

Canadian Scholars Collegiate

Course Calendar – 2024-2025



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Canadian Scholars Collegiate

1. About Canadian Scholars Collegiate

Canadian Scholars Collegiate is a private, site-based and asynchronous online high school which offers students around all over the world an opportunity to earn credits toward their OSSD. A team of highly, qualified Ontario- certified teachers develop and instruct meaningful academic courses not only to allow students to be successful in achieving their OSSD but also to prepare them for post-secondary school. Canadian Scholars Collegiate prioritizes accommodation for all learners to empower them to experience success in the online environment.

1.1. Our Mission

Canadian Scholars Collegiate recognizes the importance and value of every person completing a secondary education. Our commitment as a school is to reach every one of our students to help them achieve success in their Canadian Scholars Collegiate experience. Our mission is to provide a truly inspiring online learning experience for our students.

1.2. Our Values

Canadian Scholars Collegiate is an inclusive learning community focused on intellectual growth, individual development, and provision of an outstanding education for individuals within a diverse student population. Canadian Scholars Collegiate believes that integrity, respect, and responsibility are essential to accomplish its mission and to sustain its vision.

1.3. The Importance of a Secondary Education

The importance of a secondary education can not be over-stated. Through it, students can obtain the knowledge and skills which enables them to be competent adults and positively contributing citizens to a prosperous economy and society. Further because of the nature of our global society, rapidly changing technology, the current pandemic, and the automation of so much of industry, today's students must also be trained in flexibility, adaptability, and continuous learning. As soft skills are becoming increasingly important in the workplace, students require more training in the ability to discuss, negotiate and collaborate. Secondary school provides a safe place for young people to practice, take risks and succeed and perhaps most importantly, learn how to learn.

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

Canadian Scholars Collegiate recognizes and is in complete agreement with the importance of a secondary education, and commits to reach every student to help him or her achieve a successful outcome from the secondary school experience.

2. School Organization

Canadian Scholars Collegiate aims to provide each student with the opportunity to achieve success according to the student's own interests, abilities and goals. By providing a quality online education within the student's greater educational community, Canadian Scholars Collegiate can offer the student more choice. While we may have changed the form of the traditional physical school in which this mission is carried out, we have not changed the provision of providing quality education to the student. Canadian Scholars Collegiate extends into the actual home of the student, where we provide all of the essential components necessary for a quality education.

2.1. Student Timetables, Terms, and Reporting Periods

Due to the continuous entry and exit model of our school, there is no prescribed yearly or semester calendar. Canadian Scholars Collegiate courses are designed to take 110 hours of planned instructional time per credit, and each course is scheduled to take 4 months to complete. Students are able to set their own study schedules in order to best fit personal learning timelines and needs, but are expected to spend a minimum of 7 hours per week logged into their online classes. The Principal will maintain attendance records and monitor student login times to ensure consistent progress and regular class attendance.

Students interested in extending the study period for their course may do so for 1 month only for an additional fee. Further extensions may only be granted due to extenuating circumstances (such as illness) and must be supported by documentation (such as a physician's note) acceptable to Canadian Scholars Collegiate.

For further information, see Section 3.1: Attendance.

2.2. Student - Teacher Interaction

The student can interact in meaningful ways with his or her Canadian Scholars Collegiate teacher from anywhere in the world as long as they have an internet connection. A host of communication tools and procedures are used by our school in order to facilitate this essential communication component of a quality education. These include email, threaded discussions, portfolio, assignment feedback, and testing feedback. A Canadian Scholars Collegiate student has many ways of communicating with the teacher and the teacher has many ways of communicating information and ideas back to the student.

2.3. Student - Student Interaction

A host of communication tools and procedures are used by our school to facilitate the essential component of a quality education, student – student interaction. A student has many ways of communicating with other students in his or her course. These include email, chat, instant messaging, sharing portfolio files and threaded discussions. Students may also conveniently interact with active students back through time.

2.4. Student - Administration Interaction

With multiple tools at their disposal, the Canadian Scholars Collegiate Principal and his administration may intervene early in managing attendance, proper conduct, and other problems within the various courses. The goal is to ensure that the technology does not become a deterrent to effective learning. Prompt and early intervention solves small problems before they become impediments to the learning process. The student has quick and easy access to the Canadian Scholars Collegiate Principal and other staff via email, phone and instant messaging.

2.5. Student - Resources Interaction

The student has access to quality online courses and can easily view resources provided by the teacher to enhance their learning experience. The student will also have access to both career information, which is being built into every course to meet with Ministry expectations of the curriculum, as well as more general career information provided on an 'as-needed' basis.

2.6. Parent - School Interaction

The parents or guardians of students under 18 and the parents of adult students, with their permission, may have access to the student's online course including assessment and evaluation items. If the student does not share the access directly with the parent, the parent can contact the Canadian Scholars Collegiate Principal for information or access. This allows the parents to become

more involved with the education of their son or daughter. An online, transparent electronic grade book, electronic report cards, online conferencing and direct phone contact with the Canadian Scholars Collegiate Principal, also promotes parental involvement.

