me)***

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

**Prerequisites:** None.

### ***International Business Fundamentals, Grade 12, University/ College Preparation (BBB4M)***

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Prerequisite:** None.

## **Interdisciplinary Studies**

### ***Interdisciplinary Studies, Grade 11, (IDC3O)***

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

**Prerequisites:** For IDC3O, approval of Associate Head: Programs.

*Note: Lakefield College School offers Interdisciplinary Studies courses each year and are developed in response to expressed student interest.*

### ***Interdisciplinary Studies, Grade 12, (IDC4U)***

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; analyze historical innovations and exemplary research; and investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisite:** Any university or university/college preparation course, and approval of Associate Head: Programs.

*Note: Lakefield College School offers Interdisciplinary Studies courses each year and are developed in response to expressed student interest.*

## **Guidance and Learning**

### ***Career Studies, Grade 10, Open (GLC2O)***

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

In accordance with Ontario Ministry of Education policy, students enrolled in GLC2O who entered Grade 9 in the 2025–26 school year or later will complete the Financial Literacy Graduation Requirement as part of this course. The requirement consists of Ministry-approved learning modules and assessment activities administered in accordance with provincial guidelines. Students must achieve the provincial standard to satisfy this graduation requirement. The results of the requirement will be incorporated into the course assessment as prescribed by the Ministry of Education.

**Prerequisite:** None.

*Note: Students leaving LCS without having completed their Careers credit (e.g. leaving after grade 10 or grade 11 to attend another Ontario school) will be advised that they have not earned this half-credit, and they will be invited to complete the course online through LCS.*

### ***Learning Strategies 1: Skills for Success in Secondary School (GLE1O/GLE2O)***

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

**Prerequisite:** By recommendation of a Learning Strategist.

### ***Advanced Learning Strategies: Skills for Success After Secondary School (GLE3O/GLE4O)***

This course, which is used as an accommodation to support students with identified learning differences, improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** By recommendation of a Learning Strategist.

### ***Leadership and Peer Support (GPP3O)***

This course prepares students to act in both leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Prerequisite:** None.

# Academic Policies, Procedures, and Priorities

## ***Procedure for Determining Equivalencies***

Prior learning can include knowledge and skills acquired in both formal and informal ways. Where such learning has occurred outside of Ontario classrooms, students may have this evaluated against the expectations outlined in the provincial curriculum policy documents. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). Lakefield does not employ a formal challenge process, rather it employs the assignment of equivalencies. “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.” (PPM 129)

When students transfer to Lakefield College School from out of province or out of the country or when students have been home-schooled, they are given appropriate Ontario credits for the high school courses they have already completed. As per PPM 129, “The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned.”

When a student accepts the offer of admission to LCS, that student is required to submit original transcripts from previous secondary schools. These transcripts are reviewed by the Director of Learning Success, acting in consultation with the Head of School, to determine appropriate equivalencies and placement of the student. An equivalency form is completed and placed in the student’s OSR, indicating the number of compulsory and optional credits awarded as equivalencies, and the number of compulsory and optional credits yet to be earned.

## ***Substitution of Compulsory Credits***

It is possible, in very special circumstances, for a student to substitute an alternative credit for one of the compulsory credits. This can be done only when there is documented evidence that the substitution meets the unique learning needs of the student. Substitution for compulsory credits is rare and must be approved by the Director of Learning Success.

## ***Procedure for Substitution of Compulsory Credits***

As per *Ontario Schools, K-12, Policy and Program Requirements*, “Principals may substitute up to three compulsory credits with courses from other subject areas in order to provide the flexibility to tailor an individual student’s program to the student’s needs and to support their progress through secondary school.” Lakefield College School will permit substitution of compulsory credit courses, provided the substitution can be demonstrated to serve the student’s best educational interests.

If a substitution is requested by a parent/student, or advised by a guidance counsellor, the student’s guidance counsellor shall put forward a request to the Director of Learning Success, indicating the reason for the substitution and the appropriate compulsory course to be used as a substitute. The Director will review the request to determine if the student’s educational interests are best served by such a substitution, and will make a recommendation to the Head of School.

Should the Head of School approve the recommendation, a letter signed by the Head of School providing the rationale for the substitution, and the compulsory course substituted, will be placed in the student's OSR. Each substitution will be noted on the student's OST. The letter approving the substitution will be copied to the parents.

### ***Procedure for Waiving Prerequisites***

In cases where circumstances have prevented a student from earning a particular prerequisite, a parent or staff member (e.g., advisor, teacher, Guidance counsellor) can suggest that the prerequisite be waived. Should a parent or a member of the school staff request that a particular prerequisite for a credit course be waived, the following procedure shall be followed: the Director of Learning Success, in consultation with the Associate Head: Programs, appropriate guidance staff, and the teacher of the course for which the prerequisite is being waived, will review the student's level of preparedness for the course in question. The student may be required to write a placement test or provide other evidence that they have mastered the concepts of the prerequisite course. If it is determined that waiving the prerequisite is in the student's best educational interests, the Director of Learning Success will approve the waiver and the rationale for the waiver will be filed in the student's OSR. (*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*)

### ***Summer Academy***

Summer courses are offered to students through the Summer Academy. The program allows students to study courses that they might not otherwise be able to take, possibly reduce their course load during the regular school year, and earn an additional credit towards graduation. All courses involve independent reading, research, and writing elements, as well as interactive activities in which students engage with their classmates in debates and discussions that are monitored by their teacher. All courses are taught by Lakefield College School faculty, and have included: Grade 9/10 Business: Leadership and the Environment, Grade 9 Learning Strategies, Grade 10 Canadian History, Grade 10 Science, Grade 11 American History, Grade 11 Travel Marine Biology, Grade 12 World Issues, and Grade 12 Advanced Functions. The ESL credits ESLCO and ESLDO have also been offered during the summer months as an on-campus course. For a current list of courses offered for next summer, review the listings available at [www.lcs.on.ca/grades-9-12](http://www.lcs.on.ca/grades-9-12).

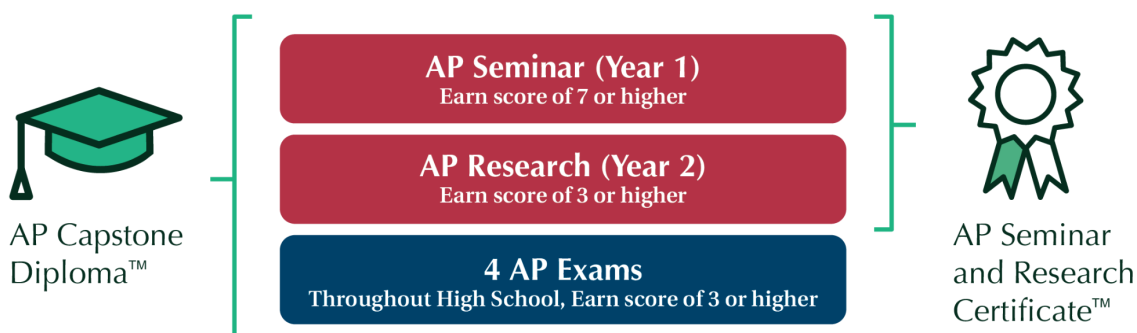
### ***Procedure for Independent or Private Study***

Students wishing to earn an Ontario credit at another institution (either online, e.g. through the Independent Learning Centre, or at a summer school) should contact a guidance counsellor. The guidance counsellor will ensure that the credit being awarded is an Ontario secondary school credit, and that the student has the appropriate prerequisite for the desired course. The counsellor will also ensure that all documentation required from LCS by the other institution is sent promptly. The student's family will assume responsibility for registering the student in the course and for ensuring that LCS receives an official written report of the student's final grade in the course. When students have successfully completed such a course, Lakefield College School will record their standing on the OST.

## Advanced Placement Courses

In our effort to create authentic experiences that help to prepare students for life in post-secondary school, Lakefield offers a broad range of Advanced Placement Courses (AP). These are enriched, challenging courses in a variety of subjects under the administration of the College Board. Each AP course covers all of the curriculum expectations from a related Ontario Ministry of Education course and then enriches the learning with university-level material. A standard exam for each course, set by the College Board, is typically written in May. The exams are a combination of multiple-choice, document-based and free-response questions. The exams are graded externally on a scale of 1 (not qualified) to 5 (extremely well qualified). A grade of 3 is considered to be a passing grade. After the AP exam, students will continue to work on Ontario course material and will complete a summative assessment in the final month of the school year. Students will earn one Ontario Ministry of Education credit for each full-year AP course successfully taken at Lakefield.

