Ontario
eSecondary School

BSID# 667186

School Course Calendar

Edit: February 8th, 2023

Ontario eSecondary School (OES)

2131 Williams Parkway Suite 4
Brampton, ON L6S 5Z4

SCHOOL COURSES CALENDAR 2022 - 2023

Our Mission 4

OES Overall 4

Philosophy 5

Program Overview 5

Student Registration 7

Prior to Registering with OES: What You Should Know! 7

Fee Overview (Effective as of June, 2020) 8

Refund Policy 9

Course Prerequisites 9

Tests and Assignments 11

Final Exam 11

Student Code of Conduct 13

Privacy and Content Ownership 15

Reports 16

Assessment Rubrics for Online Collaboration, Discourse, and Knowledge Building 16
Parental Role 16
Hardware and Software Requirements 16
Guidance Support 17
Appropriate Use of Technology 18
Program and Planning 18
Types of Secondary School Courses 19
GRADES 9 AND 10 COURSES 20
GRADES 11 AND 12 COURSES 20
All Courses Offered at OES 22
GRADE 9 22
GRADE 10 24
GRADE 11 26
GRADE 12 29
Ontario Secondary School Diploma Requirements 36
What is a credit? 37
Compulsory Course Requirements (18 Credits) 37
Substitution for Compulsory Courses 40
Community Involvement Requirement 41
Grade 10 Literacy Requirements (OSSLT) 44
The Ontario Secondary School Certificate 45
Certificate of Accomplishment 46
Prior Learning Assessment and Recognition (PLAR) 46
Equivalent Credit Assessment 50

Assessment and Evaluation 51

The Achievement Chart 52

Reporting on Student Achievement 53

Ontario Student Transcript (OST) 55

Course Withdrawal 55

Ontario Student Record (OSR) 56

OSR Services 58

a. Our Mission

At the Ontario eSecondary School it is our priority to provide you, the student, with a quality of online education that is centered around you. Preparing you with skills for tomorrow's workplace is our focus, thus all of our courses are interactive and thought provoking using the most up-to-date software in-line with the Ontario Secondary School Diploma (OSSD) requirements. Employing tenets of respect, equity and equality we are here to help you complete your short-term goal of earning a credit but more importantly the bigger goal of completing your OSSD. With our experienced staff we are here to help you achieve your goals and assist you towards earning success in your schooling and in your future endeavours. The importance of completing an OSSD in today's changing world is truly important in achieving one's goals successfully in the realm of the global economy.

b. OES Overall

- To provide students with a clear and concise form of education in hopes of obtaining their OSSD
- To provides students with the opportunity to learn and grow as students while developing themselves as people who contribute to greater society
- To give students ample opportunity to succeed
- To be fair
- To be equitable
- To inform parents and be open to the community
- To be understanding to student dynamics
- To be an authentic means of learning for students and parents and stakeholders as they look to OES as a form of online schooling for their child

c. Philosophy

The primary goals of OES are intellectual work and achievement. The school believes that a well-rounded education includes experiences in and out of school. OES believes that participation of parents in their children's education is essential to accomplishing its mission. The school makes every attempt to inform them of the School's purposes and goals, and expects their strong support in the pursuit of these aims.

d. Program Overview

OES offers students the opportunity to earn Ontario High School credits online using a combination of online video instruction, online assessments and evaluations, regular personal teacher-student support, and a variety of opportunities for student-student interactions. Our school seeks to maximize the flexibility of our students' learning using the most modern and effective learning technology and resources available, while carefully ensuring that all the expectations and policies of the Ontario Ministry of Education are completely met.

Students can enroll in one or more courses at any time of the year and can move through the material as slowly or as quickly as they like (within OES guidelines). The course instructor guides students through the curriculum using well designed and professionally presented online instructional videos and multimedia resources. Learning is (polysynchronous) asynchronous: lessons, activities, assignments and tests can be accessed 24 hours a day, 7 days a week. There will be times during the course where the learning is 'live' in the form of a conference and times where it will be static where it will be self-directed by you, giving you a chance to read discussion posts and work at your own pace.

Students are required to complete a course **within 12 months of starting it**. Students who have not completed a course within 12 months need to apply to the office to have their time extended and will be asked to provide reasons for the request. The school reserves the right to not extend the deadline for a course (see fee for this extension below).

Instructors provide valuable feedback through assignments, online conferencing sessions, discussion forums, and direct email. Students interact and learn with one

another through open conferencing times, discussion forums, peer reviews and assessments, and collaborative assignments and presentations.

All course material is online and no textbook is required (unless otherwise stated or provided). Assignments are submitted electronically through the assignment submission and are subject to plagiarism checks for authenticity and originality. Major unit tests are completed "offline" at a time convenient for the student (with a proctor), and every course ends in a final exam, which the student writes under the supervision of a proctor approved by OES at a predetermined time and place. The final mark and report card are then forwarded to the student's home school or district office, unless of course the student has chosen OES to be their home school.

Students must achieve the Ministry of Education learning expectations of a course and complete a minimum of minimum of 110 hours of planned learning activities, both online and offline, in order to earn a course credit.

Students are expected to access and participate actively in course work through log-in's on a minimum basis of three times per week and course forums on a regular and frequent basis. This interaction with other students and the course content is a major component of every course and there are minimum requirements for student communication and contribution of reflection with new ideas and the content. If a student continuously is absent from the course and does not log-in two-three times per week an email will be sent to the parent (if applicable) and the student will be deemed 'Absent' and this indication will appear on their midterm and final report card.

