



**QUEEN'S
COLLEGIATE**
Inspiring Growth. Guiding Paths.

QUEEN'S COLLEGIATE

Course Calendar

2023-2024

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SECTION I: SCHOOL AT A GLANCE

About Queen's Collegiate

- A private secondary school established in 2004
- Full-time, part-time, summer school, and bridge school
- Inspected by the Ontario Ministry of Education
- OCT certified and experienced teachers
- Access to computer labs and resources
- Motivated and perseverant students
- High student acceptance rate to top Canadian Universities
- A place where virtue and discipline are paramount

Our Goals

- Help students achieve their academic and career goals by successful completion of secondary school
- Provide enhanced learning opportunities to meet Ontario high school education standards
- Create healthy and safe school environment
- Provide students with an effective transition to post-secondary education

Our Philosophy

- A student is unique and talented
- A student should stay at school minimum to the age of 18
- A teacher is a learning facilitator
- A learning process is student-centered

Our Beliefs

- Queen's Collegiate believes in the importance and value of completing a secondary education.
- The concept of obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better equipped for the modern life. They are more likely to be permanently employed and/or to be admitted to post-secondary institutions to further their education and become active members of our society.
- We are committed to comply with the *Ontario Education Amendment Act* and strive to provide conditions for students to stay at school until they have reached the age of eighteen or until they obtain an Ontario Secondary School Diploma, whichever comes first.
- To meet these expectations, we reach every student to help him or her achieve a successful outcome from their school experience at Queen's.

SECTION II: SCHOOL ORGANIZATION

Regular Day School

- Queen’s Collegiate is a full-time semestered school
- It offers 2 semesters with 4 academic courses per semester
- The school year is comprised of 194 days (excluding holidays and breaks)
- The school week provides 25 hours of instruction

Reporting Periods

Semester 1:

Classes start:	September 5, 2023
Classes end:	January 31, 2023
Christmas Break:	December 25, 2023 – January 5, 2023
Midterm Report:	November 12, 2023
Final Report:	January 31, 2023

Semester 2:

Classes start:	February 1, 2024
Classes end:	June 27, 2024
March Break:	March 11, 2024 – March 15, 2024
Midterm Report:	April 15, 2024
Final Report:	June 28, 2024

Schedule for Full-Time Students

- Monday through Friday, 9:00 am to 3:00 pm
- Daily instructional time: 5 hrs
- Weekly instructional load: 25 hrs
- Class duration: 1h15min
- Periods a day: 4

	Period 1:	9:00 am - 10:15 am
	Period 2:	10:20 am - 11:35 am
	Lunch Break:	11:40 am - 12:15 pm
	Period 3:	12:20 pm - 1:35 pm
	Period 4:	1:40 pm - 2:55 pm
	Clubs (optional):	3:00 pm – 4:00 pm

After-School Credit Courses¹

After-school credit courses are for students who need extra credits. Students who attend other schools, will get their credits transferred to their home schools upon completion of the course:

- 110 hours
- Flexible schedule

Summer School²

- One-month intensive summer program
- July 2-31, 2024 and Aug.1-28, 2024
- 110 hours, Monday through Friday, 9:00am to 3:00 pm

¹On demand, minimum three students are required to open a class

²On demand, minimum three students are required to open a class

On-line School

- Online learning allows more flexibility for students and provides them with the opportunity to get credits while building independent learning skills.
- All e-Learning courses meet the same curriculum requirements as regular courses, set out by the Ontario Ministry of Education.
- Online school offers Synchronous full-time semestered courses (Fall, Spring, and Summer) and Asynchronous Courses.

ON-LINE SCHOOL

Minimum System Requirements:

- High speed internet
- Windows 10 or higher
- Webcam or headset and microphone
- Microsoft Office 365 A1 (Word, Excel, PowerPoint)
- Google account
- Moodle account

Class Delivery

- **Synchronous** (blended: online and regular classes are taught simultaneously).
Online students attend regular classes synchronously using Microsoft Teams.
- **Asynchronous.** Students who cannot attend online classes synchronously due to a conflict in the schedule or the country time difference can be exempt from Synchronous Learning.

Schedule for Synchronous Online Study (Day and Evening Classes)

- Courses are delivered during the day and in the evenings.
- Monday through Friday, 9:00 am to 9:35 pm
- Class duration: 1h15min
- Timetable:

Period 1:	9:00 am - 10:15 am
Period 2:	10:20 am - 11:35 am
Lunch Break:	11:40 am - 12:15 pm
Period 3:	12:20 pm - 1:35 pm
Period 4:	1:40 pm - 2:55 pm
Period 5:	7:00pm - 8:15pm
Period 6:	8:20 pm - 9:35 pm

Registration Requirements

- No more than five credit courses (including regular school courses) can be taken within one semester
- Regular students need approval of the principal before registering for an on-line course.

Criteria for approval

- high level independent learning skills
- likelihood of success in an independent, online environment
- the course is not available through other means
- not enough credits for graduation
- immediate needs for post-secondary plans
- schedule conflict
- inability to come to Canada due to travel restrictions
- inability to attend classes due to special circumstances

Class Structure

Synchronous/Blended Delivery: In-class and on-line

Online Activities (within LMS)	Offline Activities
<ul style="list-style-type: none"> • Attending real-time online classes via Microsoft Teams • Reviewing and downloading materials posted by the teacher • Participation in group discussions • Answering discussion questions/exit cards • Posting assignments • Reviewing comments • Writing quizzes, tests and a final exam 	<ul style="list-style-type: none"> • Reading assigned texts • Preparing projects and assignments • Doing research • Doing homework • Recording and producing presentations • Note taking • Journaling • Learning Logs

Asynchronous Delivery

Online Activities (within LMS)	Offline Activities
<ul style="list-style-type: none"> • Watching video lectures • Watching additional resource videos • Contributing to forums • Completing interactive activities • Communicating with teachers • Participating in virtual conferences • Completing online quizzes • Reviewing peer submissions 	<ul style="list-style-type: none"> • Reading materials for the course • Completing assignments • Preparing presentations • Reviewing for exams • Researching topics on the internet • Recording and producing presentations • Note taking & Journaling • Learning logs • Writing tests and a final exam (with the proctor)

Access to Online Materials

Access to Synchronous Classes and Online Materials

- All students (online and in-class) will be able to access class materials, submit assignments and get a feedback through Microsoft Teams, using school emails.
- Students will be assigned @queenscollegiate.com email in Outlook and a password to access classes.
- Students will have to submit their assignments in MS Office format and will get the teacher's feedback in the same way.
- Math, science, and arts students may be required to send images of their hand-written works.

Access to Asynchronous Classes and Online Materials

- Students registered for Asynchronous classes can access their classes in Moodle LMS by entering their ID and password.
- All materials will be posted before the students start a course.