In conjunction with these courses, Lakefield has also been chosen to offer the AP Capstone™ Diploma. AP Capstone™ is a diploma program based on two, year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research, but not on four additional AP Exams will receive the AP Seminar and Research Certificate™.



## ***AP Courses***

We continue to look for ways to broaden our AP course offerings in the hopes of giving all students a chance to challenge themselves by taking at least one of these courses. Currently, these are the courses we offer in this program.

| <b><i>Domain</i></b>              | <b><i>AP Course and Exam Offered</i></b>                                                                                                                   |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art                               | AP Art and Design (AVI4Me)                                                                                                                                 |
| English                           | AP Language and Composition (ENG3Ue)<br>AP Literature and Composition (ENG4Ue)                                                                             |
| AP Capstone                       | AP Seminar (HSP3Ue)<br>AP Research (IDC4Ue)                                                                                                                |
| Social Science and the Humanities | AP Human Geography (CGC1We)<br>AP Microeconomics (CIA4Ue)<br>AP Business with Personal Finance (BOH4Me)<br>AP Comparative Government and Politics (CPW4Ue) |
| Science                           | AP Biology (SBI4Ue)<br>AP Chemistry (SCH4Ue)<br>AP Physics 1 (SPH4Ue)                                                                                      |
| Math and Technology               | AP Statistics (MDM4Ue)<br>AP Pre-Calculus (MHF4Ue)<br>AP Calculus (MCV4Ue)<br>AP Computer Science Principles (ICS4Ue)                                      |
| World Language and Culture        | AP French (FEF4Ue)                                                                                                                                         |

## ***AP Exam Registration: Eligibility and Approval***

- Students may register for AP exams only in courses in which they are currently enrolled at the school.
- Where LCS does not offer a corresponding AP course, an "exam-only" registration may be approved for students who can demonstrate significant independent preparation and academic readiness, with the express approval of the AP Coordinator, the Associate Head – Programs, and the relevant faculty member.
- Where LCS does offer a corresponding AP course, students who are not enrolled in that course will not normally be permitted to register for the AP exam. Exceptions will be considered only in cases of significant extenuating circumstances that prevented enrolment in the course and must be supported by the relevant department head and the Associate Head – Programs.

## ***Online Learning Opportunities***

Beyond the observations already made pertaining to the LCS approach to the Ontario Online Learning Graduation Requirement (PPM 167) we do want to ensure we are supporting unique and individualised pathways for students to complete secondary school. For some, taking an online or blended learning course may be the perfect thing, and this can be done through consultation with a Guidance counsellor. Depending on students' demonstrated ability to be successful in this environment you may seek the opportunity to enrol in a maximum of two of these in any one year. Should a student seek to participate in online courses (for Ontario Ministry credit) beyond LCS, they must receive written permission from their

Guidance counsellor. Gr. 12 students can take a maximum of 2 blended/online/evening credits in a single year, so long as this does not leave them with fewer than 5 in-person courses.

### ***English Course Requirement***

All English courses, including: ENL1W, ENG2D, ENG3U and ENG4U must all be taken at Lakefield College School during the regular school year. While a student at LCS, all English credits must be taken as part of their regular school year course array.

### ***Scholastic Aptitude Test (SAT)***

This test is written optionally by students looking to support and differentiate their applications to universities. Most LCS students attain scores qualifying them for admission to universities around the world. SATs are normally written in a student's Grade 11 year or early in the Grade 12 year. The school also offers a PSAT (Preliminary SAT) test for students in the fall of their Grade 10 or 11 year.

### ***The Ontario Student Transcript (OST)***

The Ontario Student Transcript is the official and legal record of student achievement in secondary school and lists all courses which students have completed, along with their grades in those courses. The OST is prepared in the school's Guidance Office and is updated annually. Ministry of Education course codes are used to identify courses that a student has successfully completed. The OST also lists all Grade 11 and 12 courses completed or attempted by students, with percentage grades obtained and credits earned. The OST also indicates students' final results on the provincial secondary school literacy test and confirms that students have completed the Ontario community involvement requirement.

During students' graduating year, the OST is forwarded to all universities to which they are applying.

### ***The Ontario Student Record (OSR)***

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is under 18 years old) may examine the contents of the OSR during regular business hours by appointment with a member of the Guidance and Learning staff. The Education Act and Freedom of Information legislation protect these records. Information from an OSR may be used in the preparation of a report for an application for further education or employment, if such a request is made by an adult student, former student or the parent of a student.

## Lateness for Class Policy

The goal of this policy is to address chronic lateness, and to reinforce with all students the need for punctuality so that all students can benefit from productive use of class time.

### *Definition of “Late for Class”*

Students are considered late if they arrive at class after instruction has begun. Attendance will be taken within the first 10 minutes of class. A student who has been marked already absent must go to the Attendance Administrator to have the absence changed to a late for class.

If a student arrives late to class, but before the teacher has taken attendance (ie. within the first 10 minutes of class), teachers will note the name of any student who arrives late and have a brief discussion with the student at some point during the class about the reason for the late arrival. If the teacher does not deem the reason legitimate, the teacher will remind the student of expectations about punctuality, and the student will be marked as late in the attendance system.

Students will not be marked as late during the first full week of classes to give new students time to learn the layout of the academic block.

### **Accountability**

- **First Offence:** Occurs when a student acquires 5 lates recorded in the attendance system. A notification is sent to the Advisor. When an Advisor receives a notification for the first time, the Advisor will have a conversation with the student and send an email home to the parents (copied to the Head of House).
- **Second Offence:** Occurs when the student accumulates 5 more lates (10) recorded in the attendance system. A second notification is sent to the advisor. The student is placed on Official Warning Status. The advisor speaks with the Head of House to see whether there are other concerns and will speak with the student and create a plan to address the issue. An email is sent home to the parents (copied to Head of House). The student may be placed in Saturday Study or equivalent accountability as deemed appropriate by the advisor.
- **Third Offence:** Occurs when the student accumulates another 5 more lates (15) recorded in the attendance system. A third notification is sent to the advisor, Head of House, and the Director - School Life. Parents are contacted by phone and the student is placed on Directed Probation for Persistent Inability to Abide by the Expectations of the School. The student may be placed in Saturday Study or equivalent accountability and the action plan is revised to achieve better success.
- **Fourth Offence:** Occurs when the student accumulates 5 more lates (20) recorded in the attendance system. A fourth notification is sent to the advisor, Head of House, and the Director - School Life. Parents are contacted by the Director - School Life and the student is placed on General Probation for Persistent Inability to Abide by the Expectations of the School. The student may be gated for one week or equivalent accountability and the action plan is once again revised.
- **Subsequent Offences:** A student is liable to be required to reaffirm his/her commitment to the school (suspended) or to leave the school (expelled).

## Academic Absences

### Unexcused Absence from Class time and Advisor Meetings

**Definition of an Unexcused Absence:** An unexcused absence is when a student misses a class for no permitted (excused) reason. Teachers take attendance within the first 10 minutes of every class. Students may only be excused when ill, when involved in a school co-curricular activity, or when a special permission is granted by their Head of House or parent if a Day Student.

**Accountability for Unexcused Absences for Class:** The advisor and student are informed of each unexcused absence as it occurs. The student is given 24 hours to contact the advisor if the unexcused absence is taken in error. If the student fails to make this contact, the unexcused absence will stand.

- **First Offence:** The advisor will review the attendance policy with the student. It is the student's responsibility to ask the advisor to resolve any inappropriately determined unexcused absences. Parents are contacted by the advisor.
- **Second Offence:** Student and advisor are notified, as above. Advisor and student meet with the Director - School Life. An Official Warning for missing classes is issued. An action plan is agreed upon and implemented. The Head of House and Parents are contacted by the advisor.
- **Third Offence:** Student and advisor are notified, as above. Advisor and student meet with the Director - School Life. The student is placed on Directed Probation for Persistent Inability to Abide by the Expectations of the School. The Head of House and Parents are contacted by the advisor.
- **Fourth Offence:** Student and advisor are notified, as above. Advisor and student meet with the Director - School Life. The student is placed on General Probation. The Head of House and Parents are contacted by the advisor. The student may be sent home to reaffirm his/her commitment to the school (suspended). A revised action plan may be agreed upon and implemented.
- **Subsequent Offences:** In consultation with Parents, Head of House, advisor, Director - School Life, and Head of School, a student may be required to leave the school.

## Co-Curricular Absences

### Unexcused Absence from Co-Curricular Programs

Coaches, directors, and facilitators will take attendance on every student contact day (i.e. practice/rehearsal/meeting/game/performance). Students may only be excused when ill, when involved in another school co-curricular activity or when special permission is granted by a Head of House, advisor, or Coach/Director/Facilitator.