NOTE: Students have up-to 5 instructional days after their Midterm report card has been issued to decide whether they want to remain enrolled in the course. Once a student maintains registration after the 5th instructional day, the grade will be reported as a part of their Ontario Student Transcript (OST). ***This only applies to grade 11 and 12.***

OES online courses require planning, self-discipline and mature organizational and time-management skills. These essential learning skills, developed through successful online study, will provide students with definite advantages in their future academic and professional lives.

e. Student Registration

Student enrolment in OES is open and continuous. Registration is available online 24 hours a day through www.oesighschool.com. Proof of Ontario residency in the form of an OEN number, birth certificate, passport, transcript, or report card from an Ontario School is required to complete registration (and domestic course fee). Please email this to info@oeshighschool.com with your registration.

For any out-of-province and international student the equivalency process below will outline the required documentation, which will still include, where necessary, an English competency assessment, a PLAR assessment, all academic records from their school, personal identification and any other pertinent information that would help in placing the student in their correct and appropriate grade/course.

f. Prior to Registering with OES: What You Should Know!

It is important for students to read, comprehend and accept this Handbook and Course Calendar as presented prior to registering. Parent(s), guardian(s) and advisors of students under the age of 18 years should also note the following information:

- We are an official school and as such have expectations and a Code of Conduct, which applies to students, parents and teachers (see below).
- We are under the jurisdiction and mandates of the Ministry of Education, Province of Ontario and have undergone the MOE inspection.
- Students must provide appropriate credentials that they have the proper qualifications and/or pre requisites to register for a course(s) with OES. For example, proof of age is required via a Birth Certificate, Driver's License or current Passport.
- Students may not register and start a course without unofficial credentials and with no photo ID.
- Report cards and course planning charts do not suffice as Official Transcripts but may be used as evidence of prerequisite.
- General Education Development (GED) is not offered by OES. GED is designed to provide adults who have not graduated from high school with an alternative means
- Students must be well versed in the use of the English Language, even when online. If you are an English Language Learner (ELL) inform us and we will use the following document to best support you

- http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf
- OES is not a bilingual service or French language school.
- Being an online school that is asynchronous, OES does not have official terms and semesters. Report cards (Midterm: 55 Hours & Final: 110 Hours) will be sent out to the student's home school at the above-mentioned instances in each course (as applicable). Additionally, being an online school students are expected but not required to login 2 times per weeks as indicated below, as opposed to a daily timetable which will normally be sent out in a brick and mortar school. Students who fail to respond to the emails after 6 months will be removed from the class and dropped from the school without a refund.

Sample Timetable for any given week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Log-in and complete lessons and assessments		Log-in and complete lessons and assessments			Log-in and complete lessons and assessments	

- The OES reporting period at 55 hours and 110 hours, into the course enrolment of a student. This will parallel the mid-term and final report cards.

g. Fee Overview (Effective as of June, 2020)

Most common Fee: Credit Course Fee	Canadian Funds	$545.00 (Int: $795)
Registration Fee	Create student account Process paper work pertaining to student enrolment	INCLUDED
Change from one Course to another. Fee to be paid prior to starting the other course.	Granted within 7 days of enrolment in an original course given that no significant teacher engagement has transpired. Please note student will be new course from start.	Per course change $100

Extending the time to completion beyond 12 months	No evidence or need is provided e.g. No Medical Note	3 Months $125
OUAC/OCAS upload	Electronically completed	INCLUDED
Letter Fee: e.g. Verification of Enrolment	Hard Copy with Signature and Seal including mail/courier	INCLUDED $15

h. **To learn more about our school fees, please visit:** https://oeshighschool.com/school-fees/

i. Refund Policy

- Ultimately it is the responsibility of the student to be aware of the courses they are purchasing from OES and how this reflects their coverage of OSSD credits. OES will provide guidance and support where and when possible. No refunds will be granted 24 hours after **purchase**.

j. Course Prerequisites

Students must submit proof that they have successfully completed the prerequisite for any course in which they intend to enroll after they have registered – please send your report card, transcript or credit summary to info@oeshighschool.com

Students that do not have a course prerequisite yet can provide reasonable evidence of prior equivalent study or work experiences may apply for a prerequisite exemption. This form can also be completed from OES and submitted to OES for consideration. Students will be required to submit their school grades and all relevant work/school experience before their request is reviewed and the PLAR process may be applied (see related section below).

Waiving of Prerequisites

Students who have not completed exact prerequisites may be eligible for a prerequisite waiver. In such instances, the student may be a mature student, homeschooled, have completed similar courses in another province or country, or have relevant education or life experience beyond secondary school.

Students wishing to apply to have a prerequisite waived should complete a Prerequisite Waiver Application that can be found on the website under the forms section. Students will be required to return it along with all supporting documentation to info@oeshighschool.com. The Prerequisite Waiver Application should be completed prior to registering for a course, as the office will need to determine next steps as needed.

Assessment and Evaluation: Categories of Knowledge and Skills

The achievement chart in the Ministry of Education *Growing Success Document,* 2010 identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application. The evaluation of these items in the course will span into two larger components: 70% for the initial portion and 30%, which represents the Final Exam and/or Culminating Activity. Among the 70% each of the courses at OES make a conscious attempt to ensure the balance of the categories below (within reason) to ensure students are provided with the best opportunities for success. For example a course may split the 70% of the categories into 17.5% each.

