

Ontario Academy of International Education

[2024 - 2025]

School Course Calendar

updated: November 25, 2024



INTRODUCTION

Goals and Philosophy -

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. Ontario Academy of International Education has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students. Thus, students in each program area have available to them a variety of programs.

Ontario Academy of International Education (OAIE) is organized to provide students with opportunities to pursue combinations of Academic, Business, and Science, as well as courses in the Arts, Physical and Health Education and Career Education. Ontario Academy of International Education is committed to helping students acquire the knowledge, skills, values and attitudes, which are useful both now and in later life.

Importance and Value of Completing a Secondary Education

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information is essential to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides students with the analytical skills necessary to pursue a wide range of career objectives.

School Location -

OAIE is located in Markham, Ontario, which is north of Toronto. Toronto is North America's fifth largest city and has a population of 4 million inhabitants. With over 150 languages spoken and 50% of residents born outside Canada, Toronto is truly a diverse city known for its understanding and respect of the many cultures; it is a vibrant place in which to live, study and work.

Support for English Language Learners (ELLs) -

The Ministry of Education defines English language learners as “students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational support to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries.”

OAIE recognizes that ELLs have varying areas of strength and challenge. Accordingly, we support our students through various strategies, which include: diagnostic language proficiency testing to ensure proper course placement; Cantonese and Mandarin-speaking personnel;

English-as-a-Second Language courses and individual tutoring; teacher mentoring to support teaching and learning strategies that support linguistic competence and personal confidence either in the ESL courses or integrated into all non-ESL courses; and activities and events that promote participation and cultural understanding in authentic situations.

Guidance and University Counseling Support -

As part of the OAIE admissions and orientation process, school personnel review the academic background, English proficiency, aptitudes and interests of all students, taking into consideration information from parents. OAIE strives to design an individual study plan that will allow students to achieve their goals in the most time- and cost-efficient means. During the school year, our guidance counselor assists students to develop an academic, educational and career plan that meets their interests, abilities and talents.

The guidance counselors plan and deliver a “transitions to post-secondary studies” program for all students that includes presentations, workshops, exploration of career options, and help with course selection and the university application process.

The Requirement to Remain in Secondary School Until 18 or Obtain OSSD

According to Bill 52 entitled, The Education Amendment Act, Learning to Age 18, 2006, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage students to graduate and fewer to leave school without adequate preparation for work or further studies.

Purpose of the Course Calendar -

This Course Calendar is a planning tool and is designed to help students and parents make informed choices about future educational choices and career paths. This Course Calendar provides information about the Ontario education system and graduation diploma requirements, as well as offering detailed descriptions of all courses offered at OAIE from September 2024 through to August 2025.

ONTARIO EDUCATION SYSTEM

The Province of Ontario has one of the most comprehensive and highly developed educational systems in North America. Students usually begin school at age 4 and spend ten years in Elementary School (Grades 1 – 8) and four years in Secondary School (Grades 9 – 12). Secondary School graduates are awarded the Ontario Secondary School Diploma (OSSD). In Ontario, students are required to remain in secondary school until the age of 18 or until they have obtained an OSSD. To receive the diploma, students must study a varied academic program of courses and complete a minimum of 30 credits at the Secondary School level. The Ministry of Education defines a credit as “a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled”. A course is defined in the same document

as “a set of learning activities that enable students to attain the expectations related to courses that are developed from the Ministry curriculum policy documents.” The 110 hours of instructional time involves planned learning activities related to the learning expectations in a course; they do not include homework.

Detailed information about Ontario’s education program can be found in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024

(<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024#>)

The Ontario Secondary School Diploma (OSSD) -

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD:

Compulsory Credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages

- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
 - If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

Optional Credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD:

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional Credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Additional OSSD Requirements -

1 – The 40-hour Community Involvement Requirement

As part of the OSSD requirement students must complete a minimum of 40 hours of community involvement activities. Through their involvement, students will develop a better understanding of civic responsibility and the contributions they can make in their community. At OAIE, foreign students will have their past educational records individually assessed in order to determine the number of community involvement hours needed to fulfill the requirements of the OSSD.

Students attending online courses outside of Ontario are expected to coordinate with their local school's administration team (principal, guidance counselor) regarding the community involvement requirements. The students' local school will have been provided a community involvement template as well as instructions directly from the school principal regarding acceptable activities for community involvement. Once a student completes the community involvement requirements, the local school will email the completed volunteer form to the principal so that it may be printed and placed in the OSR and as well, updated in the student information system (Maplewood).

At OAIE, students will plan and select their community involvement activities from an approved list provided by the school and in consultation with guidance counselor or principal. The Community Involvement Package containing the required forms, a list of approved community activities and information of related policies and procedures is distributed to, and discussed with each student by the guidance counselor.

Activities must take place outside the student's scheduled course time, that is, during lunch time or before or after classes. Students do not receive course credit nor will they be paid for their involvement in community activities. Activities may take place in a variety of settings including businesses, non-profit agencies, public sector institutions and informal settings. Examples of acceptable activities include: volunteering at a charitable organization, peer tutoring, coaching and helping senior citizens. A full list of approved activities is available from the guidance counselor. Students must provide documentation to the school from the sponsoring community organization that the required hours have been achieved (<http://www.edu.gov.on.ca/extra/eng/ppm/124aCCIA.pdf>). Successful completion of this requirement will be noted on the student's Ontario Student Transcript (OST). If a student wishes to participate in an activity that is not on the approved list, the student should meet with the guidance counselor or principal to receive approval.