**Accountability for unexcused absences from co-curricular programs:** The Student, Advisor and Head of House are informed of each unexcused absence as it occurs.

- **First Offence:** The advisor will review the attendance policy with the student. It is the student's responsibility to meet with the advisor to resolve any inappropriately determined absences. Parents are contacted by the advisor.
- **Second Offence:** Student, advisor and Head of House are notified, as above. Students and advisors meet with the Coach/ Director/ Facilitator. Parents are contacted by the advisor.
- **Third Offence:** Student, advisor and Head of House are notified, as above. Students and advisors meet with the Arts/Athletics/Service Learning Coordinator. An Official Warning for missing co-curriculars is issued. An action plan is agreed upon and implemented. Parents are contacted by the advisor.
- **Fourth Offence:** Student, advisor and Head of House are notified, as above. Advisor and student meet with the Director - School Life. The student is placed on Directed Probation for Persistent Inability to Abide by the Expectations of the School. Parents are contacted by the advisor. A revised action plan may be agreed upon and implemented.
- **Fifth Offence:** Student, advisor and Head of House are notified, as above. Advisor and student meet with the Director - School Life. The student is placed on General Probation. Parents are contacted by the advisor. The student may be sent home to reaffirm their commitment to the school (suspended). A revised action plan may be agreed upon and implemented.

## Student Achievement

Lakefield College School has high expectations of its students. Homework is assigned daily and is checked in class. Attendance at classes is compulsory for all students in all grades. Students are expected to take responsibility for their academic work and to strive for excellence. Lakefield is committed to providing equal educational opportunities and challenges to all students.

The school's commitment to a rigorous academic program is strongly endorsed by LCS graduates, who report themselves to be well prepared for their university studies. Expectations of student behaviour are set out in the school's School Life Guide.

### ***Scholar with Distinction Rolls***

The Scholar with Distinction Roll (85% average) recognizes high academic achievement.

### ***Student Evaluation***

Students are expected to demonstrate their achievement in each course across the four categories of the Ontario Achievement Chart: Knowledge and Understanding, Thinking, Communication, and Application. Students develop these knowledge and skills through a variety of classroom learning experiences, assessments, and independent work.

Student achievement is evaluated in accordance with current Ontario Ministry of Education assessment and evaluation policy, including the requirements set out in *Growing Success* and subsequent Ministry updates. Assessment and evaluation practices, including the weighting of classroom assessments, final evaluations, and examinations where applicable, vary by grade level and course in accordance with Ministry policy. Specific assessment and evaluation practices for each course are communicated to students through individual course outlines.

| Grade     | Level | Description                                                                                    |
|-----------|-------|------------------------------------------------------------------------------------------------|
| 80 - 100% | 4     | A very high to outstanding level of achievement. Achievement is above the provincial standard. |
| 70 - 79%  | 3     | A high level of achievement. Achievement is at the provincial standard.                        |
| 60-69%    | 2     | A moderate level of achievement. Achievement is below but approaching the provincial standard. |
| 50-59%    | 1     | A passable level of achievement. Achievement is below the provincial standard.                 |
| Below 50% | F     | Insufficient achievement of curriculum expectations. A credit will not be granted.             |

### ***Assessment Guidelines***

Lakefield College School follows the Ontario Ministry of Education's current policies governing assessment, evaluation, and reporting, including *Growing Success* and subsequent Ministry policy updates. Assessment practices are designed to support student learning, provide timely feedback, and ensure that evaluation is fair, transparent, equitable, and based on multiple sources of evidence. Teachers make purposeful use of assessment for learning, assessment as learning, and assessment of learning throughout each course, collecting evidence of student achievement through observations, conversations, and student products.

To this end, Lakefield teachers:

- establish learning goals and success criteria to support a shared understanding of expectations;
- incorporate assessment for learning, assessment as learning, and assessment of learning throughout each course;
- provide ongoing descriptive feedback to support student learning and self-reflection;
- determine student achievement using evidence gathered through observations, conversations, and student products;
- use professional judgment to evaluate student achievement of the overall curriculum expectations; and
- ensure assessment and evaluation practices are fair, transparent, equitable, and consistent with current Ontario Ministry of Education policy.

### ***Learning Skills***

Learning skills and work habits are assessed and reported separately as required by *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010). Each of these traits is very important for success in school and life. Learning skills and work habits to be assessed include responsibility, organization, independent work, collaboration, initiative, and self-regulation. Working with their teachers, coaches, Heads of House and advisors on these learning skills, Lakefield students develop a stronger sense of themselves as learners of more than subject area content and develop attitudes and values that will support them in their adult lives.

## **Reports**

Students and parents receive four reports during the year.

- The **Initial Progress Report** is issued in November. This report covers all work submitted, graded, and returned in the first two modules of the year. The report will include comments by each teacher and activity leader.
- The **Mid-Year Report** is issued in January. This report provides a cumulative view of student achievement on all work completed in the first four modules of the year. This report will include a reflection by each student's advisor.
- The **Spring Report** provides a current view of student achievement on all work completed in the first six modules of the year. This report will include comments by each teacher and activity leader.
- The **Final Report** is issued after the conclusion of the school year in late June. will provide a comprehensive review of final student results. It will include comments by each teacher and activity leader.

## **Lakefield College School Late and Missing Work (Policy revised June 2025)**

It is expected that all work will be submitted punctually. Should students not get an assignment completed on time, they must appeal (in person) to the teacher for a revised submission date. In such cases, the teacher will assign a new deadline. If the assignment is not completed by this revised deadline, students can receive a mark of zero on this assignment. **The mark of zero will remain until the assignment is submitted.** The student will then send an email to the advisor, Head of House and parents acknowledging that the assignment is late. Students may lose privileges, such as leave, until the assignment has been completed.

Varied strategies will likely need to be employed should late work arise. Here are some strategies teachers can use when late work occurs:

- Students and teachers may renegotiate a revised date when work is not submitted on time. The revised date would ideally be before when the work will be returned to the rest of the class. The teacher should note the missing work on Edsby.
- Teachers may require students to attend Grove Time to work on missing assignments
- When the Learning Commons is open in the evening, teachers may mandate students check in with the supervising staff in the library before or after study to work on the task in lieu of otherwise free time.
- Teachers may mandate students to stay after school to complete work (if this does not conflict with sports or arts).
- For students in academic support, teachers will contact the Evening Academic coaches to follow up with the student and plan support.
- Teachers may mandate a boarder to complete missing work during evening study in the Learning Commons (when open) at 7 pm and communicate these needs with the relevant teacher on duty.

- In consultation with the advisor, a request may be made to the Head of House to deny weekend leave or alternate consequences until student work is complete.
- Teachers will insert 0% for missing assessments in the grade book and communicate in Edsby as to the nature of the missing work. For example, a teacher may write in the comment field about the nature of that zero, “placeholder pending work submission.”
- Teachers may deduct grades for work submitted late. These deductions need to be clearly identified in the assignment as a consequence of late submission. Deductions for work submitted late must not create an outcome such that the penalty misrepresents the student’s actual achievement.
- Students are required to submit the work, no matter how late.

Once the work is submitted, a mark may be entered, or the 0% may be “excused.” This can be used when the assessment has already been returned to the class and/or it is not appropriate for the late work to count for credit. A mark may also be excused when the particular assessment does not need to be submitted (e.g. student illness). Ultimately, it rests on the professional judgement of the teacher in light of the nature of the assessment and the circumstances of the student’s late work, what marks should be entered or excused.

Even if a student submits work too late to be graded, feedback should still be given where possible to promote student learning. A pattern of submitting work late will also be reflected in the assessment of learning skills and reported on in subsequent report cards.

## Guidelines for Responsible Use of AI

LCS recognizes the transformative potential of Artificial Intelligence (AI) in enhancing learning, fostering innovation, and supporting various aspects of school operations. Adhering to the LCS values is essential for guiding responsible and ethical application of AI technologies.

- **Learn Continuously** - AI is a rapidly evolving field, and it is essential for students to continuously learn about its implications and ethical use. LCS offers ongoing education and training on AI ethics, responsible use, and best practices. We encourage students to harness AI to enhance their learning while also using their human judgement to ensure authenticity. AI should be used to augment students' abilities, helping them create unique work and deepen their understanding, not to replace their efforts.
- **Respect Others** - Students will not use AI to harm, deceive, or disparage others. All AI applications and algorithms used within LCS must be guided by our values, adhere to ethical principles, respecting individual rights, privacy, and dignity. For behaviours that are outside of these expectations, refer to harassment policies in the School Life Guide (p.67).
- **Maintain Academic Integrity** - When using AI to assist with schoolwork, students will always give proper credit. Students must understand that any work generated by AI should be clearly indicated. For more information regarding AI use in school work, refer to the Academic Honesty Policy (below)
  - a. Citations, Disclosures, and Attributions: use of AI-generated content is considered plagiarism, unless appropriately cited in assignments or publications; any use must be referenced. The following resources provide a sample of how to appropriately cite the use of AI in any publication or assignment:

- i. [MLA Style - Generative AI](#)
- ii. [APA Style - ChatGPT](#)
- iii. [Chicago Style - Generative AI](#)
- **Protect Privacy and Data Security** - Students will be mindful of their own and others' privacy when using AI. Students should not share personal information with AI without appropriate informed consent and understanding of how the data will be used.