Periodic news items are posted online at the Canadian Scholars Collegiate website on occasion by the school to an area viewable by parents and the broader community (<http://victoriaschool.ca>). All other public information relevant to the school, such as the student handbook, course registration and login, and contact information may also be found on the Canadian Scholars Collegiate website.

With Canadian Scholars Collegiate, parents have the responsibility and opportunity to work with their son or daughter in the planning of their secondary school education. The final decision of the course selection of students under the age of 18 rests with the parents. All students and their parents should consider seriously the advice and recommendation of the school. The consequences of course selection can be extremely important whether students plan to work, or attend college or university. Detailed courses of study are available at the school website for perusal (<http://victoriaschool.ca>).

2.7. Hardware and Software Requirements

Moodle is an online Integrated Learning Platform and requires an internet connection to be accessed. In order to login and use the service your browser is required to have JavaScript and cookies enabled. We do not suggest that the student use mobile or tablet browsers to access our Integrated Learning Platform – for best results all students should use desktop or laptop computers when accessing Moodle.

Moodle is supported on the following Internet Browsers*:

Desktop Browser Support:

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)**
Internet Explorer	10, 11	9
Firefox	Latest	n/a
Chrome	Latest	n/a
Safari	6.0	5.1

* Please refer to your specific browser system requirements to determine the appropriate hardware and software requirements for the browser.

** Maintenance Browser Versions are currently supported, but will lose support in the near future.

Some courses also require the use of additional software that is provided in the course such as Geometer's Sketchpad, Eclipse, Java SDK, QuickBooks, and more. Courses require additional hardware such as a camera, microphone or speakers for a variety of assignments. Please refer to the specific course outline to determine if any additional software or hardware is required or provided in the course.

3. General Educational Philosophy

3.1. Teachers

The teachers at Canadian Scholars Collegiate will emphasize the importance of students actively inquiring into and making connections between ideas and subject areas. A variety of teaching methods will be used including:

- direct instruction via structured lessons and activities,
- differentiated instruction to meet the diverse learning needs of students,
- scaffolded instruction to promote greater independence in the learning process,
- opportunities to collaboratively construct knowledge through discussions and reflection, and
- personalized and comprehensive assessments-both asynchronous and live

3.2. Course Design

Canadian Scholars Collegiate courses are constructed using a backward design approach with the Ontario Ministry of Education curriculum expectations as the starting point for all instruction and assessment. The curriculum at Canadian Scholars Collegiate will deal with real-life applications of student learning as much as possible. The curriculum expectations are stated as clear objectives that have been broken down into achievable targets and are transparent to students in each lesson and assessment. We focus on educating the whole student and cultivating digital citizens by giving students opportunities to think critically and creatively, solve complex problems, and communicate well.

3.3. Students

Each student at Canadian Scholars Collegiate will be treated as an individual and encouraged to express their own opinions and ideas.

- The teachers at Canadian Scholars Collegiate will be aware of the learning styles of their students as much as possible, in order to use strategies most effectively in the learning process.
- Opportunities will exist for all students to be successful by providing them with the opportunities to seek extra help, to have large complex tasks broken into manageable chunks, to have regular scheduled student conferencing with the course teacher and to have clear standards for evaluations.
- Students must respect the intellectual property rights of others.

3.4. Assessment and Evaluation

A wide variety of assessment and evaluation tools will be used at Canadian Scholars Collegiate including quizzes, tests, projects, essays, journals and final evaluations.

- The primary purpose of assessment and evaluation is to improve student learning.
- In the Introduction Unit of each course, the student will be made aware of the assessment and evaluation process and subsequent criteria.
- Each course will be developed around the principle of assessments for, as, and of learning as set out in Growing Success. Briefly: Assessment For Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there; Assessment As Learning is the explicit fostering of students' capacity over time to be their own best assessors starting with teachers presenting and modelling external, structured opportunities for students to assess themselves; and Assessment Of Learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.
- Regular communication with parents is available upon request and will provide them with pertinent information on student progress for students under 18 and for students over 18 who have given permission to Canadian Scholars Collegiate to discuss their education with their parents.
- Careful tracking of the student's progress with respect to the expectations is the shared responsibility of both the student and the teacher.
- Identified Special Education students must have their learning differentiated according to the students' Individual Education Plan.

- Rubrics and success criteria will be used by teachers regularly and consistently in accordance with the Ministry of Education curriculum and *Growing Success*.

3.5. Exceptional Students

Recognizing the needs of exceptional students and designing an online program to respond effectively to these needs is what we do at Canadian Scholars Collegiate. Documentation outlining a student's specific areas of strength and need, such as an Individual Education Plan (IEP), can be provided to Canadian Scholars Collegiate for a Canadian Scholars Collegiate IEP to be created. A Canadian Scholars Collegiate IEP identifies a student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their online courses. Applying the IEP, Canadian Scholars Collegiate will implement those capabilities of the system which will be particularly appropriate in meeting the student's needs. Assignments and activities within the online courses take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP.