The Ministry policy document – PPM No. 124a, Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools (1999) – can be found at: <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

APPROVED COMMUNITY INVOLVEMENT ACTIVITIES -**Help Your Neighbours**

- * Provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation
- * Assist a neighbour with child care – take child to park, watch child while parent prepares dinner
- * Tutor younger students – read, take to library, help with homework

Help Your Community

- * Volunteer at a seniors' home/centre – visit, read, play cards or board games, take seniors for walks, crafts
- * Help organize local community events – food drives/banks
- * Take part in environmental initiatives – cleaning and recycling operations, park clean-up, planting trees and flower beds (students should not use power tools – lawn mowers, hedge trimmers, wood chippers etc.)
- * Get involved in charitable activities – walk-a-thons, daffodil sales, canvassing for organizations
- * Assist with sports teams – community leagues, parks & recreation programs
- * Volunteer in leadership role with community groups – youth groups
- * Volunteer in hospitals, libraries – or any organization recommended by the Volunteer Centre of Toronto
- * Volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society
- * Get involved in the democratic political process – scrutineer, canvassing, campaigning
- * Service through religious communities/places of worship
- * Assist with literacy initiatives – at local libraries, day care centres, community centres

Help Your School or Other Schools

- * Help with sports teams – run skills drills, assist coach
- * Help in the library – shelving books, tidying up, changing bulletin boards
- * Tutor other students – help with homework, review difficult concepts
- * Assist students with special needs – peer buddy
- * Assist with planning of arts or athletic events – do publicity, set up for track meets, sell tickets, attend coat check, offer technical support
- * Facilitate school events such as parent information nights – meet and greet visitors, give guided tours, serve refreshments
- * Assist with environmental activities – encourage recycling, plant trees, flowers, work on grounds crew (students should not use power tools)
- * Participate in charitable initiatives – food drives, holiday drives for toys or food
- * Sit on school councils, committees – school governance, be a peer mentor/mediator, help with orientation of grade 9 students

LIST OF INELIGIBLE ACTIVITIES MINISTRY OF EDUCATION

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

- * Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible
- * Would normally be performed for wages by a person in the workplace (students are not to replace paid workers or be paid themselves)
- * Is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- * Takes place in a logging or mining environment, if the student is under sixteen years of age
- * Takes place in a factory, if the student is under fifteen years of age
- * Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- * Involves the operation of a vehicle, power tools, or scaffolding
- * Involves the administration of any type or form of medication or medical procedure to other persons
- * Involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act
- * Requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- * Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables
- * Consists of duties normally performed in the student's home (i.e., daily chores) or personal recreational activities
- * Involves a court-ordered program (e.g., community-service program for young offenders, probationary program)

2 – The Secondary School Literacy Graduation Requirement

In order to be eligible to receive the Ontario Secondary School Diploma (OSSD), all students must meet the provincial literacy requirement. Most students will meet this expectation in one of two ways: successful completion of The Ontario Secondary Literacy Test (OSSLT) or successful completion of The Ontario Secondary School Literacy Course (OSSLC). As noted in the Ministry document, The (secondary school literacy graduation) requirement is based on the

expectations or reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life. (Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024 (<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024#>))

In Ontario, students have two opportunities to write the OSSLT. If a student is unsuccessful, they are then permitted to take the OLC4O course. Mature students may enrol directly in the OSSLC (Ontario Secondary School Literacy Course: OLC4O) without first attempting the OSSLT. They may choose to meet the literacy graduation requirement by successfully completing the OSSLT.

At OAIE, students will first attempt the OSSLT, which is offered both in the fall and spring of every school year. OAIE makes available OSSLT preparation materials and resources for interested students. Should a student be unsuccessful on the OSSLT, he/she will have the opportunity to take the OLC4O course.

Information on The Secondary School Graduation Requirement can be found in Section 6.1.3 of this document: http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

Ontario Secondary School Literacy Test (OSSLT) -

The OSSLT is administered through the Education Quality and Accountability Office once each calendar year, usually towards the end of March. Only successful completion will be noted on the student's Ontario Student Transcript (OST) – no mark is recorded. Once successful, students are not permitted to take the test again.

Accommodations, special provisions, deferrals, and exemptions:

Accommodations:

Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test (see Appendix 3, Section 1). For students for whom required accommodations were not available on the day the OSSLT was administered, see section 6.1.3.2. (OS: K to 12, p 63).

Deferrals:

Students who might benefit from a deferral from the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent requests a deferral, the principal will determine whether or not a deferral should be

granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Exemptions:

A student whose IEP indicates that a student is not working toward the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point to allow the student to work towards the attainment of the secondary school diploma, the student would be required to successfully complete the secondary school literacy test.

At OAIE, each student who is eligible to take the OSSLT will be individually assessed to determine whether accommodations, special provisions, deferrals and exemptions are necessary. At OAIE, the usual accommodations for eligible students whose first language is not English and students with identified special needs include: writing the OSSLT in a separate room with extra time.

Ontario Secondary School Literacy Course (OSSLC) -

A student who has had two opportunities to take the OSSLT and has failed it at least once, has the option of taking the Ontario Secondary School Literacy Course (OSSLC). "The reading and writing competencies required by the OSSLT form the instructional and assessment core" of this course. Students who pass this credit course are deemed to have met the literacy requirement for the graduation diploma. At OAIE, the OSSLC is offered in the month of June/July.

Accommodations: For students with identified special needs, accommodations specified in his or her Individual Education Plan (IEP) must be available throughout the OSSLC.

Ontario Secondary School Literacy Course, Grade 12, Open (OLC40) - Eligibility: At least one unsuccessful attempt at the OSSLT and be eligible again for the OSSLT Note: This course may be used as a compulsory English at the Grade 12 level, but may not be used as a substitution for another compulsory course.

Online Learning Graduation Requirement -

Starting with the cohort of students who entered Grade 9 in 2020-2021, students must earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD).

Eligible Credits: All online learning credits earned at a school authorized to offer credits towards an OSSD may count towards the graduation requirement.

Credits Earned During 2020-21 School Closures: In recognition of extraordinary measures during the COVID-19 pandemic, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the new graduation requirement.