## Academic Honesty Policy

Plagiarism is a serious offence. Students are expected to display honesty and integrity in all of their academic work at Lakefield College School. All students are taught appropriate techniques for using AI and crediting sources, and are required to use these at all grade levels.

- Students who use the words or ideas of another on a project, test or examination, without identifying the source of those words or ideas will receive a grade of “o” on the work.
- Students who seek to improve their performance on a project, test or examination by copying the work of others or by using non-permitted aids or notes will receive a grade of “o” on the project, test or examination.
- Students who share their work with others so it can be copied will also be considered for disciplinary action, including a grade of ‘o’, warnings and probation.

For a second incident of Academic Dishonesty, during students' time at Lakefield College School, they will again receive a grade of “o” on the project, test or examination, and will also be placed on “Directed Probation”. A further offence will require students to reaffirm their commitment to the school and they will be placed on General Probation. The record of Academic Honesty is maintained throughout the student's career at Lakefield College School.

### *Procedure for Adjudicating a Case of Academic Dishonesty (Policy)*

When a teacher identifies a case of academic dishonesty (e.g. using disallowed references on a test, copying another student's work, using the words of another without citation on an assignment, sharing their work so others can copy it) the procedure shall be:

1. The teacher notifies the Program Area Leader
2. The Program Area Leader reviews the facts presented by the teacher and checks the student's record for other incidents of academic dishonesty.
3. Through discussion it is determined that the issue does not warrant formal accountability, in which case the issue can be resolved by means of a discussion between the teacher and the student,
4. If it is determined that the issue falls under the Academic Honesty Policy, the following steps will be taken:

## Academic Dishonesty Accountability

- **First Offence:** The Program Area Leader and the teacher meet with the student and the student's Advisor to outline the infraction and the consequences under the school's Academic Honesty policy. The Advisor notifies the student's parents and the student's teachers of the results

of the meeting. The Program Area Leader notes the incident in the student's school record. (This note shall not be included in the student's permanent record.)

- **Second Offence:** The Program Area Leader and the teacher meet with the student and the student's Advisor to outline the infraction and the consequences under the school's Academic Honesty policy. The Advisor and the student will meet with the Associate Head - Program who will issue an Official Warning: Academic Dishonesty and explain that a further incident will lead to placement on Directed Probation: Academic Dishonesty. The Advisor notifies the student's parents and the student's teachers of the results of the meeting. The Program Area Leader notes the incident in the student's school record.
- **Third Offence:** The Program Area Leader and the teacher meet with the student and the student's Advisor to outline the infraction and the consequences under the school's Academic Honesty policy. The Advisor and the student will meet with the Associate Head - Program who will place the student on Directed Probation: Academic Dishonesty. This will also include notification that any further incidents of academic dishonesty will result in a meeting with the Standards Committee and the possibility of a need to reaffirm their commitment to the school. A letter outlining the situation will be sent to the parents from the Associate Head - Program. The Program Area Leader notes the incident in the student's school record.
- **Fourth Offence:** The Program Area Leader and the teacher meet with the student and the student's Advisor to outline the infraction and the consequences under the school's Academic Honesty policy. The student and Advisor will meet with the Director, School Life and the Associate Head - Academics. The student will be asked to reaffirm their commitment to the school.

The student and/or his/her parent(s) shall have the right to appeal the decision in (i). If they wish to do so, the Advisor shall notify the Program Area Leader, who will call a meeting of the Appeals Committee. The Appeals Committee shall be composed of the Associate Head - Programs (Chair), the Director of Student Success, and Director of Academic Administration. The Appeals Committee shall confirm or reject the decision made in (i). The decision of the Appeals Committee shall be final. If the Appeals Committee rejects the decision in (i), the issue will be resolved by means of a discussion between the student and the Associate Head: Programs. The student's parents will be notified and all records of the incident will be deleted.

If the Appeals Committee confirms the decision in (i), the student and parent(s) shall be notified by the Appeals Committee.

## **Lakefield College School Promotional Standards and Expectations (Policy)**

For questions related to policy in this section, please address questions to Associate Head: Programs, Director - School Life, and Director of Learning Success.

If a student is passing, being cooperative and not having an adverse effect on others, LCS has no grounds to ask that student to leave. Students can be asked to leave Lakefield for the following reasons, provided the problem has been clearly communicated to the student and his/her family and fully documented:

- Students repeatedly fail to live up to community standards and accountabilities.
- Students state or demonstrate they do not want to be here.
- Students are having an adverse effect on the growth and development of other students.
- Students are experiencing extraordinary social, psychological, or health challenges which require special resources beyond what the school can provide.
- Students fail to meet academic promotional standards moving from:
  - Grade 9 to 10: 60% with no failures;
  - Grade 10 to 11: 65% with no failures;
  - Grade 11 to 12: 70% with no failures.
- Students who do not meet this standard, but who have passed all of their courses or for whom there are other mitigating circumstances (for example, a learning disability identified mid-year), will be considered for Probationary or Conditional Promotion. Students granted Conditional Promotion will be required to undertake a specified program of support during the summer months or, in the case of students entering Grade 12, for the summer and graduating year. Students granted Probationary Promotion will be given certain conditions to fulfil through the summer and throughout the next academic year. Students cannot be placed on Probationary Promotion for two consecutive years. Failure to meet Promotional standards for a second time after having been awarded Probationary Promotion will normally result in the student being asked not to return to the school.

## Course Selection and Change (Policy)

1. Course offerings for the following year are previewed for current students in the winter months. Students are asked to make preliminary course selections in consultation with one of the Guidance Counsellors and with their advisor. Selections are entered electronically in MyBlueprint. Parents are encouraged to review and approve the selections online.
2. The creation of the timetable for the following year is based on the student's course selections on file by June 30. Changes in courses are still allowed after this point, but flexibility may be reduced once the timetable is created.
3. Students may add or drop a course, but they must do so very early in the first module of that course. Given the material covered and the pace of courses at Lakefield, **students have 2 days in the first module of a course to make a change.** In exceptional circumstances, with the approval of the Learning Accommodations Committee, a student may be permitted to add a course after this deadline. When adding a course, a student may be required to sign a formal contract with the teacher of the course (also signed by the student's parents), outlining how and when work already covered in the course will be completed.
4. Students may withdraw from a course providing that this action does not reduce their course load below the required minimum for their grade. Students are responsible to complete all requirements of all courses in which they are registered including classroom attendance. Failure

to do so will be considered a disciplinary issue and will be dealt with through the normal processes.

5. Lakefield College School does not normally permit students to withdraw from a course after the conclusion of the first module of a course. Notwithstanding this policy, should a student be given permission from the Learning Accommodations Committee to withdraw from a Grade 11 or 12 course later than five days following the issuance of the February report card, the withdrawal will be indicated on their transcript, and the grade earned in the course at the time of withdrawal will be indicated as well.

## **Course Load (Policy)**

1. Students in Grade 9 must carry eight courses.
2. Students in Grade 10 must carry eight courses.
3. Students in Grade 11 may carry seven or eight courses. Students in Gr. 11 may carry 7 courses if they have completed an extra credit along the way, ensuring that they are on track to graduate with sufficient credits by the end of Gr. 12. Students may only be enrolled in one course that is not part of our in-person daily schedule.
4. Students in Grade 12 must carry a minimum of 5 in-person courses and may carry up to seven courses. New Grade 12 students coming from outside Ontario are required by the Ministry of Education to earn seven Ontario credits.

## **Repeated Courses (Policy)**

Lakefield College School opposes the practice of repeating courses. LCS is required to report all repeated Grade 11 and 12 courses on the Ontario Student Transcript. Students will not normally be allowed to repeat a course in which they received a grade above 69% or in which they received an “N” or “D” learning skills rating on any report. Permission to repeat a Grade 12 course may be granted only by the Director of Learning Success.