4. Code of Conduct

It is the duty and responsibility of the Principal of Canadian Scholars Collegiate to enforce the consequences when community members do not obey the code of behaviour expected of all participants within our online school community.

4.1. Attendance

All students who are six years old on or before the first day of school are required to attend school until they reach the age of eighteen or graduate unless otherwise excused from attendance at school. Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning experience.

The following processes have been put into place to encourage regular attendance by the student:

- The Principal will maintain attendance records as it is expected that students will spend at least 7 hours per week logged into their courses in order to remain on track to complete each course in the expected 4-month timespan.
- Teachers will contact any student (and their parents, if the student is under 18) in their courses who have a) not logged on for a full week without prior communication and permission, b) logged

on for only 5 hours or less each week for two weeks back to back, or c) otherwise demonstrate cause for concern regarding attendance.

- After two teacher communications due to attendance reasons, further communications will be by the Principal with additional possible consequences as appropriate for the situation.
- Course completion extensions beyond 1 month past the completion date may only be permitted by the Principal for documented extenuating circumstances.
- To encourage attendance, the Principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers.

4.2. Safe School Environment

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Canadian Scholars Collegiate makes considerable effort to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical to a productive, positive, and nurturing learning environment. All members of this community, including students, teachers and administrative staff, are expected to treat one another with respect, courtesy and consideration at all times. Profanity will not be acceptable in any of the communication tools provided within the online courses. Threats, hurtful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the Canadian Scholars Collegiate Principal immediately.

Schools are places that promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be and feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put the safety of others or oneself at risk. (The school adheres to the principles of the provincial code of behavior specified in PPM No. 128.)

When a violation of the above principles is reported, the Principal will investigate and determine the appropriate consequences according to the situation.

4.3. Code of Conduct for Computer Use

The school reserves the right to monitor all material in school-provided user accounts in order to determine the appropriateness of computer use when a challenge has arisen. The following rules and regulations describe the Code of Conduct for Computer Use:

- The Moodle Integrated Learning Platform at the Canadian Scholars Collegiate is intended for educational purposes only. Any use of any LMS tool within course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or otherwise illegal purposes.
- Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.
- If the LMS is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.
- The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:
 - Never reveal your password to your course to any individual except your parent.
 - Always report to your Principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
 - Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

4.4. Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. This is not acceptable at Canadian Scholars Collegiate. The Canadian Scholars Collegiate Plagiarism Policy is designed to teach the student to identify plagiarism, to distinguish between the two types of

plagiarism, to identify strategies to avoid plagiarism, to practice proper paraphrasing and to explain the consequences of plagiarism by the student. Canadian Scholars Collegiate teachers have access to software which detects plagiarism. Commercial search engines are often very good at detecting work copied from material available online. Teachers have experience and can often spot when writing does not come from the student.

Negligent Plagiarism is unknowingly presenting someone else's work as your own. Most cases involve forgetting to cite the ideas or words of others or paraphrasing incorrectly or incompletely.

Dishonest Plagiarism is knowingly or intentionally presenting someone else's work as your own. Examples of dishonest plagiarism are:

- borrowing facts, words, ideas or information that are not common knowledge* and purposefully not citing the source;
- inserting graphics or diagrams without citing the source;
- paying to have another person complete all or even part of an assignment;
- copying another person's work and presenting it as your own;
- cutting and pasting text from websites
- using another person's laboratory activity results as your own without credit;

* Common knowledge includes things that are commonly known, such as "Ottawa is the capital of Canada" or "Isaac Newton developed the theory of gravity". Common knowledge facts do not have to be cited.

This means you must not cheat or try to cheat in any way. It hopefully means that you will come to value your achievement when it is honestly, fairly and respectfully earned through hard work.

4.5. Academic Integrity

Canadian Scholars Collegiate is committed to ensuring the integrity and validity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. Canadian Scholars Collegiate takes preventative measures to reduce the incidence of academic dishonesty among its students. Canadian Scholars Collegiate may review any work or correspondence submitted by a student to determine its authenticity and legitimacy. Academic dishonesty will not be tolerated. Students who violate the academic integrity of Canadian Scholars Collegiate will be subject to discipline in accordance with this policy. Academic dishonesty consists of

any deliberate attempt to falsify, fabricate or otherwise tamper with data information, records, or any other material that is relevant to the student's participation within any course. Academic offenses include, but are not limited to:

- Cheating to shortcut processes to be successful on tests and assignments;
- Sharing the information/questions/answers on tests/exams with other students;
- Communicating with any person other than the course instructor during any assignment, quiz, test or final examination (unless communication is a requirement for that assignment ie forum)
- Impersonating a student to improve the quality of the work;
- Using any device, implement, or other form of study aid during the final examination without permission, or as explicitly stated within a student's Individual Education Plan (IEP);
- Assisting another student in accessing course content, a quiz, unit test or final exam at any time while the student is completing an assessment

5. Diplomas and Certificates

Ontario Secondary School Diploma (OSSD) Requirements

In order to award the Ontario Secondary School Diploma (OSSD), students must earn a total of 30 credits. A credit is defined as a 110-hour course in which the expectations laid down by the Ministry of Education in the Province of Ontario have been successfully completed. Fully 18 of the credits are compulsory, earned in courses from a list of subjects that every student must take. Fully 12 of the credits are optional, earned in courses that the student may select from the full range of courses offered by the school. Students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement.