Opt-Out of e-Learning Graduation Requirement -

A parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may opt out of the graduation requirement for any reason during the student's secondary school program by submitting the form to the school that holds the student's Ontario Student Record. The school must acknowledge the receipt of the form once submitted and include it in the Ontario Student Record of the student. Once the form has been included in the student's Ontario Student Record, the graduation requirement will not apply to the student. School boards may establish an annual cut-off date by which the completed opt-out form must be submitted to the school for it to take effect before the end of the school year.

Where necessary, school staff may contact a parent/guardian to discuss the student's individual needs and the appropriateness of online learning for the student. They may also contact the student if they are 18 years of age or older or are 16 or 17 years of age and have withdrawn from parental control. During these discussions, school staff may or may not recommend that a student be opted out of the graduation requirement. However, it must be made clear that the choice is ultimately that of the parent/guardian, student who is 18 years of age or older, or who is 16 or 17 years of age and has withdrawn from parental control.

(<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167>).

The Ontario Student Record (OSR) and Reporting to Parents -

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and this record moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act.

The OSR folder contains achievement results, report cards, a copy of the Ontario Student Transcript (OST), and other information conducive to the instruction of the student. All students, and parents of students under the age of eighteen have access to OSRs. Any parent or student wishing to view the contents of the OSR folder should make an appointment with the principal.

Students' achievement is also reported on the OAIE website and all students, and parents of students under 18 have private access to this information. Students over 18 are encouraged to give the password to their parents so they can view their son's or daughter's progress, including study plan and grade report card. The full policy document – *Ontario Student Record (OSR)*

Guideline, 2000 – can be found at: <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

The Ontario Student Transcript (OST) -

The Ontario Student Transcript (OST) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school. The credits that a student has earned towards fulfillment of the requirements for graduation will be recorded on the OST.

Full disclosure policy: All Grade 11 and 12 courses in which a student is registered five days after the mid-term report will be recorded on the OST whether or not the course has been successfully completed. Should a student choose to withdraw from a course after the five days, a 'W' will be entered in the 'Credit' column. The student's percentage grade on the date of withdrawal is recorded in the 'Percentage Grade' column. Students who repeat a Grade 11 or 12 course for which they have previously received a credit will have all marks recorded on the OST, but only one credit will be earned. A notation of 'R' will be noted on the OST in the credit column. Data entry for W and R notations will be made at the end of each OAIE semester.

Other information that appears on the transcript includes: personal information (full name, date of birth, and sex), other course information (dates of course, grade level), and other school and academic information (OEN student number, OAIE student number, date of entry to the school, number of equivalent credits granted and number of compulsory credit equivalencies granted, and date of issue of the Transcript.)

Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and for the provincial literacy requirement (achievement of the OSSLT or OSSLC) will be noted.

The full policy document – The Ontario Student Transcript Manual, 2010 – can be found at: <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>

The Ontario Secondary School Certificate (OSSC) **

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows: 7 compulsory and 7 optional credits.

The 7 compulsory credits are:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography or Canadian History
- 1 credit in the Arts or Technological Studies
- 1 credit in Health and Physical Education

**** Current not offered by Ontario Academy of International Education**

The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate will be accompanied by the student's Ontario Student Transcript (OST). A student who has received this certificate and who returns to school to complete additional credit or non-credit courses will have the OST updated accordingly but will

not receive a new Certificate of Accomplishment. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

**** Current not offered by Ontario Academy of International Education**

ACADEMIC PROGRAM

OAIE offers courses that prepare students for entrance to colleges and universities in Canada and the USA. Ontario credit courses are provided at either the Grade 9, 10, or 11 levels: Mathematics, English, Science (Biology, Chemistry, Physics), Business Studies (Introduction to Business, Accounting), Social Sciences & Humanities (Equity Studies, Family Studies), The Arts (Visual Arts), Technological Education (Technological Education, Communication Technology, Computer Technology), Computer Studies, Canadian and World Studies (Geography, History, Law) Guidance and Career Education. Additionally, the following courses are available at the grade 12 level: Mathematics (Advanced Functions, Calculus and Vectors, Data Management), English, Science (Biology, Chemistry, Physics), Business Studies (Accounting, International Business), Social Sciences and Humanities (Equity Studies, Family Studies), The Arts (Visual Arts), Computer Studies, Canadian and World Studies (Economics, Geography, History, Law), and Guidance and Career Education. ESL courses are offered at varying degrees of difficulty – ESLAO, BO, CO, DO and EO – in preparation for Grade 11 English (ENG3U), and for Grade 12 English (ENG4U), which is generally required for college and university entrance.

Availability of Courses -

OAIE makes every effort to deliver the courses listed over the course of the 2024-2025 academic year. In cases where there is insufficient enrolment in courses, OAIE reserves the right to cancel

courses. Students in a canceled course will consult with their guidance counselor to select an alternate course that is in keeping with their overall educational goals.

Course Outlines -

At OAIE, students and parents have access to all up-to-date copies of course outlines, which are available within each online course. Students and/or parents wishing to examine any course outlines should contact the principal via email (Sean.Fazl@OntarioAcademy.com). The Ontario curriculum policy documents may be accessed at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>.

Prerequisites -

All subjects listed indicate the Ministry's approved prerequisite. At OAIE, the principal may waive prerequisites where the students are deemed to have completed equivalent background. Each student's situation will be individually assessed and documentation will be kept on file within the OSR (Ontario Student Record).

Definition of a Credit -

A credit is a means of recognition of the successful (a final mark of 50% or higher) completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted by the principal of a secondary school on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. "A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents." Scheduled time means "time during which students participate in planned learning activities designed to lead to the achievement of the course curriculum expectations; this does not include homework time.

Course Codes -

Ontario courses are identified by three letters followed by a number and a letter. The first three characters indicate the subject area and course and are taken from the Ministry list of common course codes and designate the subject area. The fourth character denotes the grade level and the fifth character denotes the course type.

Types of Courses – Grade 11 and 12

C – College Preparation Courses (not offered at OAIE)

College Preparation courses equip students with knowledge and skills to meet entrance requirements to most college programs and for admission to many apprenticeship and other training programs.