## **Examination Policy and Procedure**

1. Formal examinations will be written in May and June.
2. The examination periods for all courses will run at the end of Mod 8.
3. Examinations will be a maximum of two hours.
4. All students must write all of their examinations at the scheduled time with the following exceptions:
  - a. If students are ill, they must provide a medical certificate; in this case the examination will be waived, except in the event of the final examination in a course in which students are failing—in this case, a supplementary examination will be scheduled.
  - b. Special circumstances arise that are the result of internal school responsibilities or external demands. In all of these situations, students would appeal to the Director of Learning Success or the Associate Head - Programs for an alternative date and time for the exam. If, in consultation, they deem the circumstance acceptable, they will arrange an alternative plan enabling students to write an exam at a suitable time.

5. Accommodated examination conditions (i.e., extended time, use of a computer) will be made available to students only in response to a verified medical or psycho-educational recommendation presented to the school in writing.
6. Examination results are not to be reported to students until the completion of the full examination periods.
7. Final examinations will be returned to students. These examinations will be kept by the school until September 15 of the year in which they were written, after which they will be destroyed. Until September 15 of the year in which it was written, the grading of a student's examination will be reviewed by the Associate Head - Programs upon written request by the student's parent/guardian, or by the student if they have reached the age of 18.

## **Medical Leave Policy and Procedure**

All medical leaves must be approved and arranged through the Director of Health Services (HS), Director of Student Success, and the Head of School or the Associate Head - Programs.

If a student is unable to participate fully in the school program due to medical (physical or psychological) reasons, the student may be required by the school to take a medical leave of absence. All situations, which are determined by the Health Centre to require medical leave of absence, will be communicated to the Director of Health Services. The Director of Health Services will communicate and approve medical leaves via email to the Director of Learning Success, Associate Head - Programs, the student's Head of House, the student's advisor, grade team leader and teachers. Parents and students may be required to sign a contract accepting the conditions of medical leave, as outlined below. The Director of Health Services will maintain communication with the parents and the medical professionals involved with the student's care regarding the student's medical concerns.

During a medical leave, students will be expected to keep up with only as much school work as they can complete. Students will be able to keep track of activities in their classes by using the online learning management system, Edsby. Students will not be required to complete tests and assignments due during their absence on medical leave.

Before a student's return to school, the physician or health care professional caring for the student must complete a medical summary (including an ongoing treatment plan and/or restrictions to the student's physical or cognitive activities as a result of the illness/injury). The physician or health care professional will confer with the Director of HS who, in consultation with relevant faculty and the Director of Student Success, and the Associate Head - Programs, will determine whether a student is ready to resume full responsibilities.

If in the professional opinion of the medical specialist or school physician, a student is deemed not capable of writing final exams, that physician will provide written notification to the Director of Health Services, to be forwarded to the Guidance Office. Such notification will be recorded in the student's Ontario Student Record (OSR) for future reference. In such instances, a student would be required to be at home, in the care of his or her parents, until the Friday of Closing events. Their final grades would be calculated using their cumulative term mark for the year.

In extenuating circumstances and in the absence of the Director of Health Services, the Head of School or Associate Head - Programs may require a student to leave campus for medical or health-related reasons.

## **Compassionate Leave of Absence (Policy and Procedure)**

All Compassionate Leaves of Absence must be approved and arranged through the pastoral caregiver (e.g. Advisor, Head of House) in consultation with the Director of School Life and the Director of Learning Success. The pastoral caregiver will communicate the details of the compassionate leave to the student's advisor, teachers, Head of House and others as required.

Compassionate Leaves of Absence refer to emergency situations when a student is required to go home for personal family emergencies or crises (such as a death of a family member, close friend, critical medical emergencies to families, etc.)

During a compassionate leave, students will be expected to keep up with only as much school work as they can complete. Students will be able to keep track of activities in their classes by using the LCS Edsby website. Students will not be required to complete tests and assignments that are due during their Compassionate Leave of Absence.

## **School Counsellors**

Counselling staff are available to see students on a wide range of issues in the Health Centre. The school's counselling hours are set at a time that is convenient to students' program and needs. The school is also able to assist students who wish to see their own counsellor. In such cases, appointments and travel arrangements can be facilitated through the Health Centre.

## **Return to Learn/Return to Sport Concussion Protocol**

Lakefield College School follows an evidence-based concussion protocol aimed at allowing students to recover fully from concussion injuries and is based on legislative regulations guiding institutional (e.g. schools, competitive sports organizations, etc.) management of concussion injuries. The protocol can be found on the LCS website under Health Services for family viewing and is available on the school's website or by clicking [here](#).

## **Universal Instructional Design and Accommodations for Students with Identified Learning Differences**

The faculty at Lakefield College School recognize that students learn differently and that in presenting material, devising assignments and activities, and evaluating student work, they must create a learning environment that, in accommodating learning differences, benefits all students' learning. To learn more about the accommodations provided, please request the brochure "Support for Students with Identified Learning Differences" from the Admissions Office, or view online at [www.lcs.on.ca/academics](http://www.lcs.on.ca/academics).

## **Edsby at LCS**

All LCS courses are supported by Edsby, our school's learning management system. Through Edsby students and their families can see a schedule, full outline of the course of study, handouts, homework,

assignments, review work, a log of classroom activity, and various other learning activities, materials, and resources. Teachers keep an up-to-date record of each student's achievement online in the assessment database.

Lakefield's Edsby site allows students, and their parents, to keep up-to-date on all coursework. Students and their parents can access all material on Edsby from anywhere via the internet. All personal information is protected by digital security and can be accessed only by the use of a private password. It is a great benefit to students and their parents to have access to immediate information on upcoming tests and assignments and a clear record of the grades the student has earned on assessments.

## **Language Across the Curriculum**

Language plays a central role in learning. Students use language to relate what they are learning to what they already know. Lakefield College School is committed to language instruction across the curriculum. Teachers in all subject areas are concerned with the development of student language skills. Opportunities for students to read, write, speak, and listen - and to receive feedback on their use of these skills - are provided in each course at the school.

## **Study Skills Development**

The teaching of study skills has been integrated into all courses at LCS. The inventory of skills regularly reinforced includes: listening and note-taking, surveying, vocabulary building, critical analysis, learning from reading, improving memory, time management, exam preparation, and problem-solving. The acquisition by students of these skills is a common goal of our teachers across the curriculum.

## **Environmental Education**

Lakefield College School is committed to developing in our students the knowledge and attitudes which will enable them to become leaders in the era of sustainable development. Through our outdoor programs, both curricular and co-curricular, we seek to build a love and appreciation of nature. Within the Science, Outdoor Education, and Social Science departments, courses have been developed to provide students with an understanding of both the scientific and social implications of the environmental crisis. Beyond this, all teachers at LCS have accepted the challenge of making environmental issues a part of their courses. Through this integrated approach, LCS strives to build a positive environmental ethic within each student.

## **Spiritual Education**

Lakefield College School is committed to the responsibility of nurturing the spiritual life of its students. From its earliest days, the Alexander W. Mackenzie Memorial Chapel has been at the heart of school life. The community gathers three times a week in the Chapel, regardless of individual religious backgrounds, to celebrate community spirit. In Chapel, we share prayers, music, and festivals and by doing so, affirm the special contributions of each individual student. Community spirit is strengthened by sharing, listening, singing, and quietly reflecting in the Chapel.

Lakefield College School respects its Anglican tradition within the Christian faith and also strives to ensure that time spent in Chapel promotes an inter-faith dialogue. LCS strives to enable all students to draw upon their individual strengths and beliefs in a safe and respectful environment. Chapel is intended to empower, liberate and respect each student's dignified identity. Students are encouraged to recognize their power as individuals in the context of a unified community in order to create joy, a clean environment, a supportive community, and a peaceful world.

The Chaplain, Director of Leadership, Head of School, and students regularly address the community by discussing contemporary issues and making them relevant to everyday life. This leadership is enriched and complemented by the addresses of guest speakers, faculty members, and "Chapel talks."

## **Community Involvement**

In accordance with Lakefield College School's core values, all Lakefield students are encouraged to be actively involved in, and concerned with, service to the school and the community at large. In addition, all students must complete 40 hours of community service during their secondary-school years to earn the OSSD, as stated in *Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements* (2026). Students who enter LCS from out of province after their Grade 9 year will be expected to complete an appropriate, pro-rated number of hours of service.

To assist students in meeting this requirement and Lakefield expectations, a wide variety of community service opportunities are advertised throughout the academic year, including assisting with Lakefield and Peterborough community events, working with senior citizens and young children, charitable fundraising, completing international service projects, and volunteering for special events at LCS itself. Students are also encouraged to complete community service hours during summer and other holiday breaks in their home communities. Information about eligible and ineligible service activities, and the community service documentation form, can be found in the LCS Community Service Edsby group.