Video Conferencing

- Microsoft Teams will be used for video conferencing and teacher-student collaboration.
- Students will be registered by Queen's Collegiate for educational Office 365 A3 licences and will have online access to web-based Microsoft Office 365 (Outlook, Word, Excel, Powerpoint, etc).
- Usernames, passwords, and instructions how to install Office 365A3 are included in the Welcome Letter sent to students.
- Teachers will send students the invitation to join meetings.

Online Attendance

Synchronous Online Attendance Requirements

- The Ministry of Education requires that each student attends 110 hours of classes to get a credit, no exceptions, through regular or online study.
- Synchronous attendance is mandatory for online classes. Students currently staying in other countries will have to join classes synchronously, if a country time difference permits.
- If synchronous attendance is not possible due to schedule conflicts and time difference, students may study asynchronously.
- Students who are absent must provide an explanation, parents' or doctor's note explaining the reason of absence.
- Lateness to class will affect the number of instructional hours (3 lateness = 1 absence)
- It is the responsibility of the students to find out what was missed to catch up. All materials will be posted in the online platform.
- Parents of minor students will be notified when a student does not show up for synchronous classes in Teams by email or text message on the same day. Parents need to provide a valid reason of their child's absence to be excused.
- Adult students will be contacted directly and will need to provide a valid reason of absence to be excused from classes.
- All absences are tracked, recorded, and reported daily by the teachers to the Principal in the Attendance Sheet.
- Students who will miss more than 12 hours of the course instruction or will not produce the work which takes more than 12 hrs to complete will not receive a credit.

Asynchronous Online Attendance Requirements

- Asynchronous online study is a flexible way of taking a course according to your pace and schedule. Students have six months to complete the course; however, regular attendance of online classes is critical for student learning and course completion. Students are required to attend a minimum of 110 hours to get a credit for the course. Students are expected to log in at least five times a week for a minimum of one hour to finish the course on time. Students' attendance will be tracked by different methods: Moodle logins, completion of allocated time for each unit, estimated time required to complete certain activities, and students' learning logs.

Moodle Logins

- Moodle is equipped with the number of tracking tools, such as activity tracking, login activities, activity completion, etc. which will be used by the school admin to track each student login activity and identify red flags for reporting.

Allocated Time for Course Content

- There are 4 or 5 Units in each course and a culminating task (final exam, or project, or both) which requires a minimum of 110 hours to complete. Each Unit is planned with the certain number of hours to review the unit content and to do tasks. Also, each activity requires a certain amount of time to do. If you have completed all activities in the unit, it means that you were present in the class for the time allocated for that unit.

Student Learning Logs

- Students should track everything they are doing for the course (online or offline, in LMS, or other websites) in Student Learning Logs and submit this form after completion of each Unit. Student Learning Logs should include the date and time spent on certain activities, a description of what has been learnt, and the feedback about your learning, including problems you may have encountered.

Monitoring and Reporting Student Attendance

- It is recommended that students log in to their course every weekday for at least 1 hour so that they can complete the course within 6 months. Student learning and achievement are impacted by sporadic and inconsistent work. Assigned teachers and admins will monitor logins, activities, and submissions weekly and will remind the student who has been inactive for the whole week to log in and do the work. Parents will be notified in case the student has no activity in Moodle for three weeks. If the student does not show signs of participating in the course for four weeks, the Principal will request the meeting with parents/students to discuss the consequences of the absences and steps to improve attendance.

Time Estimate for Certain Activities

- Throughout the course, students will be engaged in an extensive load of work (approximately 10 hours a week for one course), the evidence of which will prove meeting the minimum attendance requirements of 110 hours, plus 20 hours of off-line (off-LMS) work.
- To estimate the approximate time that students will be involved in learning the course, we created a list of activities that will serve you as a reference in calculating the total attendance hours. The time may vary from course to course:
 - Reading through lesson's materials/e-textbook and taking notes (25 hrs)
 - Viewing recorded lectures and Youtube videos and taking notes (5 hrs)
 - Responding to exit cards (2 hrs)
 - Writing assignments / projects (20 hrs)
 - Preparing and recording presentations/doing labs and preparing reports (15 hrs)
 - Researching the information, preparing annotated bibliography (15 hrs)
 - Writing research reports (10 hrs)
 - Writing quizzes (3 hrs)
 - Preparing slides for PPTs (10hrs)
 - Preparing and participating in Teacher-Student Conferences (3 hrs)
 - Participating in discussions forums (3 hrs)
 - Writing unit tests (10 hrs)
 - Completing Unit learning logs (4 hrs)
 - Preparing and publishing/presenting a cumulative project (6 hrs)
 - Course review and preparation for the final exam (3 hrs)
 - Writing a final exam (3 hrs).

Assessment and Evaluation for Online Students

The same assessment and evaluation policies apply to both Regular and Online Students. Please refer to **Section IV: Assessment and Evaluation**.

Online Tests and Exams

- Tests may be open-book or proctored.
- Final exams must be proctored in real time by the teacher, learning coach, or professional invigilator using a lock-down browser, according to a schedule.
- Cameras and microphones must be turned on
- No other people must be present in the room. Before starting the test/exam, the student will need to show the room with 360-degree camera view.
- Test/exam papers must be submitted right after the test or exam.

Acceptable Computer/Internet Use Policy

The Internet is a global network that allows individuals to share information, send electronic letters, voice and video messages, pictures, and view videos. Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. However, not all materials may be considered of educational value.

Examples of Acceptable Use

- Using Web browsers to obtain educational information
- Accessing databases for information
- Using e-mail for contacts
- Using the school's network to research and complete assignments
- Using the network and Internet in a manner which respects the copyright law
- Keeping all accounts and passwords confidential and inaccessible to others
- Showing responsibility by making backup copies of material critical to you
- Showing responsibility by taking precautions to prevent viruses

Examples of Unacceptable Use

- Use of the Internet for purposes that are illegal, unethical, harmful, or counter-productive
- Broadcasting e-mails and forwarding chain e-mails
- Conducting a personal business using school resources
- Viewing, transmitting or displaying any content that is offensive, harassing, or fraudulent
- Using inappropriate language
- Using programs that can damage the school computer, software or network
- Doing harm to other people or their work
- Interfering with the operation of the network by installing illegal software, shareware, or freeware
- Plagiarizing and violating copyright laws
- Sharing your passwords with another person
- Wasting limited resources, such as disk space or printing capacity
- Downloading material from the school Internet without specific authorization from the IT manager
- Accessing sites that contain pornography, hatred, discrimination, or other illegal activity

Online Community Involvement Requirements

Online students need to follow the same community involvement requirements specified in SECTION III "Graduation Requirements" of this document.

Online students may consider:

- Virtual volunteering (connecting with seniors, organizing virtual fundraising events, facilitating discussions with newcomer youth).
- Outdoor volunteer opportunities (picking up litter, grass mowing, leaf raking, snow shovelling, etc.)
- Connecting young people to be technology mentors to seniors ([Spark Ontario](#)).