E – Workplace Preparation Courses (not offered at OAIE)

Workplace Preparation courses equip students with knowledge and skills for direct entry into the workplace and for admission to many apprenticeship and training programs.

M – University/College Preparation Courses

University/College Preparation courses equip students with knowledge and skills to meet entrance requirements for college or university and prepare for related careers.

O – Open Courses

Open courses are appropriate for all students regardless of post-secondary destination.

U – University Preparation Courses

University Preparation courses equip students with knowledge and skills to meet entrance requirements for university and prepare for related careers.

For example, ENG4U means English for Grade 12 students preparing to enter university.

ENG – subject area and course

4 – Year 4 or Grade 12

U – University Preparation

Grade levels: Course types:

1 – Year 1 or Grade 9 O – Open

2 – Year 2 or Grade 10 C – College

3 – Year 3 or Grade 11 M – University/College Preparation 4 – Year 4 or Grade 12 U –

University Preparation English as a Second Language (ESL) courses are all offered at the Open (O) academic level and follow a slightly different coding system:

A – Level 1, B – Level 2, C- Level 3, D – Level 4, E – Level 5

For example, ESLDO means English as a Second Language, Level 4.

ESL – subject area and course

DO – Level 4

Substitution for Compulsory Courses -

In order to ensure that all students can qualify for the secondary school diploma, substitutions may be made for up to three compulsory courses. The courses used for substitution must be taken from the list of compulsory courses. Two half-credit courses may be used to substitute for one compulsory credit requirement (= one substitution); one full-credit course may be used to substitute for the two half-credit requirements of civics and career studies (= one substitution). A substitution is made only if the student's educational interests are best served by the substitution to promote and enhance student learning and/or to respond to special needs and interests. Each student's situation is individually assessed and the decision is the responsibility of the school principal. The documentation is kept on file with the guidance counsellor and the substitution is noted on the student's OST.

Course Changes -

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such

changes of direction and must clearly describe these provisions in their school program/course calendar. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

Course Withdrawals -

Students wishing to withdraw from a course must do so in consultation with their teacher and guidance counselor. A course official is not official unless it has been approved through a process that involves discussion and signed completion of the course withdrawal form. The last day upon which a student may withdraw from a Grade 11 or 12 course without it being noted on the student's OST is the fifth business day following the mid-term report card. Please note that in accordance with ministry guidelines, should a student receives permission to withdraw from a Grade 11 or 12 course after the fifth business day following the mid-term report card, the percentage mark at the time of the withdrawal will be indicated on the OST and a "W" will appear in the "credit earned" column of the OSST.

Prior Learning Assessment and Recognition (PLAR) -

Please refer to the document: Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024

(<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024#>) for the full text (as seen below): 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.

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

For students who are transferring from homeschooling, 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 - http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf).

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.

Prior Learning Assessment and Recognition (PLAR) for Mature Students - Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the courses. It should be noted that Levels 2 and 3 in both classical languages and international languages are equivalent to Grades 11 and 12, respectively, and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively. Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school.

Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Responsibilities of School Principal

PLAR procedures will be carried out under the direction of the school principal, who grants

credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;
- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

Procedure for Awarding Credit Equivalencies -

The granting of prior learning equivalent credits is the responsibility of the principal. Students are granted prior learning equivalent credits prior to a Study Plan being created by the guidance counselor. The following factors will be considered when granting prior learning equivalent credits:

- past educational experience
- number of years in school
- demonstrated performance in specific academic areas
- past academic documentation if available
- future goals
- other relevant factors as identified by school staff

OSS, Appendix 8, identifies compulsory credit requirements for the OSSD for students from out of province. The Grade 10 Ontario Secondary School Literacy Test and community involvement hours are both required for all students admitted under OSS. A general guideline that is

considered is ten hours per school year. It is expected that all students must successfully complete grade 11 and grade 12 English courses as a requirement for the OSSD. It is a requirement that a student who is granted less than the equivalent of 11 years education complete at least one Canadian content course, i.e. Canadian Geography, Canadian History, Civics. The Assessment of Prior Learning Equivalent Credits form, will be filed in the OSR. This is required for record keeping, and appropriate management and support of the process of granting prior learning equivalent credits.

Course Descriptions – July 2024 to August 2025

Detailed course outlines have been prepared for all courses offered at the Ontario Academy of International Education. The outline provides details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the online course or the principal.

Computer Science

Introduction to Computer Science, Grade 11 University Preparation (ICS3U)

Prerequisite: None

Credit Value: 1

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

Introduction to Computer Science, Grade 11 University Preparation (ICS4U)

Prerequisite: ICS3U

Credit Value: 1

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

The Arts

Visual Arts, Grade 11 University/College Preparation (AVI3M)

Prerequisite: Visual Arts, Grade 9 or 10, Open

Credit Value: 1

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

Visual Arts, Grade 12 University/College Preparation (AVI4M)

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

Credit Value: 1

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

Business Studies

Launching and Leading a Business, Grade 10, Open (BEP2O)

Prerequisite: None

Credit Value: 1

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Business Leadership: Management Fundamentals, (BOH4M) Grade 12, University/College

Prerequisite: None

Credit Value: 1

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

Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Credit

Value: 1

This course introduces students to advanced accounting principles that will prepare them for postsecondary 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 students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

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

Prerequisite: None

Credit Value: 1

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.

Canadian and World Studies

Issues in Canadian Geography, Grade 9 (CGC1W)

Prerequisite: None

Credit Value: 1

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

Civics and Citizenship, Grade 10, Open (CHV2O)

Prerequisite: None

Credit Value: 1

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.

Canadian History Since World War 1, Grade 10, Academic (CHC2D)

Prerequisite: None

Credit Value: 1

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.

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

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

Credit Value: 1

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

Analysing Current Economic Issues, Grade 12, University (CIA4U)

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

Credit Value: 1

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.

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

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

Credit Value: 1

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally.

Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

English

English, Grade 9 (ENL1W)

Prerequisite: None

Credit Value: 1

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

English, Grade 10, Academic (ENG2D)

Prerequisite: ENL1W

Credit Value: 1

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.