The categories of knowledge and skills are as follows (also known as KICA):

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

• Thinking: The use of critical and creative thinking skills and/or processes

• Communication: The conveying of meaning through various forms

• Application: The use of knowledge and skills to make connections within and between various contexts

Accommodations at OES: Being an online high school, OES provides the following accommodations to support students in completing of the course (none of the Specific/Overall expectations are modified):

- 24/7 online chat tutoring
- Extra time
- Additional handouts
- Formula sheets
- Audio, video and conference meetings

k. Tests and Assignments

The number of tests and assignments within a course can vary, but all together the coursework will always constitute 70% of a student's final mark. The type of tests assignments may include labs, projects, discussion board participation, short answer questions as well as essays, audio recordings and video presentations. Assignments should be uploaded online into the respective submission boxes. Video presentations by students will be recorded, with their consent, and retained in the student folder.

Students are given suggested timelines in each of their courses to help them complete the course credit in a reasonable amount of time. However, students may establish their own schedule for regularly submitting assignments and writing tests within the 12-month timeframe. Course instructors return assignments with grades and comments consistent with the assessment and evaluation policies of the Ontario Ministry of Education.

l. Final Exam

All courses will have a final examination or evaluation worth 30% of a student's final mark, which is 100% of their final evaluation, unless otherwise agreed to by the Principal.

To write the final exam, students will need to submit a proctor approval form (available within the course flow). The selected supervisor must be approved by OES before their exam date can be finalized. Examinations must take place in a professional environment, they may not be held at a private residence (unless due to an exceptional circumstance ie. COVID). Acceptable supervisors require a work email address and may be asked to produce a copy of their diploma or certificate of qualification or practicing license in order to validate an exam application.

Acceptable supervisors include Ontario Certified Teacher, lawyer, registered family physician, registered nurse, government social worker, registered psychologist and professional registered counsellor. Relatives, supervisors without a professional email address and hired tutors will not be approved to proctor a student exam.

You can learn more at https://oeshighschool.com/tests-and-exams-at-oes

Proctor Guidelines

If the student is currently registered in a public or private school, then the student should consider arranging to write the exam with a person associated with his or her home school (Teacher, Librarian, Counselor), where feasible. If the student is not currently registered with another school, or this is not an option, we recommend that the student contact a local public library, college/university or testing centre to see if they offer proctoring services.

The student will be required to adhere to policies and procedures of these locations in addition to OES final exam policies and procedures. If this option is not available, then the student can ask anyone who he or she knows that meets all requirements set out above. A few examples of individuals who would most likely be approved as a proctor are: engineers, registered nurses, lawyers, Chartered Accountants.

Additional Proctor Guidelines:

- Appointed, no conflict of interest (not a relative or friend)
- Recommended ratio is one proctor to every thirty students
- Recommended where possible to have one male and one female proctor
- Age of majority
- No conflict of interest (have a family member or a business relationship with the student)

- Does not work, or intend to work for an organization that is part of, or affiliated with, the educational profession
- Does not study, or intend to study, at the organization
- English or bilingual speaking

Duties:

- Collect papers from secure location (or electronically)
- Distribute exams and answer books to examination desks before the exam begins
- Commence exam promptly, make all announcements, end at the appropriate time
- Verify student identity (compare student name on attendance roster with the on a Photo ID)
- Complete Proctor Assessment Information Form
- Record incidents or circumstances that may need to be taken into consideration
- Ensure all unused question papers not used by students for recording their answer are discarded
- Determine whether emergency procedures for evaluation should be initiated
- Contact exam team lead/director in the event of a suspended breach of regulations
- Responsible for security of the exam room, all exam materials and return of all exams

m. Student Code of Conduct

The OES Code of Conduct applies to all members of the school community including students, parents and guardians and teachers.

All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions.

All members of the school community are expected to:

- Demonstrate honesty and integrity
- Treat one another with dignity, respect and fairness, regardless of race, ancestry, place of origin, colour, ethnicity, creed, citizenship, religion, gender, gender identity, sexual orientation, age, ability, socioeconomic status, or any other attribute

- Take appropriate action to help those in need, seeking assistance to resolve conflict constructively and respectfully
- Show proper care and regard for school property and the property of others

Parent and guardian responsibilities include:

- Taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning, including punctual and regular attendance, promptly reporting authorized absences and late arrivals, and communicating regularly with the school
- Reviewing the school Code of Conduct with their son/daughter and helping him/her follow school rules
- Helping their child understand that it is not appropriate to tease or bully others
- Monitoring their child's internet use and taking responsibility for his/her behaviour when accessing electronic resources from home

Student responsibilities include:

- Demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn
- Practicing honesty and integrity including, but not limited to, not participating in or encouraging plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity
- Following school rules and taking responsibility for his/her own actions
- Refraining from bringing anything to school, or using anything inappropriately, that may risk the safety of themselves or others
- Showing proper care and regard for school and community property, as well as only visiting other schools for school-related and authorized activities

School-Wide Attendance Policy:

- The Ministry of Education mandates accurate attendance records of all students in a school. For purposes of attendance, Ontario eSecondary School uses the notion that a student was "present" when he/she has actively engaged and completed a virtual lesson.

Attendance and Course Drop-Deadlines:

- Once a student registers into a course they are expected but not required to login 2-3 times per week and complete their coursework.