# **Student Handbook**

## **Learning Support and Resources**

### **Learning Commons**

As part of the Learning Commons, the library houses print, audiovisual, and digitally-accessed resources that are in support of the Lakefield College School curriculum. Lessons and projects involving the use of these information resources are designed by the teachers and the librarian with the intellectual growth of the student in mind. Students develop research and study skills as they prepare, access, process and transfer information.

Students are helped to understand the many sides of an issue, to be creative in finding information and applying it to a problem, and above all to take risks and experiment with ideas beyond traditional textbooks. The library resources are continually enriched and kept in tune with the curriculum. A collection of over 13,000 print, video, audio and compact disc resources, wireless internet access, fully networked digital catalogue and circulation system, and state-of-the-art online resources with immediate access to hundreds of external databases, give our students the tools to develop sophisticated information retrieval skills that will serve them well here and in their lives beyond Lakefield.

### **Information Systems**

All students in Grades 9 through 12 receive MacBook Air laptops with a protective sleeve. Each laptop includes 3 years of AppleCare+. Ownership of the laptop and any remaining warranty transfers to the student's family upon their departure from LCS. Any installed software suites and licenses will be automatically uninstalled and revoked at that time.

All LCS campus buildings have wireless coverage and students can easily access it from indoor locations. The school has excellent connectivity and all internet traffic passes through a firewall that filters content. Students have the option of bringing a personal electronic device (such as a smartphone or tablet device) and using it on the school's BYOD network.

The LCS IS Solutions Centre is available to solve software issues and forward hardware repairs to a local service depot. LCS provides loaner laptops if the servicing will require an extended period of time. For all repairs not covered by AppleCare, the student's family will have the option of authorizing and paying for either a repair or a replacement of the laptop.

Lakefield College School's IS department was established to help organize and secure, both technically and philosophically, our school's use of computer networks in education. We believe the real value of computer technology is its ability to connect people to resources and, most important, people to other people. To this end, our vision is to broaden the perspective of our students by putting them in touch with information, ideas and people from around the world.

## Grove Time

Students have the opportunity to seek learning advancement and enrichment opportunities during Grove Time. Held on Mondays, Tuesdays, Thursdays, and Fridays, Grove Time sessions are times when students may access scheduled extra help with subject teachers. Students can also use the time to complete homework and prepare for class in a supportive setting, with teachers on hand to answer questions as needed.

## The Advisory System

As part of the Guidance and Learning support provided at Lakefield College School, each student has an advisor, who is responsible for overseeing students' academic and co-curricular commitments, as well as having a broad understanding of each student's life at school. The advisor confers with the teachers of the student and communicates with the parents. The close relationship between students and faculty at LCS enables the advisor to provide the necessary support and encouragement a student needs, as well as an extra stimulus to academic performance. In addition, the advisor monitors students' co-curricular activities to ensure that they are involved and do not become overextended.

On an ongoing basis, the advisor reviews the student's academic progress and adds comments to their reports twice a year. The advisor is expected to stay informed about all aspects of a student's program and to work collaboratively with the student and their parents to recommend appropriate courses of action based on academic goals and expectations.

## The Ontario Secondary School Certificate (OSSC)

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, distributed as follows:

### ***7 required compulsory credits:***

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

### ***7 required optional credits:***

- 7 credits selected by the student from available courses

## **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an 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. However, they will not be issued a new Certificate of Accomplishment. An Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the student has fulfilled the appropriate requirements.

## **Guidance for Non-Graduating Students**

Lakefield College School's Guidance Counsellors work with all students to help them to identify their educational and career goals and to select an appropriate course of study each year. In working with students, the counsellors have two important goals: to ensure that the choices each student makes are in keeping with their postsecondary and career goals and to make certain that the program selected is well suited to the student's particular interests, learning strengths and abilities. Guidance counsellors are in frequent contact with parents and advisors to ensure that all are informed and supportive of the student's selections.

Students may change their educational goals as they progress through secondary school. When a change in pathway requires additional prerequisite courses, Guidance Counsellors will work with students to develop an appropriate academic plan that enables them to meet prerequisite requirements and pursue their revised pathway. Such plans are developed on an individual basis in consultation with the student, parents/guardians (where appropriate), and school staff.

Guidance counsellors meet with Grade 9 and 10 students to help them begin to identify post-secondary goals, using online career resource tools that allow students to explore career options and educational paths. Students also complete skills and interest inventories and use these results to inform ongoing conversations about their future. These sessions are followed by group and individual counselling on course selections for Grade 10 and 11.

Grade 10 students also have extensive exposure to postsecondary options and support through their Careers class. They explore their interests and passions and receive much more detailed information about university prerequisites for particular programs so that they can be confident in their course selections for Grade 11. We ensure they have not eliminated any desirable postsecondary options, and they explore career opportunities and possibilities.

The guidance program for Grade 11 students has several components. All Grade 11 students continue to participate in Career Day and multiple onsite University Fairs organized by the counsellors, which exposes the students to the wide variety of future paths available to them. Grade 11 students complete further exploration of career options and professional pathways, participate in the Springboard Series to set a

strong foundation for their grade 12 application year, and meet individually, often several times, with a counsellor to choose courses for Grade 12. They are also encouraged to attend the many presentations offered through the Guidance and Learning Department about Canadian, American, and international universities.

Students considering applying to American universities are invited to attend workshops on the American university application process and are strongly encouraged to write their SATs, the aptitude test required by many American universities for admission, before completing Grade 11. Similar support and sessions are also provided for students applying to the UK and other international universities. Information sessions for parents of students at all grade levels assist families in their discussions with their children about future plans.

## **Guidance for Graduating Students**

Building on the work begun earlier, during a student's final year at Lakefield College School, students will complete their applications to universities and colleges. Most students will apply to at least three Ontario universities, and, in some cases, to several universities outside of Ontario, either in other provinces or in the United States, Europe, and other international destinations. Some students will apply to specialized institutions, such as colleges of art and design, and some will elect to arrange a gap year before beginning university.

Students in their graduating year meet regularly in a Guidance class, as well as on an individual basis, with university guidance counsellors, to consider university options and complete their university applications. The decisions graduating students make are individual ones and guidance counsellors ensure there is extensive time for individual counselling meetings and parent involvement.

At the same time, they are encouraged to become knowledgeable in the use of university handbooks, calendars, and online resources. They are expected to attend several of the university fairs offered at the school by university admissions officers and are also encouraged to visit universities that they are considering seriously. The Guidance and Learning Department also arranges at least one university visit for all students during the fall of their Grade 12 year.

Students' academic performance is monitored closely by the counsellors throughout their Grade 12 year. Admission to university programs is based primarily upon the student's academic record in their final one or two years and, in the case of most Ontario universities, on their standing in February of their Grade 12 year. For some university programs, students' admission will be based on the average of their six highest marks in these credits, but in many programs, such as Engineering, Commerce, and Sciences, admission is based upon a weighted average which must include the marks in the credits which are prerequisites. Counsellors ensure that students are fully aware if they are at risk of not meeting a program's requirements.

By the close of the student's Grade 12 year, they should have several postsecondary offers from which to choose, and the guidance counsellor works with the student to weigh the benefits of each offer. The end goal is to place the student in a program that deeply interests them, and that offers the appropriate level of challenge and support to meet that student's learning needs and educational goals.

## **Support for English Language Learners**

Lakefield College School supports English Language Learners with accommodations in all subject areas when needed. All incoming English Language learners are tested in English proficiency, and a plan of support is developed. Translation devices may be used in class provided the true evaluation of curriculum expectations is not affected. Lakefield also offers ESLCO and ELDDO for students whose placement test suggests more instruction in English is warranted. Additional individual tutoring is available at a nominal fee.

## **Private Tutors**

Private tutoring is available on an extra fee basis and should be viewed as a supplement to other forms of student support. Students should seek extra help from their subject teacher if they are experiencing difficulties with a subject before requesting a tutor. The faculty at Lakefield College School is available regularly to provide extra help for students, and students can talk to their teachers about their “Grove Time” schedules for extra help.

If it is determined that a student is encountering difficulties in a subject, the student’s advisor will partner with the Student Support Team Lead in Guidance to look for patterns where the student is finding success and where they are struggling. Through conversations with the student’s teachers, advisor, and the Director of Learning Success, a support plan will be developed for the student and communicated to the family.