English, Grade 11, University Preparation (ENG3U)

Prerequisite: Grade 10 English, Academic

Credit Value: 1

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.

Media Studies, Grade 11, Open (EMS3O)

Prerequisite: English, Grade 10, Academic or Applied

Credit Value: 1

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

and writing.

English, Grade 12, University Preparation (ENG4U)

Prerequisite: English, Grade 11, University Preparation

Credit Value: 1

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.

Ontario Secondary School Literacy Course Grade 12 (OLC4O)

Prerequisite: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

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

English as a Second Language

English as a Second Language, ESL Level 1, Open (ESLAO)

Prerequisite: None

Credit Value: 1

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language, ESL Level 2, Open (ESLBO)

*Prerequisite: ESL Level 1 or equivalent**

Credit Value: 1

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

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

*Prerequisite: ESL Level 2 or equivalent**

Credit Value: 1

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

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

*Prerequisite: ESL Level 3 or equivalent**

Credit Value: 1

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

English as a Second Language, ESL Level 5, Open (ESLEO)

*Prerequisite: ESL Level 4 or equivalent**

Credit Value: 1

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

* 'Equivalent' may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

Guidance and Career Education

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

(GLS10)

Prerequisite: none

Credit Value: 1

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.

Career Studies, Grade 10, Open (GLC2O)

Prerequisite: none

Credit Value: 0.5

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 postsecondary 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.

Designing Your Future, Grade 11, Open (GWL3O)

Prerequisite: None

Credit Value: 1

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

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

Prerequisite: Grade 9 Mathematics

Credit value: 1

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.

Functions, Grade 11, University Preparation (MCR3U)

Prerequisite: Principles of Mathematics, Grade 10, Academic

Credit Value: 1

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.

Advanced Functions, Grade 12, University Preparation (MHF4U)

Prerequisite: Functions, Grade 11, University Preparation

Credit Value: 1

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.

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

Prerequisite: Advanced Functions, Grade 12, University Preparation (MHF4U) must be taken prior to, or concurrently with this course.

Credit Value: 1

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

Prerequisite: Functions, Grade 11, University Preparation

Credit Value: 1

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.

Science

Science, Grade 9 (SNC1W)

Prerequisite: None

Credit Value: 1

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Science, Grade 10, Academic (SNC2D)

Prerequisite: Grade 9 Science

Credit Value: 1

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.

Biology, Grade 11, University (SBI3U)

Prerequisite: Grade 10 Science, Academic

Credit Value: 1

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.

Biology, Grade 12, University Preparation (SBI4U)

Prerequisite: Biology, Grade 11, University Preparation

Credit Value: 1

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.

Chemistry, Grade 11, University Preparation (SCH3U)

Prerequisite: Science, Grade 10, Academic

Credit Value: 1

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 behavior 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.

Chemistry, Grade 12, University Preparation (SCH4U)

Prerequisite: Chemistry, Grade 11, University Preparation

Credit Value: 1

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.

Physics, Grade 11, University Preparation (SPH3U)

Prerequisite: Science, Grade 10, Academic

Credit Value: 1

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.

Physics, Grade 12, University Preparation (SPH4U)

Prerequisite: Physics, Grade 11, University Preparation

Credit Value: 1

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.

Social Sciences and Humanities

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

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Credit Value: 1

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

Nutrition and Health, Grade 12, University Preparation (HFA4U)

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

Credit Value: 1

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

Health and Physical Education

Healthy Active Living Education, Grade 9, Open (PPL10)

Prerequisite: None

Credit Value: 1

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

Mandarin: Grade 12, University Preparation (LKMDU)

Prerequisite(s): International Languages, Level 3, University Preparation

Credit Value: 1

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively.

Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

Experiential Learning Programs -

Experiential Learning Programs provide students with unique opportunities in a workplace setting – such as job shadowing and job twinning – to connect their in-class learning to career exploration. Further cooperative education programs allow students to earn secondary school credits through the completion of a community work placement. Students can learn about the world of work by exploring different careers and industries through:

- workplace tours
- cooperative education
- job shadowing
- school-work transitions
- mentoring
- Ontario Youth Apprenticeship Program

Ministry of Education, www.edu.gov.on.ca/eng/general/elemsec/job/passport/index.html.

At the present time, OAIE does not offer experiential learning programs as defined above.

Online Courses -

Minimum Hardware Requirements

Learners participating in online courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads.

- Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB)
- Windows XP Service Pack 2, OS 10.3, or better (minimum: Windows 98, Mac OS 8.6)
- Internet Explorer 6.0 or better (minimum: Internet Explorer 5.5.)
- Adobe Acrobat Reader 6 or better (minimum: Reader 5)
- Windows Media Player 9
- A DSL or better connection to the Internet. Speakers
- Monitor (screen resolution 800x600, 16 bit colour) or better
- A typical Office suite of applications; specifically, a word processor application, spell checker, equation editor, and a spreadsheet application are mandatory
- Math students are encouraged to use a scanner to submit handwritten assignments rather than typing up their math assignments
- Microphone
- Data Transmission Standards: TCP/IP

- Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb

Additional Software: Some courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented.

Acceptable Use for Using Synchronous Technologies to Connect with Staff Teachers and students should rely on email as the main form of communication. The rationale behind using email is that a record is kept and shared with the principal. During an informal context, texting applications (such as WeChat) may be used. An example may be to remind students in a group chat about the up-coming virtual classroom lesson. Another reason to use a texting application may be to remind students of up-coming class events (due dates). Students should not use a texting application when a formal conversation is required.