If the students are not in Canada, they may bring the proof of volunteering in their country of residence:

- The volunteering should be done in the non-for-profit community setting, not business
- The Completion of Community Involvement form should be signed and stamped
- The Form should be accompanied with the photos and videos of the volunteering activity.

Full-time Online Students Literacy Requirements

Literacy requirements for online students are the same as for regular students (See Section III Graduation Requirements: Literacy Test and Literacy Course), except that online students who are currently out of the country cannot take an in-person Literacy Test. Instead, they must be enrolled in the Ontario Secondary School Literacy Course provided online.

SECTION III: GRADUATION REQUIREMENTS

There are three ways to graduate from the secondary school in Ontario:

- The Ontario Secondary School Diploma (OSSD)
- The Ontario Secondary School Certificate (OSSC)
- The Ontario Certificate of Accomplishment (OCA)

The Ontario Secondary School Diploma (OSSD)

OSSD is granted to students who:

- earn a minimum of 30 credits(18 compulsory and 12 optional credits)
- pass the Ontario Secondary School Literacy Test
- complete 40 hours of volunteer community service

Compulsory 18 Credits

- 4 credits in English (1 credit per grade)³
- 1 credit in French as a second language⁴
- 3 credits in mathematics (at least one in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credit in civics
- 0.5 credit in career studies
- 3 additional credits, consisting of 1 credit from each of the following groups:
- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education
- Note: The following conditions apply to selections from the above three groups:
- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.
- 3.3 additional credits, consisting of 1 credit from

Optional 12 Credits

Optional credits may be earned by successfully completing any courses selected from the school calendar.

Substitution for Compulsory Courses

- To meet individual needs, the principal may replace up to **three** compulsory credits with courses from the remainder of those that meet the compulsory credit requirements. For instance, a student who enters grade 9 without any French may have a substitution for another course such as Physical Education.
- Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

³The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement

⁴Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language

- Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution);
- One full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).
- The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution.
- The following are limitations on substitutions for compulsory credits:
- ESL and English literacy development courses may not be used to substitute for a compulsory credit.
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- Each substitution will be noted on the student's Ontario Student Transcript.

The Grade 10 Ontario Secondary School Literacy Test

- Students must successfully complete the Ontario Secondary School Literacy Test in order to earn an OSSD. The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation.
- Students will normally take the test in Grade 10.
- The test is conducted once a year.
- The test is based on the Ontario curriculum expectations for language and communication (reading & writings) up to and including Grade 9.
- Students are required to write the OSSLT at least once.
- Students have two opportunities to take the OSSLT.
- Students who are English language learners may be entitled to special accommodation.
- A student will only be exempted from the test if he/she is not working towards an OSSD.
- If the test is not successfully completed, the student may opt to write the test again or enrol in the Ontario Secondary School Literacy Course (OSSLC).
- Successful completion of the grade 12 literacy course (OSSLC) will count in lieu of the literacy test.

The Ontario Secondary School Literacy Course (OSSLC)

Students who have failed the literacy test at least once are eligible to enrol in the OSSLC. However, mature students may enrol directly in the OSSLC.

- Students who pass the course are considered to have met the literacy graduation requirement.
- The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or 12 compulsory credit requirement in English or additional credit in Group 1.
- A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition Policy.

The 40-Hour Community Involvement Requirement

Students must complete a minimum of 40 hours of community involvement activities at any time during their years in the secondary school program as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

- Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.
- Students are responsible for finding their volunteer work.
- The school will not be directly involved in monitoring students during their work.
- Community involvement activities may take place in a variety of settings: businesses, non-profit organizations, public sector institutions and informal settings.
- This requirement may not be fulfilled through activities that are counted towards a credit (i.e. Cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee.

- The requirement is to be completed outside students' normal instructional hours. Activities may take place during designated lunch hours, after school, on weekends, or during school holidays.
- Students will maintain and provide a record of their community involvement activities.
- Completion of the required 40 hours must be confirmed by the organizations or the persons supervising the activities.
- A "Completion of Community Involvement Activities" form must be signed by the student, the students' parent (for students under 18 years of age) and the community sponsor.
- Students are responsible for submitting their completed form to the principal as early as possible to ensure their transcript is updated prior to the end of the school year.
- The principal will determine if the student has met the requirements.

Alternative Ways to Earn Credits

Students can earn secondary school credits through alternative means:

- Independent Learning Centre
- E-learning
- Summer school
- Night school

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate is given, on request, to students who are leaving secondary school with a minimum of 14 credits (7 of which are compulsory and 7 that are optional credits)

- 7 compulsory credits:
 - 2 credits in English
 - 1 credit in Canadian Geography or Canadian History
 - 1 credit in Mathematics
 - 1 credit in Science
 - 1 credit in Health and Physical Education
 - 1 credit in The Arts or Technological Education or Computer Studies
- 7 optional credits:
 - 7 credits selected by the student from

The Certificate of Accomplishment (CA)

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

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

Eligible credits

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9 (please refer to Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

In online learning courses delivered by Ontario's publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. School boards may, for example, use the ministry's Virtual Learning Environment (VLE) for this purpose, which is available for publicly funded school boards to use at no cost.

Students from the same online class may follow different timetables and be from different schools or school boards.

Ineligible credits

Credits that shall not count towards the online learning graduation requirement include those earned through:

- in-person learning, in which students are physically present with other students in the same course and their educator in the school environment
- blended learning, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online
- flipped classrooms, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment
- remote learning, characterized by minimum synchronous learning requirements, among other requirements as defined in Policy/Program Memorandum 164

Exception: remote learning credit earned in 2020-21

For students who studied in Grade 9 in 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) one credit may be counted towards the graduation requirement. School will select one of these credits and record it in the system. The course is not flagged as an "online course". It will be counted under the "Diploma Requirements" "Online Learning Graduation Requirement" section of the provincial report card

Course Selection

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation

requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through the school.

Opt-out Process

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an Opt-Out Form to the school. Our school also allows students and parents/guardians to opt back into the online learning graduation requirement should their decision change.

SECTION IV: ASSESSMENT AND EVALUATION

Assessment

- It is the process of gathering evidence of student achievements.
- The primary purpose of assessment is to improve student learning.
- Assessment will be done through observation, conversation, and student products.
- Teachers use three different types of assessment:
- *Assessment for Learning* (diagnostic and formative assessment, done by the teacher)
- *Assessment as Learning* (self/peer assessment, done by the students), and
- *Assessment of Learning* (summative assessment, done by the teacher).

Evaluation

- It is the process of measuring student results against the achievement criteria.
- A numerical value (1- 4) is used to represent the achievement level and percentage grade is used to evaluate student achievements.
- Both mathematical calculations and professional judgement will be used in determination of the final grade.
- 70% of the grade will be based on evaluation conducted throughout the course based on student's most consistent level of achievement, with special consideration given to more recent evidence.
- 30% of the grade will be based on a final evaluation administered towards the end of the course.