If students are currently registered in another private school or public school in Ontario and are simply taking a small number of courses from Canadian Scholars Collegiate, then they will in all cases, complete the provincial literacy requirement and Community Involvement Activities at the school in which they are registered. Only students who are the sole responsibility of the Canadian Scholars Collegiate will complete the Community Involvement Activities and the provincial literacy requirement at Canadian Scholars Collegiate.

5.1.1. Graduation Requirements

5.1.1.1. *Compulsory Credits*

- 4 credits in English (1 credit per grade) *

- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts**
- 1 credit in health and physical education
- 1 credit in French as a second language***
- 1/2 credit in civics
- 1/2 credit in career studies

Additionally, students must earn 1 credit from each of the following groups:

- **Group 1:** one additional credit in English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- **Group 2:** one additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** one additional credit in French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

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

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

The Grade 11 Contemporary Aboriginal Voices course may be used to meet the

Grade 11 English compulsory credit requirement. For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

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

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

5.1.1.2. *Optional Credits*

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

- **12 Optional Credits:** The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

5.1.1.3. *Provincial Literacy and Community Service Requirements*

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

- **The provincial literacy requirement:** If you entered Grade 9 in the 1999 - 2000 school year or in subsequent years, the student must successfully complete the Provincial Secondary School Literacy Requirement. This test, administered by EQAO, determines whether the student has acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. Note: See subsection 5.1.4 below for more information.
- **40 hours of community involvement activities:** Students who began secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours community involvement activities as part of the diploma

requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility, the role he or she can play, and the contribution he or she can make in supporting and strengthening communities. The Canadian Scholars Collegiate Principal will determine the number of hours of community service the mature student is required to complete, based on the grade level in which the student enrolls.

Note: See subsection 5.1.5 below for more information.

5.1.2. Substitution Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians, or the Canadian Scholars Collegiate Principal, are best served by such substitution. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

The following are limitations on substitutions for compulsory credits:

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

Each substitution will be noted on the student's Ontario Student Transcript.

5.1.3. Prior Learning Assessment and Recognition (PLAR)

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

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

PLAR for Regular Day School Students:

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

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

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for

activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

PPM No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

PLAR for Mature Students:

A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

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

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- they may present education and/or training credentials for assessment through the equivalency process; or
- they may take the course.

It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS/OSS 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.

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

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column. - *The Ontario Student Transcript (OST): Manual, 2010, p.13-14*

5.1.4. Ontario Secondary School Literacy Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). This requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years and/or enroll in the Ontario Secondary School Literacy Course (OSSLC).

5.1.4.1. Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

Important Notes:

- A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.
- For students with special education needs, accommodations specified in the student's Individual Education Plan (IEP) will be available on the day of the test.
- Students who are English language learners may be entitled to special provisions including deferral of the OSSLT for 1 year.
- Students whose (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT.

5.1.4.2. Ontario Secondary School Literacy Course (OSSLC)

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the

principal determines that it is in the best educational interest of the student. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English.

Important Notes:

- Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course (OSSLC) without first attempting the OSSLT.
- Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/ OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.
- For students with special education needs, accommodations specified in the student’s IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted. Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered.

5.1.5. Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits and literacy requirement needed for a high school diploma. Students who are the sole responsibility of the Canadian Scholars Collegiate will be able to choose their own community involvement activities, within guidelines that will be provided by the Canadian Scholars Collegiate. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking booklet yearly, the data from which is placed on the

OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

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

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sport teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;

- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

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

Roles and Responsibilities of the Stakeholders:

The Principal is required to provide information about the community involvement requirement to parents, students, and community sponsors. The Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

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

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may

be submitted when additional activities are planned that were not included on a previously submitted form.

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

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

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form. Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in the program. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through the Canadian Scholars Collegiate. The community sponsors should ensure that the students are provided with adequate safety instructions, are trained properly for their work and supervised to ensure a safe volunteer experience.

5.2. Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

Compulsory Credits (total of 7)

- 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, computer studies or technological education

Optional Credits (total of 7)

- 7 credits selected by the student from available courses

Note: The Principal, to better serve a student's educational interest, and in consultation with the parent, may replace up to three courses with courses meeting the requirement for compulsory credits. Either the Principal or the parent may initiate the process. The total of compulsory and optional credits will still not be less than 14 for granting an OSSC. The substitution will be noted on the OST.