Online Attendance

Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning experience. The following processes have been put into place to encourage regular attendance by the student:

- Students will be expected to log in (a minimum) of three times per week and complete/submit course work based on the course completion schedule provided in the welcome email
- Students are expected to attend all synchronous lessons throughout the semester. Any absences should be explained prior to the lesson time via an email sent to the classroom teacher and principal
- Parents (of minors) can participate in their child's academic achievement by ensuring their child meets the minimum requirements to log-in to the online platform.
- Parents (of minors) will be notified regarding assignment due dates and outstanding assessments (via email communication from the teacher).
- It is expected that a typical online course will take approximately 2 months for the student to complete
- Students who leave a course before completion must communicate their intentions either in writing to the principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon.
- Students who have not completed their course within 3 months from the day of enrollment in that course, will be unenrolled from the course with no chance of reinstatement.

Acceptable Use Policy

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The D2L - BrightSpace System at Ontario Academy of International Education is intended for

educational purposes only. Any use of any Learning Management System (LMS) tool within a course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

- Student access into the LMS is provided as long as the student follows the guidelines set by the school principal, provincial, and federal laws.
- If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- Malicious LMS network damage; interference or mischief will be reported to the appropriate authorities.
- It is important to be aware that activities in an online environment are not private.
- The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

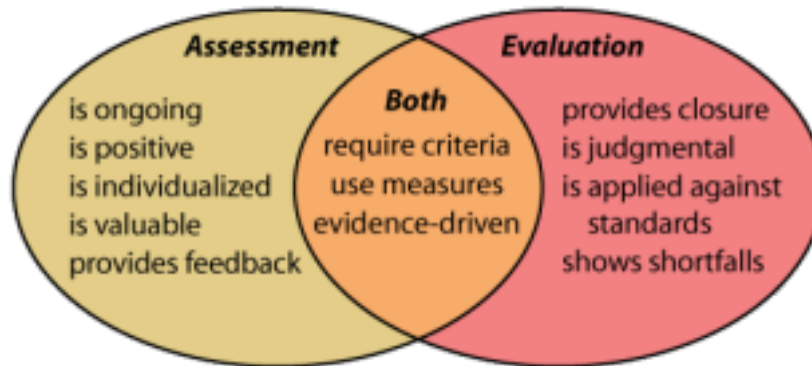
- Never reveal your password to your course to any individual (except your parents/guardians).
- Immediately report to the principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
- Never attempt to access unauthorized material or to impersonate another user.
- Any attempt to vandalize, harm or destroy data of another user is prohibited.
- Any attempt to vandalize the data of the course or school is also prohibited.

Career Education

Students are given opportunities to develop career-related skills by:

- applying their skills to work-related situations
- exploring educational and career options
- developing research skills
- practising expository writing
- learning strategies for understanding informational reading material
- making oral presentations
- working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Assessment and Evaluation -



The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course. A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Academic Honesty - Plagiarism Policy

Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

Academic Honesty - Plagiarism Policy -- Growing Success Policy

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

The school will develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. The school will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing

- consequences for students who cheat or plagiarize

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student.
- Copying someone else's work or homework.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

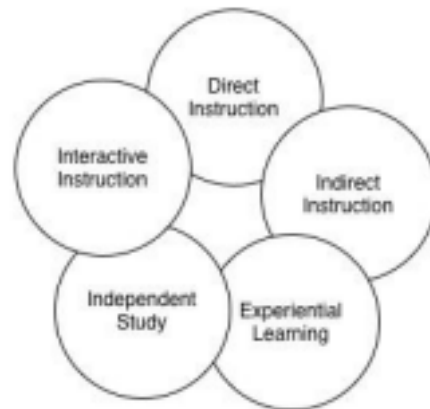
Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.
- The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.
- There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher.

Instructional Approaches -



Teachers in the school are expected to:

- clarify the purpose for learning
- help students activate prior knowledge
- differentiate instruction for individual students and small groups according to need
- explicitly teach and model learning strategies
- encourage students to talk through their thinking and learning processes
- provide many opportunities for students to practise and apply their developing knowledge and skills
- apply effective teaching approaches involve students in the use of higher-level thinking skill
- encourage students to look beyond the literal meaning of texts

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually
- cooperatively
- independently with teacher direction
- through investigation involving hands-on experience
- through examples followed by practice
- by using concrete learning tools - manipulatives - in mathematics such as connecting cubes, measurement tools, algebra tiles, and number cubes
- by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the "big ideas" of

mathematics that will enable and encourage them to reason mathematically throughout their lives.

Late Assignments -

Students are responsible for providing evidence of their achievement of the overall expectations within-the time frame specified -by the teacher; and in a form- approved -by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

The Ministry of Education’s policy states that “the primary purpose of assessment and evaluation is to improve student learning”. Submitting work late is a learning skills and work habits issue and may impact on the student’s grade. The Ministry requires teachers to separate evaluation of achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

Teacher Responsibilities

Students should be expected to submit work on time. The teacher must inform students of the due date of an assignment and the ultimate deadline, which is the last opportunity for students to submit the assignment for evaluation. This deadline is set at the teacher’s discretion.

Where in the teacher’s professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These can be found on page 44 of *Growing Success*.

Missed Evaluations

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student’s knowledge or skills. The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

Program Considerations for English Language Learners -

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Anti-Discrimination Education -

Learning resources reflect students' interests, backgrounds, cultures, and experiences. Learning materials:

- involve protagonists of both sexes from a wide variety of backgrounds
- reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Metis, and Inuit peoples
- include, in English, use of short stories, novels, magazine and newspaper articles, television programs, and films
- provide opportunities for students to explore issues relating to their self-identity • make students aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying

Literacy and Inquiry/Research Skills -

The school emphasizes the importance of the following:

- using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs
- emphasizing students' ability to interpret and use graphic texts.
- acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet • learning that all sources of information have a particular point of view
- learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways

Financial Literacy -

The school is emphasizing the importance of ensuring that Ontario students have the opportunity to improve their financial literacy. Financial literacy is defined as "having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence". The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers. Thus, an attempt will be made to integrate Financial Literacy in all the school's courses.