Assessment and Evaluation

The same assessment and evaluation policies apply to both Regular and Online Students.

Assessment as Learning:

Done by the students through:

- Learning logs
- Self-assessment checklists
- Peer-review assessment

Assessment for Learning:

Done by the teacher to determine further teaching/learning strategies through:

- Diagnostic test
- Exit cards
- Quizzes
- Worksheets

Assessment of Learning

Done by the teacher to determine student level of achievement through:

- Unit tests
- Essays
- Projects
- Lab reports
- Audio/Video presentations
- Teacher-student interviews
- Observation
- Final exam

Triangulated Evidence

- The teachers will gather evidence of student learning from different sources: **observation, conversation and student products** and will use a teacher's judgement to assign the marks.

Evaluation Breakdown

- 70% of student learning will be based on evaluations conducted throughout the course reflecting the most consistent level of achievements
- 30% of student learning will be based on a final evaluation in the form of an examination administered at the end of the course.

Achievement Chart

Level 0 Below 50%	Level 1 50-59%	Level 2 60-69%	Level 3⁵ 70-79%	Level 4 80-100%
Insufficient achievement of the curriculum expectations. The students will not receive a credit for the course.	A passable level of achievement. Achievement is below the provincial standard.	A moderate level of achievement. Achievement is below, but approaching the provincial standard.	A high level of achievement. Achievement is at the provincial standard.	A very high, outstanding level of achievement. Achievement is above the provincial standard.

Learning Skills and Work Habits

Learning skills and work habits are evaluated in a non-numeric scale (E= Excellent, G=Good, S=Satisfactory, N=Needs Improvement) and are based on 6 categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

In-Person Examinations

- Students must write the exam for each course they are enrolled in.
- The duration of the exam is 2.5-3 hours.
- Students are expected to be in their designated exam rooms 15 minutes before exams start.
- Students who arrive late for an exam must report to the office.
- Students who are late for an exam will NOT receive extra time to write it.
- In special circumstances, the Principal may authorize alternative exam times upon prior request.
- The exam can be rescheduled in case of unavoidable circumstances (e.g. severe weather conditions, emergency or black out) leading to school closure.
- Silence should be kept in the examination room at all times.
- Students should sit at the desks assigned by the teacher.
- Students should remain in the room for a required minimum time.
- Students are not permitted to:
 - share any items with other students during the exam
 - talk to other students once the exam has begun
 - do any activity which may be construed as dishonest
- bring food, snacks, or beverages, with the exception of a bottle of waterbring electronic devices (cell phones, i-pods, etc.)wear heavy caps or hooded jackets/sweaters to conceal their faces or heads are allowed during the exam.

⁵Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for the next grade or next course.

SECTION V: PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning.

- Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.
- The PLAR process involves two components: "challenge" and "equivalency".

Challenge Process

The **challenge** process is the process whereby students' prior learning is assessed for the purpose of granting a credit for a course developed from a provincial curriculum policy document.

- The Form "PLAR Challenge for Credit: Cumulative Tracking Record" will be maintained and included in the student's OSR. This form is intended to track the number of credits earned in the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.
- The Form "PLAR Challenge for Credit: Interim Tracking Record" will be maintained for credits earned through the challenge process in a school outside the student's regular school.
- Students who want to challenge a credit should submit the Application to Challenge for Credit

Regular Day School Students

- The challenge process may NOT be used to improve the mark in a course for which a credit has already been earned or failed.
- Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents.
- Students may earn no more than 4 credits through the challenge process, including a maximum of 2 credits in any one discipline.
- Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum.
- A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.
- Credit will be granted only for a successful challenge.
- A second time challenge is permitted after a reasonable interval, if the student can provide reasonable evidence that he or she is likely to be successful after having benefited from additional study and experience during the interval.
- Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents based on all the strands in a course and on all categories of knowledge and skills.
- A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.
- Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark).
- The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work.
- The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Mature Students

- 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 must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school.
- Mature students must bring their total number of credits up to 30 before they will be eligible to receive the OSSD.
- Mature students working towards the OSSD 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.

Equivalency Process

The equivalency process involves the assessment of credentials from other jurisdictions.

- Students are responsible for initiating the equivalency process for the purpose of obtaining credits.
- It is the policy of Queen's Collegiate to award equivalency credits for courses in which an average of at least 60% is obtained.
- The Principal will match equivalent courses as closely as possible with OSSD requirements in order to place the student at the most appropriate level.
- The Principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.
- Equivalent credits are recorded on the "Cumulative Tracking Record" form.

SECTION VI: CURRICULUM

Definition of a Credit

A credit is defined as 110 hours of instruction in the course of study. A credit is granted and recorded for every course in which the student's final percentage mark is 50% or higher.

Types of Courses

Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

- **Academic courses (D)** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses (P)** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open courses (O)**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.
- **De-streamed courses (W)**: started in 2021 and will gradually replace academic and applied courses to ensure that students have as many opportunities as possible to make good choices about their future.

Grade 11 and 12 Courses

The following **five** types of courses are offered in Grades 11 and 12:

- **College preparation courses (C)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **University preparation courses (U)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses (M)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation courses (E)** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open courses (O)**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Course Coding System

Each course has an individual code comprised of 5 characters. The first 3 characters are letters indicating the subject and the course. The fourth character, a number, corresponds to the grade level (1 = grade 9, 2 = grade 10, 3 = grade 11, and 4 = grade 12). The fifth character, a letter, indicates the type of course (D = Academic, P = Applied, U= University Preparation, C= College, M= University/College, O= Open, E=Workplace).

Example: ENG 4U – this code indicates that it is an English course for Grade 12, University Preparation.

Changing Course Types

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. However, students enrolled in one type of course may enroll in a different type of course in a subsequent year under the following conditions:

Grade 9 to 10

- In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation.
- Successful completion of the transfer course is recognized by granting of ½ credits. Contact Student Services for additional information.

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.
- Any student changing course type needs to have a discussion with their Student Counsellor.
- If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Procedures for Waiving Prerequisites

- A prerequisite course provides base knowledge required for a subsequent course. The policy currently in place at Queen's College is that students must comply with compulsory pre-requisites.
- However, the school may consider special circumstances. If you do not have the exact prerequisite, but have completed a similar course in another province or country, you may be eligible for a prerequisite waiver. You may also be eligible if you have earned your high school diploma, are a mature student, or have academic experience that is related to your course. If this applies to you, you can submit the completed **Prerequisite Waiver Application** to your Student Counsellor for review and approval.

Course Outlines

- Course outlines contain a brief description of the content of the course, overall expectations, teacher/student strategies, assessment and evaluation procedure, and resources. The principal will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines are available at the school for parents and students to examine upon request.