- **First Warning**: A student has not logged in to the course and completed any work between 25-30 days.
- **Secondary Warning**: A student has not logged in and completed any work in over 90+ days.
- **Final Warning:** A drop deadline will be established after 180+ days if no communication is made from the students and/or no progress is made in the course.
- The student will be dropped from the course. If this occurs before the midterm point of the course there will not be any academic penalty. If this occurs after 5 business days from when the midterm report card has been issued a 'W' ie. Withdrawal will be reported on their transcript. Grade 11 and 12 only.

Staff responsibilities include:

- Helping students achieve to the best of their ability, developing self-worth, and being responsible citizens
- Maintaining order in the school and holding everyone to the highest standard of respectful and responsible behaviour
- Communicating regularly and meaningfully with parents/guardians
- Establishing a range of clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour including but not limited to homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour
- Responding to and reporting behaviours which may have a negative impact on school climate

n. Privacy and Content Ownership

SAFE SCHOOLS

Ontario E Secondary will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Ontario E Secondary community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the OES Principal. Consequences may

include, counseling, parental involvement, suspension, expulsions and/ or the involvement of the authorities.

o. Reports

Students receive a midterm report when 50% of the course material has been completed. Teachers at OES use criterion-referenced assessment and evaluation; student work is assessed and evaluated in a balanced manner with reference to established criteria for the four levels of achievement that are standard across Ontario, rather than by comparison with work done by other students, or through the ranking of student performance.

p. Assessment Rubrics for Online Collaboration, Discourse, and Knowledge Building

Communication and discussion are essential for successful learning across all disciplines. OES courses provide for a variety of assessment as/for/of strategies over the duration of the course that may include:

- Contributions to online discussion groups
- Completion of online assignments
- Portfolio submissions
- Projects and video presentations
- Peer review of student submissions or presentations

Instructors use *the Assessment Rubric for Online Collaboration* presented below as a reference to help them guide the learning, assessment and evaluation of their students.

q. Parental Role

Parents are encouraged to monitor and support the learning of their children by helping them create a studying schedule, and checking on assignment completion and submission. Parents are free to contact the school with any comments or concerns.

r. Hardware and Software Requirements

Students should have access to a stable high-quality internet connection and an up to date laptop or desktop computer with a microphone and video camera.

Recommended software includes Adobe Acrobat Reader and word processor and spreadsheet applications such as Microsoft Word and Excel.

Students will need a Gmail account to access Google+ Hangouts for video conferencing and whiteboard applications.

Students registered in Mathematics courses may need access to a scanner or camera to submit assignments with complex mathematical notion.

s. Guidance Support

OES students are encouraged to direct any specific questions regarding course selection, general support, marks or general guidance support questions to guidance@oeshighschool.com

Additionally, local assistance may not be known due to the nature of the online school, please visit your local community support center.

Further, students can book a Guidance Appointment on our site via the Contact page. This will grant you 15 mins with a counsellor.

The following website can be used to assist with educational planning and course selection process:
http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf

Student Support from Guidance

At Ontario eSecondary School student support is a key component of our programming and available through our Guidance department. At OES, here are some examples of the ways in which we support students:

- Individual pathways plans (IPP) via (https://oeshighschool.com/educational-planning)
- Strategies and resources (www.careercruising.com)
- Course selections
- Referral to programs such as OASAR (www.oasar.org), which provides at-risk students with the support, they need.

- Using the Ministry website EDUGAINS to inform our support of English Language Learners (ELL) and English and Second Language (ESL) students: http://www.edugains.ca/newsite/ell/
- eCampus Ontario Online Library: https://www.ecampusontario.ca/open-education-resources/
- Libraries around the OES Office: http://www.bramlib.on.ca/

t. Appropriate Use of Technology

In the case that a student is found to use technology in an unacceptable manner, the student and parent (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course without refund. Unacceptable behaviours may include, but may not be limited to the following:

- Creation and transmission of offensive, obscene, or indecent document or images;
- Creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety;
- Creation of defamatory material;
- Creation and transmission that infringes copyright of another person;
- Transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet;
- Causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data;
- Violating the privacy of others online;
- Using the network in such a way that it denies the service to others;
- Continuing to use software or other system for which the user has already been warned about using; and
- Any other misuse of the network such as introduction of viruses;

u. Program and Planning

In Ontario, students are required to stay in secondary school until they reach the age of eighteen or until they obtain an Ontario Secondary School Diploma (OSSD). OES understands the importance and value of completing a secondary education and is committed to reaching every student and helping them achieve a successful outcome form their secondary school experience.

Below is a summary and discussion of the relevant policies set out in *Ontario Schools, Kindergarten to Grade 12: Policies and Program Requirements, 2011 (OS)* as set out by the Ministry of Education.

Available online:
http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf

v. Types of Secondary School Courses

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination, which may include university, college, apprenticeship training, or the workplace. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110- hour course that has been developed or approved by the Ministry of Education.

The common course code of all courses consists both of a five-code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

For example: **MTH1W, Mathematics (De-Streamed)**

MTH	1	W	
Course Descriptor	Grade of Course	Course Type	
	1 - Grade 9 2 - Grade 10 3 - Grade 11 4 - Grade 12	W D P O U C M	De-Streamed Academic Applied Open University College University or College

w. GRADES 9 AND 10 COURSES

Academic courses: Academic courses develop a student's knowledge base and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses: Applied courses focus on the essential concepts of a subject, and develop a student's knowledge base and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses: Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students will make the choice between academic, applied, de-streamed, university, college and open courses primarily on the basis of their strengths, interests, and needs. Their parents or guardians, the Principal and teachers, will help them make their choices, which will be reflected in their Annual Education Plan. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.

x. GRADES 11 AND 12 COURSES

In Grades 11 and 12, students will choose from among destination-related course types: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace.