Course Codes and Titles -

ESL Courses		Prerequisite Course
ESLAO	ESL - Level 1	None
ESLBO	ESL - Level 2	ESLAO
ESLCO	ESL - Level 3	ESLBO
ESLDO	ESL - Level 4	ESLCO
ESLEO	ESL - Level 5	ESLDO
Grade 9 Courses		Prerequisite Course
ENL1W	English	None
SNC1W	Science	None
GLS1O	Learning Strategies 1: Skills for Success in Secondary School	None
PPL1O	Healthy Active Living Education	None
CGC1W	Issues in Canadian Geography	None
Grade 10 Courses		Prerequisite Course
BEP2O	Launching and Leading a Business	None
CHC2D	Canadian History since World War 1	None
CHV2O	Civics and Citizenship	None
GLC2O	Career Studies	None
MPM2D	Mathematics	MPM1D
SNC2D	Science	SNC1W
ENG2D	English	ENL1W
Grade 11 Courses		Prerequisite Course
ENG3U	English	ENG2D
EMS3O	Media Studies	ENG2D
HSP3U	Introduction to anthropology, Psychology & Sociology	None
GWL3O	Designing Your Future	None
MCR3U	Mathematics	MPM2D
SCH3U	Chemistry	SNC2D
SPH3U	Physics	SNC2D

SBI3U	Biology	SNC2D
AVI3M	Visual Arts	AVI10 or AVI20
ICS3U	Introduction to Computer Science	None
Grade 12 Courses		Prerequisite Course
ENG4U	English	ENG3U
BBB4M	International Business Fundamentals	None
CIA4U	Analyzing Current Economic Issues	None
BOH4M	Business Leadership: Management Fundamentals	None
BAT4M	Financial Accounting Principles	None
MHF4U	Advanced Functions	MCR3U/ MCT4C
MCV4U	Calculus and Vectors	MCR3U Co: MHF4U
MDM4U	Mathematics of Data Management	MCR3U / MCF3M
SCH4U	Chemistry	SCH3U
SPH4U	Physics	SPH3U
SBI4U	Biology	SBI3U
CGW4U	World Issues: A Geographic Analysis	Any Grade 11 or 12 university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
CLN4U	Canadian and International Law	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.
AVI4M	Visual Arts	AVI3M
HFA4U	Nutrition and Health	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
ICS4U	Computer Science	ICS3U
OLC4O	Ontario Literacy Course	Fail OSSLT
Electives		Prerequisite Course
LKMDU	International Language (Mandarin)	None

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. The Ministry of Education provides criteria that describe how student learning is assessed, evaluated and reported. Detailed information can be found in the policy document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

As described in the document, “assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. Assessment *for* learning is evidence used by teachers and learners to determine what students know and can do in order to plan next steps to assist students to set and make progress toward their learning goals. Assessment *as* learning is evidence gathered and used by students to monitor their own progress and make adjustments towards achieving their learning goals.

Assessment *of* learning is evidence “used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about the quality of student learning on the bases of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers and others.” (*Growing Success*, Table 4.1, p. 31)

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments based on pre-established criteria, self-reflections, essays, tests, and exit cards.

A student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

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

ACHIEVEMENT LEVEL	% MARK RANGE	ACHIEVEMENT LEVEL	% MARK RANGE
4+	95-100	2+	67-69
4	87-94	2	63-66
4-	80-86	2-	60-62
3+	77-79	1+	57-59
3	73-76	1	53-56
3-	70-72	1-	50-52

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

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

are required to be present for final examinations. A medical note must be presented if a student is ill. In the absence of medical documentation, a mark of zero will be earned for the missed final examination.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024

(<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024#>)

Assessment and Evaluation Strategies -

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- ▷ Address both what the students learn and how well they learn;
- ▷ Are based on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each discipline;
- ▷ Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- ▷ Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- ▷ Are fair to all students;
- ▷ Ensure that each student is given clear directions for improvement;
- ▷ Promote students' abilities to assess their own and others' learning and to set specific goals;
- ▷ Include the use of samples of students' work that provide evidence of their achievement;

▷ Are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

A Note on Content Standards and Performance Standards -

Within a course of study, assessment and evaluation will be based on both the *content standards* and the *performance standards*.

The content standards describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. The overall and specific expectations of each course represent the mandated curriculum – the content standards.

The performance standards are outlined in the achievement charts for each subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The achievement chart identifies four categories of knowledge and skills as follows:

- ▷ Knowledge and understanding: subject-specific content and the comprehension of its meaning
- ▷ 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

Reporting Student Achievement -

During the course of a semester, each student receives a mid-term report and a final report. The mid-term report includes a percentage mark based on all components of the evaluation process and the teacher meets individually with students to discuss strengths, areas for improvement and next steps. At the end of the semester, final evaluations are given in each subject.

Report cards are issued at the end of each semester and record the student's marks, anecdotal comments from the teacher, and credit achieved. To enable parents who are overseas to monitor their child's progress, OAIE makes use of a confidential online database accessible through the OAIE website. Parents may view such records as performance on homework assignments, examination grades, and attendance. The area is password protected for privacy and confidentiality.

Please refer to information contained under Ontario Student Transcript (OST) – earlier in this

document – for full details on Ontario requirements for the reporting of course achievement and progress toward the OSSD.

ADDITIONAL INFORMATION

Academic Honesty Policy -

OAIE takes academic integrity very seriously. Students' understanding of expectations in this regard prepares them well for higher learning and life. OAIE expects students to work diligently and to give an honest effort to all assignments and assessment activities. The definitions below and consequences for plagiarism and cheating are explained carefully to all students by each teacher in every course.

Plagiarism consists of, but is not limited to:

- misrepresenting another person's or text's work as your own. For example, copying another student's paper, copying and pasting information from a text or website and presenting them as your own, or purchasing works from another author and submitting them as your own work;
- patching together blocks of text from another source, perhaps with slight modification;
- paraphrasing or summarizing information from a source without citation;
- quoting sources without proper use of quotation marks;
- translating works from other sources into English and submitting them as your own; and
- using the intellectual property of another without acknowledging the source.