Withdrawal from a Course

- Withdrawals from Grade 9 or 10 courses at any time are not recorded on the Ontario Student Transcript (OST).
- Withdrawals from a Grade 11 or 12 occurring within 5 days of the issuing of the first report card will result in the mark **not** being recorded on the OST.
- Withdrawals from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

Available Credit Courses

Queen's Collegiate offers the following courses:

Grade 9-10:

- Visual Arts, Grade 9, Open (AVI1O)
- Introduction to Business, Grade 9, Open (BBI1O) or Grade 10, Open (BBI2O)
- Issues in Canadian Geography, Grade 9, Academic (CGC1D)
- English, Grade 9, De-streamed (ENLW1)
- Core French, Grade 9, Academic (FSF1D)
- Mathematics, Grade 9, De-streamed (MTH1W)
- Healthy Active Living Education, Grade 9, Open (PPL1O)
- Science, Grade 9, De-streamed (SNC1W)
- Civics and Citizenship, Grade 10, Open (CHV2O)
- Canadian History since World War I, Grade 10, Academic (CHC2D)
- English, Grade 10, Academic (ENG2D)
- Career Studies, Grade 10, Open (GLC2O)
- Exploring Family Studies, Grade 9 or 10, Open (HIF1O/2O)
- Food and Nutrition, Grade 10, Open (HFN2O)
- Principles of Mathematics, Grade 10, Academic (MPM2D)
- Science, Grade 10, Academic (SNC2D)
- Drama, Grade 10, Open (ADA2D)

Grade 11-12

- The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)
- Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)
- English, Grade 11, University Preparation (ENG3U)
- Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)
- Functions, Grade 11, University Preparation (MCR3U)
- Chemistry, Grade 11, University Preparation (SCH3U)
- Biology, Grade 11, University Preparation (SBI3U)
- Physics, Grade 11, University Preparation (SPH3U)
- Food and Culture, Grade 11, University/College Preparation (HFC3M)
- Introduction to Computer Science, Grade 11, University Preparation (ICS3U)
- Drama, Grade 11, University/College Preparation (ADA3M)
- Canadian Literature, Grade 11, University/College (ETC3M)
- World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11 University/College Preparation (HRT3M)
- Canadian and International Law, Grade 12, University Preparation (CLN4U)
- English, Grade 12, University Preparation (ENG4U)
- Nutrition and Health, Grade 12, University Preparation (HFA4U)
- Families in Canada, Grade 12, University Preparation (HHS4U)
- Challenge and Change in Society, Grade 12, University Preparation (HSB4U)
- Advanced Functions, Grade 12, University Preparation (MHF4U)
- Calculus and Vectors, Grade 12, University Preparation (MCV4U)
- Biology, Grade 12, University Preparation (SBI4U)
- Chemistry, Grade 12, University Preparation (SCH4U)
- Physics, Grade 12, University Preparation (SPH4U)
- International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)
- Business Leadership: Management Fundamentals, Grade 12, University/ College Preparation (BOH4M)
- Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)
- The Writer's Craft, Grade 12, University Preparation (EWC4U)
- Studies in Literature, Grade 12, University Preparation (ETS4)
- Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)

- English as a Second Language, ESL Level 1, Open (ESLAO)
- English as a Second Language, ESL Level 2, Open (ESLBO)
- English as a Second Language, ESL Level 3, Open (ESLCO)
- English as a Second Language, ESL Level 4, Open (ESLDO)
- English as a Second Language, ESL Level 5, Open (ESLEO)

Course Description

Grade 9:

Visual Arts, Grade 9, Open (AVI10)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

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

Prerequisite: None

English, Grade 9, De-streamed (ENL1W)

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

Prerequisite: None

Core French, Grade 9, Academic (FSF1D)

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

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Mathematics, Grade 9, De-streamed (MTH1W)

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

Prerequisite: None

Science, Grade 9, De-streamed (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment.

Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Grade 10

Civics and Citizenship, Grade 10 Open (CHV2O)

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

Disciplines: Politics (Civics)

Prerequisite: None

Canadian History since World War I, Grade 10, Academic (CHC2D)

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

Prerequisite: None

English Grade 10, Academic (ENG2D)

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

Prerequisite: Grade 9 English, Academic or Applied

Career Studies, Grade 10, Open (GLC2O)

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.

Prerequisite: None

Exploring Family Studies, Grade 9 or 10, Open (HIF1O/2O)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal,

decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. **Prerequisite:** None

Food and Nutrition, Grade 10, Open (HFN2O)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL2O)

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.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

Prerequisite: Grade 9 Mathematics, Academic

Science, Grade 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and 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-based reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Drama, Grade 10, Open (ADA2O)

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

Prerequisite: None

Grade 11

The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)

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

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

Food and Culture, Grade 11, University/College Preparation (HFC3M)

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

English, Grade 11, University Preparation (ENG3U)

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

Prerequisite: English, Grade 10, Academic

Canadian Literature, Grade 11, University/College (ETC3M)

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Prerequisite: Grade 10 English, Academic or Applied

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

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

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

Functions, Grade 11, University Preparation (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Biology, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on

the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 11, University Preparation (SCH3U)

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

Prerequisite: Science, Grade 10, Academic

Physics, Grade 11, University Preparation (SPH3U)

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

Prerequisite: Science, Grade 10, Academic

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

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

Prerequisite: None

Drama, Grade 11, University/College Preparation (ADA3M)

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

Prerequisite: Drama, Grade 9 or 10, Open

World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11 University/College Preparation (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None

Grade 12

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and 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.

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

English, Grade 12, University Preparation (ENG4U)

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 purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11, English, University Preparation

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

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

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

Families in Canada, Grade 12 University Preparation (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

Advanced Functions, Grade 12, University Preparation (MHF4U)

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

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the 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.

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

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry,

metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and the refinement of skills needed for further study in the various branches of life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: Chemistry, Grade 11 University Preparation

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: Physics, Grade 11 University Preparation.

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

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. **Prerequisite:** None

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

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.

Prerequisite: None

Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

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

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

Prerequisite: English, Grade 11, University Preparation

Ontario Secondary School Literacy Course, Grade 12 (OLC40)

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.

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.)

Studies in Literature, Grade 12, University Preparation (ETS4U)

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

English as a Second Language Curriculum

ESL Level	Course Name	Course Type	Course Code	Credit Value	Prerequisites
1	Beginning Communication in English	Open	ESLAO	1	None
2	English in Daily Life	Open	ESLBO	1	ESL 1 or equivalent ⁶
3	English for School and Work Open	Open	ESLCO	1	ESL 2 or equivalent
4	Study Skills in English	Open	ESLDO	1	ESL 3 or equivalent
5	Bridge to English	Open	ESLEO	1	ESL 4 or equivalent

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

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 structure 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 their new lives in Canada.

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

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.

⁶Equivalent" may be a course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

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

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

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

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

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

This course prepares 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.

SECTION VII: RECORDING AND REPORTING

Provincial Report Cards

First Report/ Final Report Cards for semester courses will be issued at the mid-point and at the end of each semester.