Changing Course types: Changing course types in grades 11 and 12 will require the completion of the appropriate prerequisite. In some cases the student my request that the Principal waive the prerequisite. The decision to waive the prerequisite will be made by the Principal in consultation with the student and parents.

Cooperative Education and Other Workplace Experiences.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

OES does not operate a Cooperative Education Program at this time.

y. ***All Courses Offered at OES & Course outlines of study can be found by visiting in the course description section:*** ***https://oeshighschool.com/courses/***

z. GRADE 9

ALC1O/2O – Integrated Arts

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

CGC1D – Geography of Canada

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

geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

ENG1D — English
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 Academic English course, which leads to university or college preparation courses in Grades 11 and 12.

GLS1O – Learning Strategies: Skills for Success in Secondary School
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

MTH1W – Principles of Mathematics
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.

SNC1W — Science
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.

aa. GRADE 10

ALC2O – Integrated Arts

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students in ALC1O/2O will use the creative process and responsible practices to explore solutions to integrated arts challenges.

BBI2O – Introduction to Business

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Prerequisite: None.

BTT2O – Information and Communication Technology in Tech

This course introduces students to information and communication technology in a business environment and builds the foundation of digital literacy skills that will be necessary for success in a technologically-driven society. In this course, students will have the opportunity to develop their digital literacy, including effective electronic research and communication skills. They will also explore current issues related to the impact of information and communication technology. Prerequisite: None.

CHC2D/P – Canadian History Since World War I

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. Prerequisite: None.

CHV2O – Civics
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, 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. Prerequisite: None.

ENG2D – English 10
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: Grade 9 English, Academic, Applied or De-Streamed

GLC2O – Career Studies
This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. Prerequisite: None.

MPM2D – Principles of Mathematics
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: Mathematics, Grade 9, De-Streamed

SNC2D – Science
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid/base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, De-Streamed

bb. GRADE 11

AVI3M – Visual Arts
AVI3M online enables students to further develop their knowledge and skills in visual arts. Students in AVI3M will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. AVI3M online 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

BAF3M – Financial Accounting Fundamentals
This course introduces students to the fundamental principles and procedures of accounting. Throughout the course, students will develop the kinds of financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Through the various units of this BAF3M course, students will: acquire an understanding of computerized accounting and financial analysis; learn how to process accounts for both service and merchandise-based businesses, as well as develop an understanding of current ethical issues in the field of accounting.
Prerequisite: None

BMI3C – Marking Goods, Services and Events
This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students in BMI3C will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.
Prerequisite: None

CHW3M – Marking Goods, Services and Events
This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students in CHW3M will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.
Prerequisite: CHC2D, Canadian History Since World War I, Grade 10, Academic or CHC2P, Canadian History Since World War I, Grade 10, Applied

CLU3M — Canadian and International Law 11
CLU3M online explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. In CLU3M online, students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws. Prerequisite: Grade 10 History, Academic or Applied

ENG3U – English 11
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is

intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: Grade 10 English, Academic

HSP3U – Introduction to Anthropology, Sociology and Psychology

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. Prerequisite: None

MCF3M – Functions and Applications

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

MCR3U - Functions

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

PPZ3C — Health for Life 11

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others

to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. Prerequisite: None

SBI3U — Biology 11
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Grade 10 Science, Academic

SBI3C — Biology 11
Grade 11 Biology (SBI3C) 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 cellular biology, microbiology, genetics, anatomy of mammals and plants in the natural environment. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Grade 10 Science, Academic or Applied

SCH3U — Chemistry 11
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Grade 10 Science, Academic

SPH3U — Physics 11
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Grade 10 Science, Academic

cc. GRADE 12

AVI4M – Visual Arts
This AVI4M online course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students in AVI4M will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.
Prerequisite: Prerequisite: Visual Arts, Grade 11, University/College Preparation

BAT4M – Financial Accounting Principles
Grade 12 Accounting introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands student's knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. Prerequisite: BAF3M, Financial Accounting Fundamentals

BBB4M – International Business Fundamentals
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

BOH4M – Business leadership
Students will learn about entrepreneurship and the creation and operation of a small business, or how to develop and apply enterprising skills as employees. Students will also develop essential digital literacy and application software skills critical for success in their academic studies and chosen career path. They will also be able to focus on the key skills and concepts of accounting and marketing, or areas that will develop their understanding of the nature of leadership and the ways in which businesses are structured and managed to achieve organizational goals. Students will also learn about opportunities that lie beyond our borders, and will explore the business relationships

that Canadian companies and the Canadian government have established with other countries. Prerequisite: None

CGW4U – World Issues
This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CIA4U – Analysing Current Economic Issues
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 (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.

HHS4U – Families in Canada, 12
This HHS4U course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. In HHS4U students will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.
Prerequisite: Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.

ENG4U - English

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Prerequisite: Grade 11 English, University Preparation

ENG4C – English

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

HSB4U – Challenge and Change in Society

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

HSE4M – Social Justice and Equity

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

MCT4C – Mathematics for College Technology
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.
Prerequisites: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

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

MDM4U – Data Management
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

MHF4U – Advanced Functions
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

SBI4U – Biology
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Grade 11 Biology, University Preparation

SCH4U - Chemistry
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Grade 11 Chemistry, University Preparation

SCH4C – Chemistry, College, 12
This course enables students to develop an understanding of chemistry through the study of matter and quantitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students in SCH4C will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate information using appropriate terminology.

Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: SNC2D or 2P (Grade 10 Academic or Applied Science)

SNC4M – Science
This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.
Prerequisite: Grade 10 Science, Academic or any Grade 11 university (U), university/college (M), or college (C) preparation course in the science curriculum.

SPH4C – Physics, 12, College
This SPH4C course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. In SPH4C students will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: SNC2D or 2P (Grade 10 Academic or Applied Science)

SPH4U - Physics
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Grade 11 Physics, University Preparation

dd. Ontario Secondary School Diploma Requirements

- ✓ 18 compulsory credits
- ✓ 4 English (1 credit per grade)*
- ✓ 3 Mathematics (at least 1 credit in Grade 11 or 12)
- ✓ 2 Science
- ✓ 1 French as a Second Language
- ✓ 1 Canadian History
- ✓ 1 Canadian Geography
- ✓ 1 The Arts
- ✓ 1 Health and Physical Education
- ✓ 0.5 Civics
- ✓ 0.5 Career Studies

Plus ONE credit from each of these three groups:

Group 1: 1 additional credit in English or French as a Second Language**, or a Native language, or a classical or an international language, or social sciences and the humanities (family studies, philosophy, world religions), or Canadian and world studies, or guidance and career education, or cooperative education***

Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or French as a Second Language**, or cooperative education***

Group 3: 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9 to 12), or French as a Second Language**, or computer studies, or cooperative education***

In addition to the compulsory credits, students must:

- Earn 12 optional credits (courses you get to choose)†
- Complete 40 hours of community involvement activities
- Complete the provincial literacy requirement

*A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. **In

groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Students first enrolled in Grade 9 before September 1, 1999 should contact the school for information on OSIS Diploma Requirements.

ee. What is a credit?

A credit is granted in recognition of the successful completion of a course (50% or higher) that has been scheduled for a minimum of 110 hours. The principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry grants credits. A half-credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

OES students' learning is self directed so the number of hours scheduled for the course will be determined by logging the number of hours the student is logged on to the learning site and the number of hours spent on course work, discussion, assignments, tests, projects and presentations.

ff. Compulsory Course Requirements (18 Credits)

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as shown below:

Compulsory Credits (Courses you must take)

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography

- 1 credit in the arts**
- 1 credit in health and physical education
- 1 credit in French as a second language***
- 1/2 credit in civics
- 1/2 credit in career studies

Plus one credit from each of the following groups:

- Group 1: one additional credit in English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

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

- Group 3: one additional credit in French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

* The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

** The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

*** Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

Optional Credits (Courses you get to choose)

In addition to the 18 compulsory credits described above, students must also complete to following requirements for their Ontario Secondary School Diploma:

- 12 Optional Credits: The 12 optional credits may include up to 4 credits earned through approved dual credit courses.
- 40 hours of community involvement activities: Students who began secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility, the role he or she can play, and the contribution he or she can make in supporting and strengthening communities. The OES Principal will determine the number of hours of community service the mature student is required to complete, based on the grade level in which the student enrols into.
- The provincial literacy requirement: If you entered Grade 9 in the 1999 - 2000 school year or in subsequent years, the student must successfully complete the Provincial Secondary School Literacy Requirement. This test, administered by EQAO, determines whether the student has acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. Note: See subsection 11.1.4 below for more information.
- Online learning graduation requirement – Memorandum 167. This requirement is designed to support students footnote 2[2] to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world. Refer to the "Eligible credits" section for a detailed definition of "online learning".

gg. Substitution for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses. The school principal may replace up to three compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the OSSD and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions will be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section OS 6.1.1.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section 7.3.1).
- If a student wishes to proceed with a substitution a form will be provided for completion.

Other ways to earn credits:

- **Independent Learning Centre**
  The Independent Learning Centre is run through TVOntario and provides distance education. For more information, visit their website.

- **Secondary Credit Program Evening Classes** (various high school locations)
  Classes are available to secondary day school students and adults. Call 905-366-8799, or email conted.info@peelsb.com, or visit the Continuing Education website.

hh. Community Involvement Requirement

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students who are the sole responsibility of the Ontario eSecondary School will be able to choose their own community involvement activities, within guidelines that will be provided by the Ontario eSecondary School. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking booklet yearly, the data from which is placed on the OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

In order to promote community values by involving students in their community in a positive and contributive manner, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any activity NOT on the approved list must receive written approval of the Principal of OES before beginning the activity.

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sport teams;

- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewelery, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as a recycling projects, etc.

Roles and Responsibilities of the Stakeholders

The Principal is required to provide information about the community involvement requirement to parents, students, and community sponsors. The Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the

principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

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

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

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

Parents (or guardians) should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.

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

Community Involvement Activities" form. Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in the program. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through the OES School. The community sponsors should ensure that the students are provided with adequate safety instructions, are trained properly for their work and supervised to ensure a safe volunteer experience.

ii. Grade 10 Literacy Requirements (OSSLT) Provincial Secondary School Literacy Requirement

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School (OSSLT). Students in the OES seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript.

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

Accommodations

Students who are receiving Special Education programs and services that have an Individual Education Plan (IEP) may receive the accommodations that are set out in the students' IEP.

Deferrals

Deferral of the test may occur for students who have been identified as exceptional and students registered in English as a Second Language (ESL)/English Literacy Development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

Exemptions

Students whose IEP indicates that they are not working towards the attainment of a Secondary School Graduation Diploma or Ontario Secondary School Diploma may, with parental consent and approval of the principal, be exempted from participating in the OSSLT.