5.3. Certificate of Accomplishment

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

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The

Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

5.4. Old Diploma Requirements

If you first enrolled in Grade 9 before September 1, 1999, you must fulfill the old diploma requirements outlined in the chart below. You can do so by taking new curriculum courses to complete your diploma, unless you have previously completed a course at the same grade or higher. For example, if you successfully completed the SNC2A science course under the old curriculum, you will not get an additional credit for completing the new Grade SNC1D or SNC2D science courses. If you need assistance determining the courses you need for your diploma, please contact our Principal via the information on our website.

Compulsory Credits for the Old Diploma Requirements:

Subject Area	Number of Compulsory Credits
English/Français (at least 2 Senior Division*)	5
French/Anglais	1
Mathematics	2
Science	2
Canadian History	1
Canadian geography	1
Arts	1
Physical and health education	1
Business / technological studies	1
Additional credit in social science**	1
Total Compulsory Credits	16
Elective Credits	14
Total Credits	30

* Senior Division: Grades 11, 12, and OAC

** Social science: geography, history and contemporary studies, personal life management, family studies, and economics.

6. Course & Curriculum Information

Any interested person in learning more about secondary education at the Canadian Scholars Collegiate will find the relevant policies set out in Ontario Schools: Policy and Program Requirements, 2011 (OS) as set out by the Ministry of Education of Ontario to be particularly informative. Links to all of the appropriate Ontario Curriculum Documents are made available to parents, guardians and students from the Introduction Unit of each course. They are also available to the general public from the Ministry of Education's website. Course Outlines are available on the VOS website.

6.1. Definition of a Credit

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

6.2. Types of Secondary School Courses

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. The following three types of courses are offered in Grades 9 and 10:

- Academic courses 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. The code of an academic course ends with the letter "D", i.e. ENG1D.
- Applied courses 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. The code of an applied course ends with the letter "P", i.e. ENG1P.
- Open courses, 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. The code of an open course ends with the letter "O", i.e. BTT2O.

The common course code of all courses at the Canadian Scholars Collegiate consists both of a five-character code and a course title component, as designated by the Ministry of Education and Training in Ontario: For example: MPM1D a, Principles of Mathematics.

MPM	1	D	a
Course Descriptor	Grade of Course	Course Type	School Code
<u>M</u> ath <u>P</u> inciples <u>M</u> ath	"1" = Grade 9 "2" = Grade 10 "3" = Grade 11 "4" = Grade 12	D - Academic P - Applied O - Open U - University C - College M - College/University	

6.3. Grades 9 and 10 courses

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

Academic courses

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

Applied courses

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

Open courses

Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. Students in Grades 9 and 10, along with their parents or guardians will make the choice between academic, applied or open courses primarily on the basis of their strengths, interests, and needs. The

Canadian Scholars Collegiate Principal, guidance counseling team, and teachers are here to assist the student in making his or her choice of course selection. Students who are successful in any academic or applied course in Grade 9 will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. Grade 10 courses do have prerequisite requirements. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.

6.4. Grades 11 and 12 Courses

The following five types of courses are available in Grades 11 and 12.

College Preparation Courses 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. The code of a college preparation course ends with the letter "C", i.e. MBF3C.

University Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The code of a university preparation course ends with the letter "U", i.e. SCH3U.

University/College Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. The code of a university / college preparation course ends with the letter "M", i.e. MCF3M.

Open Courses, 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. The code of an open course ends with the letter "O", i.e. EMS3O.

*Please note that at the present time VOS is not offering any Grade 11 or 12 courses.

6.5. Prerequisite Courses

A prerequisite course ensures that students have the prior knowledge required to be successful in subsequent studies. Before students enroll in a course, they must meet the prerequisite requirements established by the Ministry of Education.

When students register for Canadian Scholars Collegiate courses, they will be required to submit a copy of an Ontario Student Transcript (OST), final report card, or credit counselling summary to show

that they have completed the prerequisite course, if applicable. Scanned electronic copies of these documents are acceptable; however, screenshots of online portals from other schools, the OUAC/OCAS, Career Cruising, or the like, cannot be accepted as prerequisite evidence.

Note that not all courses require a prerequisite. Prerequisite requirements are identified in the Ministry of Education, Curriculum Documents and are also provided in each Canadian Scholars Collegiate course outline.

Courses in Grades 10, 11, and 12 often require the student to have completed a prerequisite course. All prerequisite courses are identified in curriculum policy documents published by the Ministry of Education, and no course apart from these may be identified as prerequisites. Any school operating in Ontario must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Canadian Scholars Collegiate Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the student, the appropriate faculty, and the parent or guardian.

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

Students wishing to apply to have a prerequisite waived should complete a Prerequisite Waiver Application and return it, along with all supporting documentation, to the principal of Canadian Scholars Collegiate.

The Prerequisite Waiver Application should be completed prior to registering for a course.