## **Study**

In the evenings during the week, there is a study period which is held in the houses. From Monday to Thursday, study runs from 7:00 p.m. to 8:45 p.m. and on Fridays, it runs from 7:00 p.m. to 8:00 p.m. All students must be in their rooms during study. It is also possible to study in the school block with permission from the Head of House or residential staff. All students must obtain permission from the residential staff on duty to study in another residence. If on campus during study, day students must be studying in the Learning Commons or in a residence if permission has been granted by residential staff. An Evening Support Program is organized in the academic block for students who need additional academic coaching and support. Cell phones are not to be used or present during class time or at study without teacher permission.

### ***Guidelines for Evening Support Program:***

1. Our Evening Support Program is intended to provide a temporary period of highly structured study for boarding students who would benefit from increased structure and support during Evening Study.
2. Students are assigned to Supervised Study by our Learning Support Co-ordinator or Director of Learning Success. This process is led by the appropriate Student Support Guidance counsellor, with the student’s advisor, in consultation with the student, the student’s parents and the Head of House.
3. Evening Study Program begins in September and runs until the end of June exams.

4. The minimum period for which a student should be assigned to Supervised Study is one module. At regular intervals, the student's progress will be evaluated to determine if Evening Study continues to be the best place for the student in the evenings.
5. The goal of Evening Support is to help students build the academic habits and skills needed to work and study effectively, and eventually, independently.

### ***The Learning Commons – open on weekdays until 9:45 p.m.***

The Learning Commons is a central space that includes all of the school's library and information resources, reference and instructional services as well as the offices and services of the Guidance and Learning Department.

More than a space, the Learning Commons allows for learning that is interactive, social, and relevant. It combines traditional study areas, including distraction-free carrels and spaces for collaborative work, with the latest information and learning technologies. These include adaptive technologies, a wide variety of both local and online databases, and a very strong collection of print resources. Instructors and resources are available to provide help for all students to develop improved work habits, learning, and research skills. Library users may check out their own materials, which are due back at major School breaks. A non-circulating reserve system is maintained to ensure that materials remain available to full classes. Photocopying, printing, and scanning services are freely available.

## **Lakefield's Information Systems Responsible Use Agreement**

Lakefield College School (LCS) provides access to a wide range of technologies including Artificial Intelligence (AI) tools as part of its commitment to supporting learning, creativity, and research. In addition, LCS makes its campus-wide network, including its connection to the internet, available to all students and staff for the express purpose of furthering the educational mission of the school. In order that network users understand how best to abide by this purpose, it is expected that all students, staff and parents read the official Responsible Use Agreement (RUA) online at: [https://lakefieldcollegeschool.static.amais.com/LCS\\_RUA\\_202627-2087.pdf](https://lakefieldcollegeschool.static.amais.com/LCS_RUA_202627-2087.pdf). Use of LCS technology resources constitutes agreement to the terms of the RUA. Repeated or more serious violations of the RUA may result in more serious accountability, and may necessitate meeting with the Standards Committee to determine appropriate accountability.

In brief, but without limiting the official RUA, the following are expected:

- That digital activities, including those involving AI, that impact members of the LCS community are subject to the RUA.
- That students understand that their digital activities are subject to school policies such as the Harassment Policy and the Academic Honesty Policy.
- That students may not present work created by AI tools as their own without proper citation.
- That users critically evaluate AI-generated content for accuracy and bias and never use AI to produce or share offensive or inappropriate material.
- Students may not create, possess, distribute, or facilitate deepfakes or other synthetic media misrepresenting a person's likeness, voice, or actions, and must report suspected instances immediately.

- That students are bound by the copyright laws of Canada and the Province of Ontario and as such can only store images, music, video and software that they have purchased.
- That software licensed to the school will need to be removed when the student leaves the school.
- That all students are to keep private information (such as phone numbers and addresses) about themselves and other students, private.
- That students will keep their usernames and passwords confidential.
- That students will only use their own credentials when accessing digital resources.
- That students will not seek out or store sexually explicit images.
- That students can't use school resources or school-provided resources for financial gain.
- That laptops need to be secured when not in use.

### **Laptop Computers**

LCS provides MacBook Air and a padded sleeve to students who have opted to purchase laptops from the school. Laptops need to be secured at all times, in the student's residence room, in the school's locker or on the student's person.

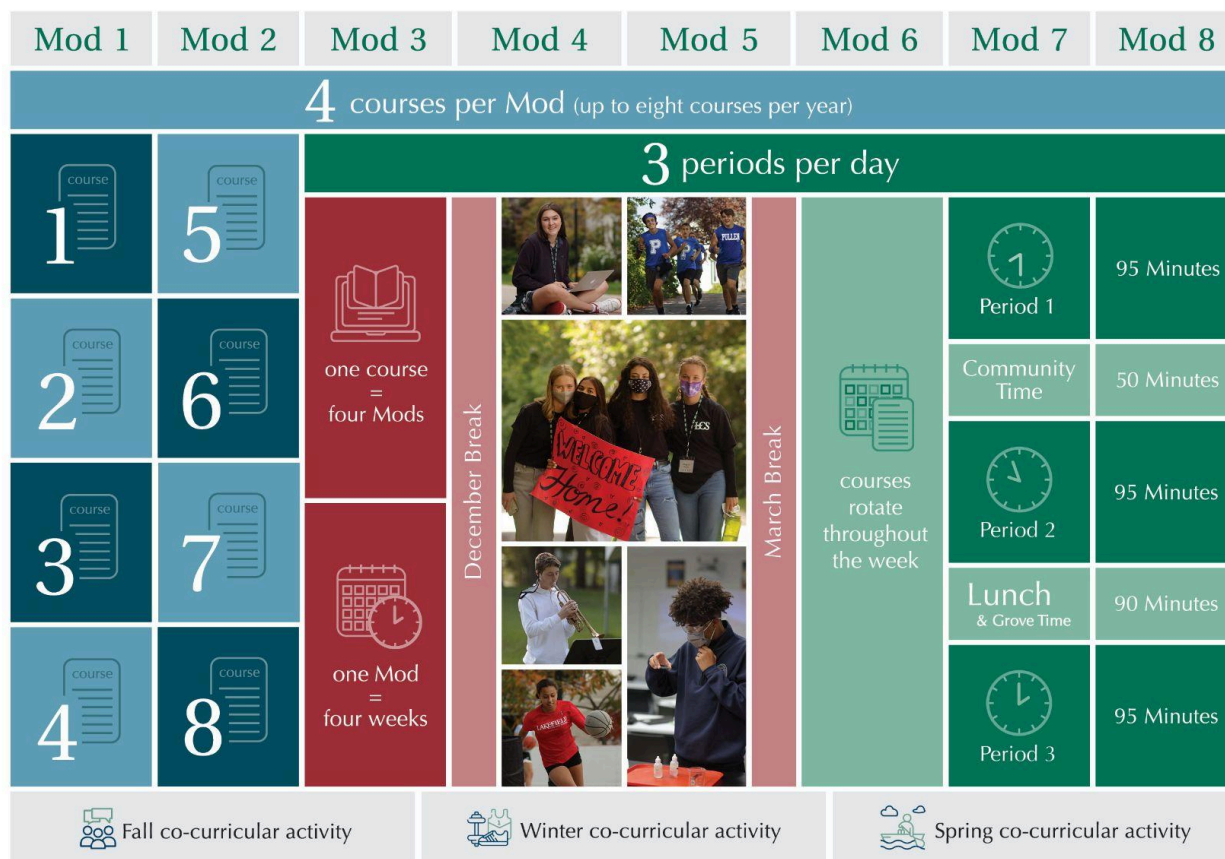
Should a student's laptop be lost or missing, the School Policy is as follows:

The student should come to the IS Solutions Centre to check to see whether their laptop has been turned in. If the laptop has been turned into the office, the student is required to sign an acknowledgment of loss and return the laptop. After the third loss and return parents will be contacted and informed of the school's concerns regarding the student's inability to appropriately secure the laptop.

**Note:** All laptops must be carried in a properly padded laptop sleeve at all times. Laptops will not be returned without a proper case.

## Yearly Schedule Overview

Lakefield makes use of a modular schedule when organizing the year. We break our year into 8 modules (or mods). Full credit courses appear in four of the eight modules. The following graphic offers some information about how your schedule will be organised.