A completed Provincial Report Card, Grades 9–12 (all three pages), or an exact copy of it will be:

- filed in the OSR folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period
- forwarded to the parent(s) of a student who is not an adult or to the student if he or she is an adult.

Ontario Student Transcript (OST)

The OST is an official component of the OSR and stored in the student's Ontario Student Record folder. This document provides a comprehensive record of a student's overall achievement in high school, which includes:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses
- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained.
- Note: Only one credit will be granted for a course that a student has successfully completed twice.
- If a student withdraws from a course within **five** instructional days following the issue of the first provincial report card in a semester school or five instructional days following the issue of the second provincial report card in a non-semester school, the withdrawal is not recorded on the OST.
- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- Confirmation that a student in a Specialist High Skills Major has completed all the requirements.
- The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.
- OSTs are issued to students who have been enrolled in an Ontario secondary school course and who earned a credit for the course. When a student transfers to another school, an official OST containing a summary of course work and diploma requirements completed will be issued and placed in the OSR.
- An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript, regardless of his or her last date of attendance at school. Sections A and C of Form 1 of the OSR folder may still be used as the official record of student achievement in secondary school courses for all students who have withdrawn, transferred, or graduated from an Ontario secondary school before September 1, 1984. However, if such students request a record of their secondary school academic achievement, they will be issued an official OST on which all the course titles recorded in the student's OSR are converted to common course titles (or their abbreviations) and on which the common course codes for those courses are listed.

Ontario Student Record (OSR)

Establishment of the OSR

This is an official, ongoing, confidential record of a student's academic progress through school in Ontario. A student's OSR is filed in the office of the student's home school.

An OSR is established for each student who enrolls in a school operated by a school board or the Ministry of Education. Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment.

Components of the OSR

An OSR will consist of the following components:

- an OSR folder
- report cards
- an Ontario Student Transcript
- a documentation file
- an office index card
- additional information necessary for the improvement of the instruction

The OSR Folder

The folder will contain the following information and documents:

- Biographical data: Part A
- Student's full name, date of birth and verification ID
- Ministry Identification Number (MIN) or Ontario Education Number (OEN)
- Schools attended: Part B
- Retirement from an Ontario school: Part C
- Names of parent(s): Part D
- Special health information: Part E
- Photographs and information on school activities: Parts F and G
- Additional information: Part H

The Documentation File

Documents other than report cards and student transcript are kept in the Documentation File Folder of the OSR folder

The Office Index Card

The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school. The Office Index card is kept in a separate file away from the OSR folders.

Maintenance

The OSRs are kept in a secure room which is locked at all times. Principal, Vice-Principal and School Administrator have the direct access to the storage room for the purpose of updating the records.

Transfer

If a student transfers to another school in Ontario for full-time studies, his or her OSR and all its contents are transferred to the new school. The office index card will be stored at our school.

Access

Students and parents or guardians of students under 18 years of age have the right to examine the Ontario Student Record. An appointment should be set up with the Guidance Office of the school if access to the OSR is required.

Retention

- Any personal information placed in an OSR should be retained by the school for at least **one** year after use.
- The following components of the OSR will be retained for **five** years after a student retires from school:
 - report cards
 - OST
 - the documentation file, where applicable
 - additional information appropriate for retention

- The following components of the OSR will be retained for **fifty-five** years after a student retires from school:
- the OSR folder
- the OST
- the office index card

Disposal

The destruction of the OSR will be done under complete and confidential disposal of the record.

Confidentiality of OSR

The OSR will be established, maintained, accessed, and disposed of under the confidentiality provisions of the Ontario *Education Act* and *Freedom of Information and Protection of Privacy Act*.

SECTION VIII: STUDENT SUPPORT

School Services

Library

- Students are given access to a collection of materials for different reading levels and interests.

Computers

- Students have access to computers located in the computer labs to do homework, research and other assignments.

Study Hall

- Students have the opportunity to enhance their knowledge and skills individually or in groups under the supervision of the experienced teachers at the Study Hall time (3:00pm – 4:00pm).

Guidance

- The principal, teachers, and administrative staff will provide guidance and support to students in choosing courses and study strategies, applying to colleges and universities, communicating with home schools, resolving conflicts, dealing with complaints, etc.

Support of English Language Learners

Learning opportunities to enable English language learners to develop proficiency in English are integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include accommodations (specific teaching strategies). If necessary, some students may take English as a second language (ESL) or a Bridge ESL program.

Student Transition Support

Transition to Secondary School

Queen's Collegiate helps domestic students (Grade 9) as well as international students (Grade 9-12) to transition smoothly to secondary school by providing orientation programs and support in:

- selecting secondary school courses
- setting goals for community involvement
- identifying areas of interest for extra-curricular activities.

Transition to Post-Secondary Education

In Grade 11 and 12, the school helps students to understand the structure, requirements, and benefits of post-secondary institutions by:

- holding round table discussions
- arranging field trips to local universities and colleges
- inviting guest speakers from top universities and colleges.

Students will have to:

- review their achievements on a regular basis
- gather information on post-secondary opportunities
- investigate information and strategies to support effective financial planning
- explore employment opportunities
- develop job search skills and employment retention skills
- participate in career exploration.

Creating Pathway to Success

Queen's Collegiate supports students in achieving their goals by:

- identifying student strengths and talents
- providing information about different opportunities
- helping students to set goals and make decisions
- facilitate successful achievement.

The school provides opportunities for students to explore their pathways through:

- curriculum-related classroom instruction
- school-wide activities
- extra-curricular activities
- community involvement

Under school supervision and parents' involvement, students will have to prepare their ***Individual Career Pathways Plan (ICPP)*** where they will:

- report and reflect on what they learned and how they plan to apply their knowledge and skills
- set goals, develop and implement the steps needed to successfully complete secondary school and proceed to their initial postsecondary destination
- identify the resources required to implement their plan
- review and revise the plan at least twice a year
- take responsibility for their learning and planning for the future

SECTION IX: SCHOOL POLICIES

School Code of Conduct

All members of the school **MUST**:

- respect the law
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- keep order and quietness on the school premises

All members of the school community **MUST NOT**:

- engage in bullying behaviours
- swear at others
- commit sexual assault
- bring in weapons or illegal drugs
- commit robbery
- use any object to threaten or intimidate another person
- cause injury to any person
- be in possession, or under the influence of alcohol or illegal drugs
- engage in hate propaganda
- causes damage to school property.

Responsibilities of the Principal, Teachers, and Staff

- Provide a safe, caring environment for teaching & learning
- Help students to achieve their goals
- Be respectful to students, parents and community
- Regularly communicate with parents/guardians
- Ensure a complete confidentiality of personal information and student records

Responsibilities of the Parents/Guardians

- Show an active interest in their child's school work and progress as well as school functions
- Become familiar with the school rules in order to promote these rules to their children
- Ensure safe and timely arrival of the child
- Notify the school when their child will be late or absent
- Attend Parent-Teacher conferences conducted every two months to discuss student performance and achievements

Responsibilities of the Students

- Demonstrate respect for themselves and others through acceptable behaviour
- Come to school prepared, on time, and ready to learn
- Refrain from bringing anything to school that may compromise the safety of others
- Follow the established rules and take responsibility for their own actions
- Attend classes regularly
- Refrain from making excessive noise and mess

Safe School and Progressive Discipline

A positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. To ensure the school has welcoming and respectful environment, any disruptive behaviour will not be tolerated.