6.6. Changing Course Types

A student may change his or her educational goals in secondary school. If the student decides to embark on a new pathway, he or she may find that a prerequisite course that has not been completed, is now required. Canadian Scholars Collegiate makes provisions to allow its students to make such changes of direction and clearly describes these provisions in the Canadian Scholars Collegiate course calendar. In most cases, a student may enroll 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, as recommended by the Canadian Scholars Collegiate Principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the Grade 9 academic mathematics course (MPM1D) or the designated transfer course (MPM1H). In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course.

If the student has not done so, he or she may take one of the specified prerequisite courses through Canadian Scholars Collegiate. If the Canadian Scholars Collegiate Principal or the Principal at the student's bricks-and-mortar school believes that a student can be successful in a particular course without having taken the specified prerequisite course, then either Principal may waive the prerequisite.

6.7. Programs for Exceptional Students

Recognizing the needs of exceptional students and designing courses to meet those needs are important and challenging aspects of program planning, students who have an existing Individual Education Plan will have that IEP honoured at Canadian Scholars Collegiate through the implementation of appropriate accommodations.

6.7.1. Reaching Ahead

Elementary school students may reach ahead and take high school credits. This may occur only after the Principal of the Canadian Scholars Collegiate consults with the student, the parents or guardian, and the Principal of the elementary school of the student. The Canadian Scholars Collegiate Principal must ensure that the learning expectations of the Grade 8 course have been met. The Canadian Scholars Collegiate Principal is also responsible for evaluating the student's achievement of the expectations of the Canadian Scholars Collegiate course.

Canadian Scholars Collegiate will issue the OSSD credit.

6.8. Online Courses Available

Students may register for any course at any time during the calendar year, progress through at their own rate and finish the course at any time within the constraints of other school policy. All course outlines are available on the VOS website. All additional curriculum documents are available on the Ontario Ministry of Education website.

6.8.1. Course List

As of September 2022, here is a list of courses that students may immediately register for:

Arts	Business	English/ESL	Guidance	Social Science	Math	Science
AVI2O	BBI2O	ESLBO	GLE2O	HIF2O	MPM2D	SNC2D
	BDI3C	ESLCO	GWL3O	HSB4U	MCR3U	SPH3U
	BBB4M	ESLDO			MHF4U	SCH3U
	BOH4M	ESLEO			MDM4U	SPH4U
		ENG3U			MCV4U	SCH4U
		ENG4U				
		OLC4O				

6.8.2. Course Descriptions

A description of each course offered by Canadian Scholars Collegiate follows:

6.8.2.1. The Arts

- **Visual Art (AVI2O)**

Grade 10, Open

Prerequisites: None

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

6.8.2.2. Business

- **Introduction to Business (BBI2O)**

Grade 10, Open

Prerequisites: None

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a

foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

- **Entrepreneurship: The Venture (BDI3C)**

Grade 11, College Preparation

Prerequisite: None

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

- **International Business Fundamentals (BBB4M)**

Grade 12, University/College Preparation

Prerequisite: None

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.

- **Business Leadership: Management Fundamentals (BOH4M)**

Grade 12, University/College Preparation

Prerequisite: None

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.

6.8.2.3. *English/ESL*

- **English as a Second Language, Level 2 (ESLBO):**

Grade 9-12, Open

Prerequisites: ESLAO or equivalent

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

- **English as a Second Language, Level 3 (ESLCO)**

Grade 9-12, Open

Prerequisites: ESLBO or equivalent

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, Level 4 (ESLDO)**

Grade 9-12, Open

Prerequisites: ESLCO or equivalent

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, Level 5 (ESLEO)**

Grade 9-12, Open

Prerequisites: ESLDO or equivalent

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

- **English (ENG3U)**

Grade 11, University Preparation

Prerequisite: English, Grade 10, Academic

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

- **English (ENG4U)**

Grade 12, University Preparation

Prerequisite: English, Grade 11, University Preparation

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

- **Ontario Secondary School Literacy Course (OLC40)**

Grade 12

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

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

6.8.2.4. *Guidance*

- **Learning Strategies 1: Skills for Success in Secondary School (GLE20):**

Grade 10, Open

Prerequisites: None

This course focuses on learning strategies to help students become better, more

independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

- **Design Your Future (GWL30)**

Grade 11, Open

Prerequisite: None

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

6.8.2.5. *Mathematics*

- **Principles of Mathematics (MPM2D)**

Grade 10, Academic

Prerequisites: MPM1D or mathematics transfer

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

- **Functions (MCR3U)**

Grade 11, University Preparation

Prerequisite: Principles of Mathematics, Grade 10, Academic

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

- **Advanced Functions (MHF4U)**

Grade 12, University Preparation

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

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

- **Data Management (MDM4U)**

Grade 12, University Preparation

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and

skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

- **Calculus and Vectors (MCV4U)**

Grade 12, University Preparation

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (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 threedimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

6.8.2.6. *Science*

- **Science (SNC2D)**

Grade 10, Academic

Prerequisites: SNC1D or SNC1P

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop

their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

- **Physics (SPH3U)**

Grade 11, University Preparation

Prerequisite: Science, Grade 10, Academic

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

- **Physics (SPH4U)**

Grade 12, University Preparation

Prerequisite: Physics, Grade 11, University Preparation

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

- **Chemistry (SCH3U)**

Grade 11, University Preparation

Prerequisite: Science, Grade 10, Academic

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

- **Chemistry (SCH4U)**

Grade 12, University Preparation

Prerequisite: Chemistry, Grade 11, University Preparation

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.