*Arts and clubs programs run year round*

## Sample Yearly Grade 10 Course Schedule

| Mod 1                                                                                                  | Mod 2                                                                                                  | Mod 3                                                                                                  | Mod 4                                                                                                  | Mod 5                                                                                                  | Mod 6                                                                                                    | Mod 7                                                                                                    | Mod 8                                                                                                    |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <br>English           | <br>Math              | <br>English           | <br>Math              | <br>English           | <br>Math              | <br>English           | <br>Math              |
| <br>Science           | <br>Drama             | <br>Science           | <br>Drama             | <br>Science           | <br>Drama             | <br>Science           | <br>Drama             |
| <br>Outdoor Education | <br>Outdoor Education | <br>Outdoor Education | <br>Outdoor Education | <br>Outdoor Education | <br>Outdoor Education | <br>Outdoor Education | <br>Outdoor Education |
| <br>Civics & Careers  | <br>Canadian History  | <br>Civics & Careers  | <br>Canadian History  | <br>Civics & Careers  | <br>Canadian History  | <br>Civics & Careers  | <br>Canadian History  |

## Sample Weekly Grade 10 Schedule

|          | Monday                                                                                                    | Tuesday                                                                                                   | Wednesday                                                                                             | Thursday                                                                                                  | Friday                                                                                                      | Saturday                                                                                       |
|----------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 8:30 am  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 9:00 am  | <br>English            | <br>Civics & Careers   |                                                                                                       | <br>Outdoor Education  | <br>Science            |                                                                                                |
| 9:30 am  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 10:00 am | <br>Chapel             | <br>Chapel             |                    | <br>Chapel             | <br>House              |           |
| 10:30 am |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 11:00 am | <br>Science            | <br>English            |                    | <br>Civics & Careers   | <br>Outdoor Education  |                                                                                                |
| 11:30 am |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 12:00 pm |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             | <br>Lunch |
| 12:30 pm | <br>Lunch & Grove Time | <br>Lunch & Grove Time | <br>Lunch & WIN    | <br>Lunch & Grove Time | <br>Lunch & Grove Time |                                                                                                |
| 1:00 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 1:30 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 2:00 pm  | <br>Outdoor Education  | <br>Science            | <br>Co-Curriculars | <br>English            | <br>Civics & Careers   |                                                                                                |
| 2:30 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 3:00 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 3:30 pm  | <br>WIN Break          | <br>WIN Break          |                                                                                                       | <br>WIN Break          | <br>WIN Break          |                                                                                                |
| 4:00 pm  | <br>Clubs              | <br>Co-Curriculars     |                                                                                                       | <br>Clubs              | <br>Co-Curriculars     |                                                                                                |
| 4:30 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 5:00 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |
| 5:30 pm  |                                                                                                           |                                                                                                           |                                                                                                       |                                                                                                           |                                                                                                             |                                                                                                |

## Daily Class Schedules

| MONDAY, TUESDAY, THURSDAY, FRIDAY |                                                                                                               |                  |                                                    |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------|
| 7:00 - 8:20 a.m.                  | Breakfast*                                                                                                    | 5:45 p.m.        | Day Bus Departs                                    |
| 8:20 a.m.                         | Day Bus Arrives                                                                                               | 7:00 - 8:45 p.m. | Study** / Evening Class<br>†                       |
| 8:30 - 10:05 a.m.                 | Period 1                                                                                                      | 8:45 - 9:45 p.m. | Open House                                         |
| 10:05 - 10:55 a.m.                | Community Gathering<br>Monday: Chapel<br>Tuesday: Chapel<br>Thursday: Chapel<br>Friday: House/Advisor Meeting | 9:45 p.m.        | House Curfew<br>(All Students)                     |
| 10:55 - 12:30 p.m.                | Period 2                                                                                                      | 10:00 p.m.       | Grade 9/10 Network Shutdown, Tech. turn in         |
| 12:30 - 2:00 p.m.                 | Lunch / Grove Time                                                                                            | 10:15 p.m.       | Grade 9/10 Bed Time Prep                           |
| 2:00 - 3:35 p.m.                  | Period 3                                                                                                      | 10:30 p.m.       | Grade 9/10 Lights Out<br>Grade 11 Network Shutdown |
| 3:35 - 4:00 p.m.                  | WIN (What I Need) Break                                                                                       | 10:45 p.m.       | Grade 11/12 Bed Time Prep                          |
| 4:00 - 5:30 p.m.                  | Co-Curricular Programs                                                                                        | 11:00 p.m.       | Grade 11 Lights Out<br>Grade 12 In Room, Quiet     |
| 5:30 - 7:00 p.m.                  | Dinner                                                                                                        | 11:30 p.m.       | Grade 12 Network Shutdown                          |

| WEDNESDAY          |                                   |                  |                                                     |
|--------------------|-----------------------------------|------------------|-----------------------------------------------------|
| 8:30 - 9:25 a.m.   | Breakfast*                        | 7:00 - 8:45 p.m. | Study                                               |
| 8:30 - 9:30 a.m.   | Faculty Time                      | 8:45 - 9:45 p.m. | Open House                                          |
| 9:30 a.m.          | Day Bus Arrives                   | 9:45 p.m.        | House Curfew<br>(All Students)                      |
| 9:40 - 11:00 a.m.  | Period 1                          | 10:00 p.m.       | Grade 9/10 Network Shutdown, Tech. turn in          |
| 11:10 - 12:30 p.m. | Period 2                          | 10:15 p.m.       | Grade 9/10 Bed Time Prep                            |
| 12:30 - 2:00 p.m.  | Lunch and WIN (What I Need) Break | 10:30 p.m.       | Grade 9/10 Lights Out,<br>Grade 11 Network Shutdown |
| 2:00 - 3:30 p.m.   | Co-Curricular Programs            | 10:45 p.m.       | Grade 11/12 Bed Time Prep                           |
| 5:30 - 7:00 p.m.   | Dinner                            | 11:00 p.m.       | Grade 11 Lights Out<br>Grade 12 In Room, Quiet      |

\*Breakfast: Students must sign in before the following times (no entry into the Dining Hall after 8:25 a.m.)

**Monday, Tuesday, Thursday, Friday:**

- Grades 9 and 10 — before 8:00 a.m.
- Grade 11 — before 8:10 a.m.
- Grade 12 — before 8:20 a.m.

**Wednesdays & Saturdays:**

- Grades 9 and 10 — before 9:10 a.m.
- Grades 11 and 12 — before 9:30 a.m.

| SATURDAY           |                                                   |                   |                                                                                                                                                            |
|--------------------|---------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 - 9:25 a.m.   | Breakfast*                                        | 5:30 - 7:00 p.m.  | Dinner                                                                                                                                                     |
| 9:30 a.m.          | Day Bus Arrives                                   | 6:45 - 10:55 p.m. | Open House                                                                                                                                                 |
| 9:40 - 11:15 a.m.  | Period 1                                          | 10:00 p.m.        | Grade 9/10 Residence Check-In (Campus Curfew)<br>After check-in, students may visit other residences but must remain on campus.                            |
| 11:30 - 12:30 p.m. | Co-Curricular Programs<br>Grade Time<br>WIN Break | 11:00 p.m.        | Day Students Depart Campus<br>Grades 9/10/11 House Curfew (students must remain in their respective residences for the remainder of the evening)           |
| 12:30 - 2:30 p.m.  | Lunch                                             | 12:00 a.m.        | Grade 12 House Curfew†† (students must remain in their respective residences for the remainder of the evening)<br>Grades 9/10/11 Lights Out<br>House Quiet |
| 1:30 p.m.          | Day Bus Departs                                   |                   |                                                                                                                                                            |

| SUNDAY            |                                                         |            |                                                     |
|-------------------|---------------------------------------------------------|------------|-----------------------------------------------------|
| 8:00 - 10:30 a.m. | Cold Breakfast                                          | 10:15 p.m. | Grade 9/10 Bed Time Prep                            |
| 11:30 a.m.        | Brunch                                                  | 10:30 p.m. | Grade 9/10 Lights Out,<br>Grade 11 Network Shutdown |
| 5:30 - 7:00 p.m.  | Dinner                                                  | 10:45 p.m. | Grade 11/12 Bed Time Prep                           |
| 8:00 p.m.         | House Curfew<br>Academic Block Closed<br>House Meetings | 11:00 p.m. | Grade 11 Lights Out<br>Grade 12 in Room, Quiet      |
| 10:00 p.m.        | Grade 9 /10 Network ShutDown, Tech. turn in             | 11:30 p.m. | Grade 12 Network Shutdown                           |

**\*\*Grade 12 students may study in their residence or in the library with permission. All students must obtain permission from their respective residential staff on duty in order to study in another residence. If on campus during study, day students must remain in the library. Day students may study in a residence only if permission has been granted by the residential staff on duty in that residence. Friday Study ends at 8:00 p.m. Day students should be off campus by 8:00 p.m. on Sundays.**

**† The Classroom block is cleared and becomes out of bounds on 9:45 p.m. on weekdays, 7:00 p.m. on Saturday evenings and 8:00 p.m. Sunday evenings.**

**†† Grade 12 students who have had leave and returned to campus before 12:00 a.m. must check in with their residential staff on duty immediately upon their return to campus**



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