Safe Arrival for Students under 16

- Student safe arrival at school is confirmed on a daily basis through our Arrival Program
- Parents/guardians are to notify the school if child is going to be absent.
- Attendance records will be sent to the Main Office at 9:10am.
- The Main Office will contact parents/guardians to confirm the whereabouts of any student who is absent or late.
- If parents/guardians cannot be reached, the Main Office will contact the student's emergency contact

Leaving School Property

- Students are dismissed after 3 pm.
- No student is allowed to leave the school during school hours, unless accompanied by a parent/guardian or teacher.
- When a student needs to leave the school earlier for an appointment, the parent/guardian must sign out at the Main Office.
- Parents/guardians must pick up the students under 16 from school.
- Parents/guardians wishing someone else to pick up their child must provide a consent in writing or call the Main Office.

Detention

- Detention can be given for misbehaviour and lateness.
- Detention can be served during the lunch break or after school

Suspension

The principal will consider immediate **suspension** if students have engaged in any of the activities listed below:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, cannabis or illegal drugs
- Being under the influence of alcohol or cannabis
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property on school premises
- Bullying, including cyber-bullying

Expulsion

Students will be expelled from school after three suspensions or for serious violations:

- Possessing or trafficking in weapons
- Using a weapon to cause or threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activities identified by the school

Attendance for Regular Day-Time Students

Under the *Education Act*, students are required to be at school every day and attend 110 hours of instruction for each course they are enrolled in. Regular and punctual attendance contributes to student success and achievement and it is critical for the student learning.

Dealing with Absences

- Students and their parents are informed about the school's policy on attendance.
- Absences are recorded in the school attendance and class attendance records.
- All absences of students under the age of 18 require authorization by a parent/guardian.
- Students/parents are asked to notify the office of any absence they know of in advance.
- Students are required to bring a doctor's note for illnesses or parents' note for any unavoidable absences longer than 3 days.
- Where a student's frequent absences from school are jeopardizing his or her success, school staff will meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

Consequences of Continuous Absences

- For all absences longer than 2 weeks (12 hours), no credit can be granted without the student taking extra classes for additional charge at the discretion and permission of the Principal.

Dealing with Lateness

- Students who arrive after 9:05 am are considered late and must sign in at the Front Desk.
- Those who arrive 25 minutes late will not be allowed in class without the permission of the Principal.
- Lateness will be recorded by the teachers and will result in make-up assignments
- Three lateness will be considered as one absence.

Missed Notes, Assignments and Tests

- It is the responsibility of the students to find out what was missed to catch up.
- Handouts and other pertinent information can be requested from the teacher or students.
- Doctor's note or alternative evidence is required to reschedule a missed test.
- Students need to stay after school from 3:00 pm – 4:00 pm under the supervision of the school staff to complete missed assignments.

Visitors

All visitors are required to identify themselves upon entering the school. Only those directly involved (i.e. parents, business related) with the school will be allowed to enter the classrooms.

Text Book Policy

- Students are expected to purchase or rent all required textbooks.
- Rental fee is \$400 a year
- At the end of the semester, if a student wants to resell his or her own text book to school, the school will purchase the book at 50% of the cost under the following conditions:
- The textbook must be on the approved list of textbooks for the curriculum for the following semester / year.
- The textbook is in good condition; e.g. without visible notes, pen marks, or rips
- Some used textbooks will be available for sale at the school price for students.

Course Selection and Scheduling

- Course availability will be based on the number of students who request a particular course. Therefore, it is important that students carefully research and consider their choices to make wise selections before the school starts (June – August).
- The school will try to provide students with a timetable that matches the student's original requests. However, it is important that students select an alternative course as the first option may not be available.
- All full-time students are expected to carry a full course load (4 courses per semester).

Academic Dishonesty

- Students are encouraged and expected to work hard to present their own ideas in their essays and projects.
- Academic dishonesty in any form (cheating or plagiarism) is a serious offence.
- Plagiarism is defined as the use of another's work or ideas without clearly acknowledging the source of the information.
- Students are guilty of academic dishonesty if they engage in any of the following activities:
 - copy word for word without proper acknowledgement of the outside source
 - use of an entire paper or its sections and/or paragraphs
 - paraphrasing ideas without documenting a reference
 - submitting a paper written by another student (whole or part)
 - allowing one's essay or assignment to be copied by another student.

Penalty

- Plagiarism is a serious offence for which a mark "0" will be given and students must redo the assignment under the supervision of the school staff.

SECTION X: MINISTRY OF EDUCATION POLICY DOCUMENTS

[Creating Pathways to Success, 2013](#)

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Grades 1 to 12, 2010](#)

[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)

Ontario Secondary School Curriculum

<http://www.edu.gov.on.ca/eng/curriculum/secondary/commontwo.html>

Ontario Student Record (OSR) Guideline, 2000 (Revised 2020)

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

[Ontario Student Transcript \(OST\) Manual \(2013\)](#)

[PPM No. 129, "Prior Learning Assessment and Recognition \(PLAR\): Implementation in Ontario Secondary Schools" \(July 6, 2001\).](#)

[PPM No. 167. "Online Graduation Requirements.](#)

[The Provincial Code of Conduct and School Board Codes of Conduct \(October 4, 2007\).](#)

APPENDIX A: Exemption from Synchronous Online Learning

Having reviewed the minimum requirements for synchronous learning outlined in the Policy/Program Memorandum No. 164 for engaging students during remote learning through scheduled **synchronous** classes:

- The higher of 60 minutes for each 75-minute class period or 225 minutes per full day for a full course schedule in addition to asynchronous learning time.

I request the exemption from synchronous online classes for

- myself (*students 18 years and older*)
- my child (*minor students*)

For the following reasons:

- Conflict with work schedule
- Conflict with other class schedule
- Time difference of _____ hours between _____ and Canada
- Other reason

I understand that *asynchronous* mode of learning will require me /my child to comply with the Ministry of Education's attendance requirements of 110 hours per course, and agree to document class activities and assessments I/my child engage in, in the *Course Tracking Chart* (to be submitted at the end of each unit).

Student:

Date:

Parent/Guardian:

Signature

*Exemption
Granted*

Principal:

Svitlana Maystrenko

Signature

APPENDIX B: Asynchronous Online Learning Logs

The student is required to complete the Learning Logs for every activity or assessment he/she has done and indicate the time spent on the work. Completed Learning Logs for one Unit should be submitted to the teacher at the end of each Unit.