7. Assessment, Evaluation & Reporting of Student Achievement

Every student attending Canadian Scholars Collegiate is considered to be unique. Each student must have opportunities to achieve success according to his or her own interests, abilities and goals. Assessment and evaluation of student learning at Canadian Scholars Collegiate is conducted in accordance with the Ontario Ministry of Education (2010) “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools” seven fundamental principles.

When these 7 principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement and improve student learning.

- Are fair, transparent, and equitable for all students;

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

Teachers at Canadian Scholars Collegiate use criterion-referenced assessment and evaluation; student work is assessed and evaluated in a balanced manner with reference to established criteria for four levels of achievement that are standard across Ontario, rather than by comparison with work done by other students, or through the ranking of student performance.

7.1. Assessment and Evaluation Strategies

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

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP);

- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement, and
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

7.1.1. Assessment

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

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

7.1.2. Evaluation

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student’s achievement of the overall curriculum expectations in his or her course. Evidence of

student achievement for evaluation is collected over the duration a course and is based on observations, conversations, and student products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

Student marks in Canadian Scholars Collegiate courses are not averaged; instead, a student's final mark is based on his or her most consistent effort with special emphasis on his or her most recent work.

In determining a student's final grade, teachers will consider:

- All evidence collected through observations, conversations, and student products (tests, exams and assignments for evaluation)
- The number of tests/exams or assignments that were not completed or submitted
- The evidence of achievement that is available for each overall expectation for a subject in a particular grade or course
- That some evidence carries greater weight than other evidence; some performance tasks are rich and reveal more about a student's skills and knowledge than others

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50 or higher. The final grade for each course will be determined as follows:

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

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine a student's report card grade.

7.2. The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document, specific to that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

- The chart is organized into four broad categories; Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections. The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.
- The achievement chart provides Canadian Scholars Collegiate teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

NOTE: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

7.3. Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of the Canadian Scholars Collegiate "Secondary School Report Card, Grades 9-12".

7.3.1. Reporting on Achievement of Curriculum Expectations

The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.
- The final grade for each course in Grades 9-12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation. This may be a final examination, a final project, or a combination of both an exam and a project.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and to assign a value to represent that quality. Evaluation is based on "assessment of learning".

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

7.3.2. Reporting on Demonstrated Learning Skills and Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are:

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

The learning skills and work habits are evaluated using a four-point scale:

E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement

7.3.3. Teacher Comments

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.

7.3.4. Principal Comments

The report card may also include the principal's comments on the performance of the student to be determined as appropriate.

7.4. Methods of Evaluation

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others.

Teachers will consider all evidence and use their professional judgement to determine the student's report card grade. Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the students most consistent level of achievement, with special consideration given to the more recent evidence.

The Principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy. For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as

percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of the percentage mark.

7.4.1. Final Evaluation

- Each course has a final evaluation that will be given as a final examination, a final project, or a combination of both an exam and a project. Students have 30 days after the end of the course to complete their final evaluation.
- Students must complete and submit all course requirements prior to beginning their final evaluation. Course requirements include but are not limited to: assignments, tests, discussion forums, an Independent Study Unit, and the student learning log.
- Students in the same course should be similarly evaluated, which means that final exams assessments will use the same format although particular questions may be different among the students.
- A course with a final examination must be written in a supervised environment with a proctor. A proctored exam is one that is overseen by an impartial individual, the Proctor, who monitors and supervises a student while he or she is taking the final exam. The Proctor must be present to allow student access to the final exam. The Proctor ensures the security and integrity of the exam process. Students in online courses with final exams must fulfill their responsibilities in arranging and taking a proctored final exam.

7.4.1.1. Scheduling Final Examinations

- All students are responsible for booking their own exam. Exam applications must be approved by Canadian Scholars Collegiate before an exam date can be finalized.
- Examinations must take place in a community environment or professional office; they may not be held at a private residence.
- Students must submit an exam application at least 5 days prior to their desired examination date.
- Students who miss their approved examination dates must contact the Principal of Canadian Scholars Collegiate immediately. The Principal, in conjunction with the teacher and the student (and family if under 18) will

determine the appropriate next steps accounting for the student's specific circumstances and in accordance with the principles of *Growing Success*.