Consequences for plagiarism:

- first offence: discussion with teacher, explanation of plagiarism, warning; depending on extent – opportunity to redo the assignment for full value OR opportunity to complete an alternate assignment for full value OR opportunity to redo the assignment for a maximum value of 50% of the earned mark
- second offence: a mark of zero will be assigned for the plagiarized assignment

Cheating consists of, but is not limited to:

- making use of unauthorized notes, electronic or other aids during a test or exam;
- copying from, or sharing information with another student during a test or exam;

- giving unauthorized aid to another student such as allowing a peer to copy or use your test, exam, homework or paper; and
- receiving extensive assistance with written assignments and presentations from a tutor, student, parent or other adult.

Consequences for cheating:

- first offence on a test or assignment: discussion with teacher, warning, opportunity to redo an alternate test or assignment
- second offence on a test or assignment: a mark of zero will be awarded
- cheating on a final oral or written evaluation: a mark of zero will be awarded

Late Assignment/Missed Assessment Policy -

OAIE supports students in developing transferable skills that will serve them well in their high school and post-secondary school studies, and in the workplace. These include time management, project planning, the importance of meeting scheduled assignment timelines, and attendance at all scheduled assessment and evaluation activities. Teachers support students in this endeavour by clearly communicating expectations, publishing assessment dates and assignment due dates, and by providing check-in points along the way for major assignments and projects.

Late assignments: The teacher will first conference with the student to ascertain reasons for the past due assignment and with prior notice of the late assignment will negotiate with the student a new due date to take place within two days of the original due date. The teacher may, at his/her discretion, prepare an alternate assignment for the student. After five days, the teacher may, at his/her discretion, accept the late assignment or, in the event of the student's failure to attend a teacher-student conference, refuse to accept the late assignment.

Missed tests and presentations: Students who miss a test or presentation with a valid reason will take the test or deliver the presentation during the first scheduled opportunity at their return to class. The teachers may, at his/her discretion, prepare an alternate test.

Missed final evaluation: Students who miss a final oral or written evaluation will receive a mark of zero unless a medical note is received or there is documentation on extenuating, valid circumstances that prevented the student from being in attendance at the scheduled time.

Attendance Policy -

Regular and consistent attendance is important to ensure success. Studies have shown that students who attend class regularly and punctually achieve higher marks. Ontario students are required to attend school full-time until the age of 18. Further, each Ontario course with a credit value of 1 is designed to have 110 hours of in-class instructional time.

Responsibilities -

At OAIE, everyone has a responsibility to help students attend class on time every day.

Students have a responsibility to:

- attend all classes, unless excused due to illness or with the permission of an administrator - arrive on time for all classes
- give their best effort in each and every class, as this is directly correlated with student achievement and preparedness for post-secondary studies

Teachers have a responsibility to:

- keep an accurate record of lates and absences, including notation of the reason - talk with students about the importance of regular daily attendance
- refer students with ongoing attendance problems to the vice-principal and principal

Administrators have a responsibility to:

- ensure that students understand the consequences of unexcused lates and absences - offer information and strategies to help students attend regularly
- advise the student that his/her credit is in jeopardy due to lack of regular attendance - counsel the student to withdraw from a course due to chronic attendance issues - communicate with parents and/or guardians when there are concerns for the student's health and well-being

Types of support available to students:

- information on health and nutrition from the school nurse
- discussion of issues with the guidance counselors
- monitoring by the dormitory supervisor
- communication with parents and guardians

Recording of Absences and Lates -

Students are considered *absent* from class when they:

- do not attend a virtual classroom lesson
- have their camera off
- the microphone is disabled
- join the virtual classroom lesson after the initial 10 minutes of the lesson

Students are considered late when they join the lesson within 10 minutes of the start of the lesson.

Procedures -

- ▷ Students with 1 to 4 virtual classroom lesson absences will be invited to discuss their absenteeism and suggestions for improvement with their subject teacher.
- ▷ Students with 5 absences will meet with the principal to discuss reasons for their absenteeism and strategies for improvement. The class absences will be reviewed and the student will be advised that the course credit is in danger due to lack of regular attendance.
- ▷ The principal will communicate with the student's parent and/or guardian outlining the record of absences and lates, intervention and support strategies taken to date, and next steps.
- ▷ Should additional absences accrue and/or should an adult student fail to respond to an invitation to meet with the principal or to provide a satisfactory response to the above intervention, the principal may at his discretion, withdraw the student from the course.

Code of Conduct -

OAIE has established a Code of Conduct that contributes to a positive living, learning and working environment. All students are expected to exhibit:

- Full participation in learning activities designed for each course
- Respect for teachers and any classroom regulations established by teachers
- Respect for fellow students and their needs in the educational process
- Support for the school's operating regulations
- Regard for school property and the property of others
- Acceptance of the academic requirements established by OAIE for earning credits
- Respect for and compliance with federal, provincial and municipal laws
- Respect for internationally recognized human rights; fair treatment of others regardless of race, citizenship, religion, gender, sexual orientation, age or disability

Violation of any of the above standards will result in disciplinary action to be decided upon by the principal.

The following offenses will result in immediate suspension from the school:

- Swearing at any authority figure
- Being under the influence of alcohol during a virtual classroom lesson
- Physical aggression

The uttering of a threat, physical assault, sexual harassment, sexual assault, weapons possession, or illegal drug possession will result in immediate suspension from the school and will incur police involvement, as per police/school protocol.

Remedial Classes and Private Lessons -

Remedial classes can, if needed, be arranged through OAIE. However, OAIE will require the consent of the student's parents as well as that of the course instructors. Remedial classes are very helpful. They can often assist the student in being successful with the next semester's courses.

Transfer to Another School -

No international student at OAIE on a study permit can be admitted to another institution without the approval of Citizenship and Immigration Canada. Students at OAIE are expected to honour the commitment they make when applying for a study visa in Canada. Any breach of this commitment will be reported to Citizenship and Immigration Canada by OAIE officials.