Course Title / Code:	School Year: 2023-2024
Teacher's Name:	Semester: Fall
Student Name:	Unit:

Date	Time spent	Lesson #	Activity Details	What have you learned? Any problems?
Feb. 1, 2024	1 hr	1		

Approximate Time Required to Complete Asynchronous Learning Activities

	Reading through class materials/e-textbook and taking notes	20-40 min
	Viewing recorded lectures and Youtube videos and taking notes	10-20 min
	Responding to discussion questions/exit cards/solving problems	20-40 min
	Preparing a Powerpoint presentation (without voice recording)	120-150min
	Powerpoint presentation (with voice recording)	150-180min
	Video recording and video editing of activity (lab, performance)	30-60min
	Writing a lab report	60-90min
	Writing a quiz	20-40min
	Prepare for the test (test review)	60-90min
	Completing tracking chart/learning logs	5-10min
	Doing research/annotated bibliography and preparing References list	20-40min
	Writing a test	60-90min
	Preparing a cumulative project:	300-600min
	• research	60-90min
	• Illustrations, graphs, pictures, other visual and audio effects	30-60 min
	• Writing points and notes	60-90 min
	• Editing/revising	30-90 min
	Exam review	120-180min
	Writing a final exam	90-120 min

APPENDIX C: COMMUNITY INVOLVEMENT ACTIVITIES

Student: _____
School: QUEEN'S COLLEGIATE

Principal: _____
Tel. & Email: _____

 SVITLANA MAYSTRENKO
 svitlana.maystrenko@queenscollegiate.com

NOTIFICATION OF COMMUNITY INVOLVEMENT ACTIVITIES

Planned Activity	Estimated Start Date	Estimated End Date	Number of Hours	Name of Organization & Address	Phone number	Supervisor's name and signature

COMPLETION OF COMMUNITY INVOLVEMENT ACTIVITIES

Activity	Start Date	End Date	Number of Hours	Name of Organization & Address	Phone number	Supervisor's name and signature
TOTAL HOURS						

Date: _____

Student/Parent Signature: _____

For Office Use Only:
<input type="checkbox"/> Completion has been noted on the Student OST
Signature of the official

APPENDIX D: Ineligible and Eligible Activities

Ineligible Activities

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

Examples of Eligible Activities:

Schools

- organization and leadership of school activities that benefit the community;
- assisting school events, activities for children;

Animal Care

- volunteering in a zoo, animal shelter, or on a farm;

Arts and Culture

- volunteering in galleries, libraries, community productions;

Charitable Organizations

- assisting with special events, programs, clerical tasks;

Child/Youth Programs

- assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

Community Organizations

- assisting with special events, food banks, community support services, shelters, clerical tasks;

Community Service for Individuals

- assisting community members in need;

Environmental Projects

- flower/tree planting, beautification projects, recycling projects, recycling depot;

Health Agencies

- volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

Law Enforcement Agencies

- volunteering for activities sponsored by the police;

Religious Organizations

- assisting with programs, special events;

Senior Homes

- assisting in seniors' residences, providing services for seniors in the community;

Sports and Recreation

- coaching, organizing special events, assisting with projects/events; or

APPENDIX E:
**Prerequisite Waiver
Application**

Date:	
Student Name:	
Ontario Education Number (OEN):	
Course prerequisite to be waived:	
Reason for waiving a prerequisite:	

*I hereby approve of a waiver of the prerequisite _____ to the course
_____ in accordance with the policies of Queen's Collegiate.*

Date:

Signature:

Svitlana Maystrenko,
Principal
Queen's Collegiate

APPENDIX F: PLAR Application to Challenge for Credit

Please complete this application form and submit it to your school principal.

Surname:		Grade:	
Given names:		Name of parent/guardian:	
MIN/OEN:		Date of birth:	____year____month____day
Gender:	___male___female		

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- letter(s) of recommendation from teacher(s) familiar with the course expectations
- letter(s) of recommendation from member(s) of the community
- a portfolio of relevant work
- proof of successful relevant experience in a supervised setting
- proof of independent learning in a relevant area
- a videotape, audiotape, or CD-ROM with samples of relevant work
- proof of relevant prior learning from another educational jurisdiction
- proof of successful completion of courses identified as prerequisites for this course

Student Paragraph

Write a paragraph of 100–200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfil your educational goals
- your special interests and skills related to this course
- your previous studies related to this course

APPENDIX G: PLAR Equivalency Chart

(for International Students)

Student Name: _____

Student No: _____

Previous School: _____

Country: _____

Requirements to qualify for the OSSD, where the student has normally completed:	Grade 9	Grade 10	Grade 11	More than Grade 11	Comments	
Number of years successfully completed in a secondary school program	1	2	3	more than 3		
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4		
Minimum number of compulsory credits still to be earned:	• English	3	2	1	1	
	• Math	2	1	0	0	
	• Science	1	0	0	0	
Literacy graduation requirement	Required	Required	Required	Required		
Community involvement (b)	40 hours	–	–	–		

a. The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.

b. The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

Name of the Official: _____

Title: _____

Signature: _____

Date: _____

APPENDIX H: E-Learning Graduation Requirement Opt-Out Form

About e-Learning Graduation Requirement

Students are required to earn two e-Learning credits to graduate from secondary school, beginning with students who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement.

The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the e-Learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking e-Learning courses will have access to the supports they need through their school including guidance and services for English Language Learners.

Parents/guardians may choose to opt their child out of the mandatory e-Learning courses required for graduation. Students 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control may also opt out of the graduation requirement. Students and parents/guardians may choose to opt back into the e-Learning graduation requirement should their decision change.

If you have decided now to opt your child or yourself (18 years of age or older or student who is 16 or 17 years of age and has withdrawn from parental control), please complete and submit this form at this time.

I understand and agree with the following statements:

- Having reviewed the e-Learning graduation requirement, and the availability of supports for online learning through my child's/my school, I would like to opt my child/myself out of this requirement.
- The benefits of e-Learning have been shared with me by the school,
- Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two e-Learning credits to earn an Ontario Secondary School Diploma.
 - My child/I will face no academic penalties for opting out of this graduation requirement.
 - My child/I will continue to complete all other applicable graduation requirements.
 - My child/I has/have the opportunity to opt back into the e-Learning graduation requirement.
 - This will be recorded on my child's/my transcript as "Online Learning Graduation Requirement - Non-Applicable."

Student's Last Name, First Name

OEN #

Parent/Guardian Last Name, First Name (if applicable)

Date (YYYY/MM/DD)

Signature of Parent/Guardian or Student Age 18 or older, or Student who is 16 or 17 and has withdrawn from parental control.

Please note: Upon receipt, this form will be included in your child's/your Ontario Student Record. You will receive an acknowledgement from the school by email by _____ (date)

If you do not receive an acknowledgement, please contact: Svitlana Maystrenko (416-268-7019)

_____ [contact name here].

Please return this signed form no later than: _____ (date)