NOTE: Students are requested to take OSSLT test once, however if they do not pass, they are allowed to take the test a second time. However, before taking it the second time, the Principal of OES in cohesion with the School Administration will decide whether it is in the best interest of the student to take the OSSLT test a second time, or to go directly into the OLC4O (Literacy Course) directly.

jj.

kk. The Ontario Secondary School Certificate

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 provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate

ll. Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

mm. Prior Learning Assessment and Recognition (PLAR) – MEMORANDUM 132

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

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

PLAR for Regular Day School Students:

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages

courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in OS).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

PPM No. 132 outlines in detail the PLAR policy and requirements that apply to regular day school students.

PLAR for Mature Students:

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum in order to earn credits towards the OSSD.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

After a review of the students' existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements, and determine how the PLAR process can best be applied.

The PLAR process for mature students involves two components: "equivalency" and "challenge".

Grade 9 and 10 credits

For Grade 9 or 10 credits the equivalency process is as follows:

students participate in individual assessment consisting of four subject based assessments, as needed, for the purpose of granting Grade 9 or 10 credits

up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following individual assessment

There is no challenge process for Grade 9 and 10 credits.

Grade 11 and 12 credits

For Grade 11 or 12 credits both the equivalency process and the challenge process are as follows:

through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum

through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum up to 10 of 14 Grade 11 and 12 credits may be granted through either the equivalency or challenge process a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception: at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under Ontario Schools by completing a minimum of one Grade 11 or Grade 12 credit

Following the equivalency or challenge process, any remaining required credits may be earned by taking the required courses

Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

PPM No. 132 outlines in detail the PLAR policy and requirements that apply to mature students.

Diploma requirements for mature students

OSSD under Ontario Schools diploma requirements

If a mature student who is working towards the OSSD under Ontario Schools has not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario Schools in each of the following:

- English, Grade 11 – only the following substitution is permitted: students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English the fourth credit must be for a Grade 12 compulsory English course
- English, Grade 12 - no substitution is permitted
- Mathematics, Grade 11 or 12 - no substitution is permitted
- Computer Studies, Science, Technological Education, or Math, Grade 11 or 12
- The secondary school literacy graduation requirement

As per Ontario Schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD.

Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also hav the option to enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

Community involvement requirement

Principals will determine, at their discretion, the number of hours of community involvement activities that a mature student who is working towards the OSSD under Ontario Schools may have to complete (between 0 and 40).

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST.

The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column.

The Ontario Student Transcript (OST): Manual, 2010, p.13-14

nn. Equivalent Credit Assessment

For regular day school students transferring from home schooling, a non-inspected private school, or a school outside Ontario, the OES Principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process. Determining equivalency involves the assessment of the student credentials from other jurisdictions, as shown on their transcripts and/or report cards. The Principal of OES will determine the total credit equivalency, as well as the number of compulsory and optional credits remaining to be completed in accordance with Ontario Schools, Appendix 2, Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools.

If opted for, the fee for an equivalent credit assessment will be $250.

The Principal or staff of OES, who will determine if an equivalency (EQV) is granted under the Prior Learning Assessment and Recognition (PLAR) procedures, will review the admission academic documents. PLAR is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes knowledge and skills that students have acquired in both formal and informal ways, in and outside of secondary school. This includes college, apprenticeships and work place experiences. PLAR is outlined in the document:
http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf , pg. 36-41, sec6.

- The PLAR process involves two components: challenge and equivalency. OES offers the Equivalency portion. OES does not offer the Challenge opportunities for credit.
- The Equivalency (EQV) portion of PLAR is the process and procedure the Principal uses to grant credits based on credentials from other non-Ontario jurisdictions for the process of awarding EQV credits. All EQV credits granted

through the PLAR process must represent the same standards of achievement as have been established for students who have taken the comparative Ontario Secondary school courses/credits. *Submissions should therefore not only include a transcript but also an English description and/or sometimes the Course Outline of each course of study. This may be requested prior to making an assessed decision.*

oo. Assessment and Evaluation

Assessment and evaluation of student learning at OES is conducted in accordance with the Ontario Ministry of Education (2010) "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" seven fundamental principles:

- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- Are communicated clearly to students at the beginning of each course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers

in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

As part of assessment for learning, teachers provide students with descriptive feedback that guides their efforts towards improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Multiple opportunities for feedback and follow-up are provided during a student's course to allow for improvement in learning prior to assessment of learning (evaluation).

EVALUATION

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student's achievement of the overall curriculum expectations in his or her course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study

pp. The Achievement Chart

The achievement chart for each course is included in the curriculum policy document for each discipline of study/subject area. The chart provides a reference point for all assessment practice and a framework by which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: **Knowledge/Understanding**, **Thinking**, **Communication**, and **Application**.

The Achievement Chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a

standard, province-wide method for teachers to use in assessing and evaluating their students' achievement.

Please refer to the curriculum document of any subject area for a specific example of the achievement chart. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

Students who are achieving at level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

qq. Reporting on Student Achievement

Student achievement will be communicated formally to students and parents by means of a report card. The report card focuses on two distinct but related aspects of student achievement:

1. The achievement of curriculum expectations and

2. The development of learning skills.

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Midterm report cards are issued once a student has completed the first 50% of their course. A final report card will be issued after the final exam.

ACHIEVEMENT OF CURRICULUM EXPECTATIONS

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three difference sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgment of the student's peers.

DEMONSTRATED LEARNING SKILLS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

rr. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all coursework and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- Confirmation that a student in a Specialist High Skills Major has completed all the requirements;
- The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 courses.

ss. Course Withdrawal

Withdrawals occurring within 5 days of the issuing of the first report card from the OES course will result in the mark not being recorded on the OST. A withdrawal from

a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal. Withdrawals at anytime from Grade 9 or 10 courses are not recorded on the OST If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST. Only one credit is earned if course is repeated. In Grades 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

tt. Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation.

If the student is currently attending another school - public or private - and is simply taking a single course from the OES, then that student's OSR will reside at the school where the student is attending. Where students registered in a publicly funded secondary school, earn a credit or credits with OES, the principal of the publicly funded secondary school is responsible for ensuring that the OSR credit is recorded on the student's OST. OES establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of OES.

The OSR contains:

- An OSR folder in Form 1A or Form 1
- Report cards
- An Ontario Student Transcript, where applicable
- A documentation file, where applicable
- An office index card
- Additional information identified as being conducive to the improvement of the
- Instruction of the student

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder

containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Origin of OSR:

Requesting an existing OSR:

A student who has previously attended a public, a Catholic, an inspected Ontario private school or an Ontario International School will have an existing OSR. If a student is no longer registered with their school but wishes to take a course with OES then the following occurs:

b. The student, or guardian if student is under 18, contacts the school hosting the OSR and grants permission to the school to have the OSR transferred to OES.
c. Student contacts OES confirming that permission has been granted to the school to transfer the OSR to OES.
d. OES then formally requests from the school the transfer of the student's OSR.

The responsibilities of OES will include requesting and receiving the OSR, reviewing the documents in the OSR and returning any documents to the student if applicable.

The fee to request the transfer of an OSR is $0.

Establishing a new OSR:

A student who has not previously attended a public, a Catholic, an inspected Ontario private school or an Ontario International School will not have an OSR. If the student plans on taking a course or courses with OES then an OSR will have to be established. OES will be responsible for establishing the OSR and issuing an Ontario Education Number (OEN) to the student.

The fee to establish an OSR for any student is $0.

Access to OSR

Every student has the right to have access to his or her Ontario Student Record (OSR). The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the

child's health, education, and welfare. A student or authorized parent of a student who wishes to view the student's OSR should send a written request to OES. Identification will be requested on the scheduled viewing date.

a. OSR Services:

After an OSR has been delivered to OES from another Ontario school or after an OSR has been established by OES, then there may be optional services carried out by OES. Theses services, and their related costs, are listed below.

SERVICE #1: Ontario University Application Centre (OUAC) or Ontario College Application Service (OCAS):

If a student's OSR resides at OES (transferred or created) and the student is planning on attending a post-secondary institution, then that student may request that OES establish a Personal Identification Number (PIN) for them. Once OES creates the PIN, it is e-mailed to the student along with the school BSID number, Secondary Student Number and application instructions. The student then uses this information to log in and create a 101 Application with OUAC. Once the student has applied, all Grade 11 and 12 academic information will be uploaded to OUAC for each student that has had a Personal Identification Number (PIN) created for them by OES. OES will provide guidance to students regarding the application process and the uploading of marks. Students wishing to apply to Ontario College Application Service (OCAS) apply on their own via www.ontariocolleges.ca. OES will mail any documents required directly to OCAS on behalf of the applicant.

If opted for, the fee to open an OUAC account will be $150.

In the case of a student who has a home school and is taking a course with OES would like to have OES send their registration update and/or mark to OCAS/OUAC prior to the transmission date of their public school's schedule or if the student happens to register with OES after the public school transmission date there will be no charge for this service.

SERVICE #2: Ontario Student Transcript

The Ontario Student Transcript (OST) is an official document issued by public, Catholic, inspected private schools in Ontario or Ontario International Schools. The OST contains a list of the courses completed (successfully or unsuccessfully), withdrawals from courses occurring 5 days or longer after the midterm report card has been issued,

repeated courses in Grades 11 and 12, and equivalent credits granted for work in non-inspected Ontario private schools or schools outside of Ontario. The OST is stored in the OSR and retained for 55 years after a student retires from school.

If the student is currently attending another school - public or private - and is simply taking a single course from the Ontario eSecondary School, then that student's OSR continues to reside at the school that the student is attending. Upon completion of the course with OES, OES will send a copy of the report card back to the home school where the course will be added to the ongoing list of courses on the student's transcript.

Student's needing a certified copy of their Ontario Student Transcript are required to contact the guidance secretary of the last secondary school at which they were registered. OES charges $25 for this service.

SERVICE #3: Report Card

The OES report card provides a record of the student's achievement of the course expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9–12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed. The report card may also include the principal's comments on the performance of the student.

SERVICE #4: Ontario Secondary School Diploma

The Ontario Secondary School Diploma (OSSD), is the primary goal of high school students. Students must successfully complete a total of 30 credits (18 of which are compulsory), the Ontario Literacy Test and 40 hours of community service in order to be granted the OSSD. A credit is defined as a 110-hour course in which the expectations laid down by the Ministry of Education in the Province of Ontario have been successfully completed.

OES will issue the OSSD to students who take all of their courses with OES. OES will also issue the OSSD to students who have completed courses at other schools but took their final credit or credits with OES. The OSSD issued by OES is the same OSSD as issued by all other schools in Ontario and is fully recognized by all Colleges and Universities around the world.