7.4.1.2. *Final Examination Proctors*

- All students are responsible for arranging for their own Proctor. Proctor applications must be approved by Canadian Scholars Collegiate before an exam date can be finalized.
- Acceptable Proctors are licensed professionals in the educational field (such as Ontario Certified Teachers, guidance counselors, or librarians) or otherwise beholden to a professional code of honesty and good conduct (such as physicians, psychologists, social workers, or attorneys).
- Proctors require a professional work email address, and may be required to provide a copy of any applicable professional certifications to VOS prior to approval of the exam booking.
- In no case may a Proctor be a family relative of the student (including through adoption or marriage) or have any other personal connection with the student that supersedes their professional responsibility.

7.4.1.3. *Failed Examination Policy*

Students who receive a mark of less than 50% on their supervised final examination will be subject to an assessment and evaluation review. In cases where a significant discrepancy is established between a student's ongoing assessment and evaluation marks, and his or her supervised final examination mark, the principal will conduct a course credit review to ensure the student has achieved the curriculum expectations of a course. If it is determined that a student has not achieved the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and student and in accordance with the principles of *Growing Success*, will determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course.

7.4.2. **Coursework**

- Students must complete all of the assigned coursework.

- Coursework may include assignments, tests, projects, labs, discussions, etc.
- Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course before completing the final exam or assessment task.
- Once the final exam is written or the final assessment is submitted, no further assignments may be submitted.

8. Ontario Student Record (OSR)

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

If a student is enrolled in Canadian Scholars Collegiate as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. Canadian Scholars Collegiate will not hold the OSR for students who have already graduated at another school. If the student is currently attending another school - public or private - and is simply taking a single course from the Canadian Scholars Collegiate, then that student's OSR will reside at the school that the student is attending and taking the most courses.

Canadian Scholars Collegiate establishes or obtains the student OSR only if the student becomes the sole responsibility of the Canadian Scholars Collegiate.

8.1. Contents

In the OSR goes:

- Form 1A
- Provincial Report Card: Canadian Scholars Collegiate will file both the midterm and final report cards in the student's OSR or Canadian Scholars Collegiate will send these report cards to the student's school where this OSR is held
- Ontario School Transcript (OST)
- Documentation Files for such things as IPRC, IEP, psychological assessments, Violent Incident Form, etc.

- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit: Cumulative Tracking Record
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

8.2. Access

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Access to the OSR is also granted to educational personnel from the Ministry of Education.

8.3. Transfer

The OSR is an ongoing record and may be transferred from Canadian Scholars Collegiate if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when the Canadian Scholars Collegiate receives written request from the receiving school. If a student transfers outside Ontario, then only a copy of the OSR is transferred. When a student retires, Canadian Scholars Collegiate may give the parents a copy of the OSR, if so requested.

9. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document maintained by the Ontario school for each student. The OST is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. It is a record of all secondary school course work and diploma requirements. The OST will be issued to students whose OSR is held by Canadian Scholars Collegiate as required and upon graduation. In September 1999, the Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure.

This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Students needing a certified copy of their Ontario Student Transcript from Canadian Scholars Collegiate may contact the Administration Head at Canadian Scholars Collegiate. If the student is currently attending another school - public or private - and is simply taking a single course from the Canadian Scholars Collegiate, then that student's OSR will reside at the school that the student is attending.

Where students registered in a publicly funded secondary school, earn a credit or credits with Canadian Scholars Collegiate, the principal of the publicly funded secondary school is responsible for ensuring that the Canadian Scholars Collegiate credit is recorded on the student's OST. Canadian Scholars Collegiate will automatically forward an official copy of the student's final report card of the course taken at Canadian Scholars Collegiate to the student's school holding the OSR, so that the credit can be added to the OST. The Canadian Scholars Collegiate establishes or obtains the student OSR containing the OST only if the student becomes the sole responsibility of Canadian Scholars Collegiate.

9.1. Withdrawal from a Course

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

9.2. Repetition of a Course

- Only one credit is earned if course is repeated.
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

9.3. Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

- "Equivalent Credits" are entered in the "Course Title" column.
- "PLE" entered in the "Course Code" column.
- "EQV" in the "Percentage Grade" column.
- the total number of credits entered into the "Credit" column.
- and the number of compulsory credits entered into the "Compulsory" column.

10. Cooperative Education and Other Workplace Experiences

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

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

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

Canadian Scholars Collegiate does not operate a Cooperative Education Program at this time.

11. English as a Second Language (ESL)

The linguistic diversity of Ontario's student population continues to increase. Some students at Canadian Scholars Collegiate require support in learning the English language and to develop a full range of English literacy skills to enable them to achieve the curriculum expectations in all subjects and at all grade levels.

The programs of study offered by Canadian Scholars Collegiate must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development, and teachers of all subjects are responsible for helping students develop their ability to use English.

Students who enroll in Canadian Scholars Collegiate provide information during registration about their English language learning backgrounds, including the number of years they have been learning English. This information is provided to teachers so they can target instruction and provide appropriate accommodations throughout the course. Appropriate accommodations to teaching, learning, and evaluation strategies help students gain proficiency in English, since students learning English as a second language at the secondary level have limited time in which to develop this proficiency. English Language Learners (ELL) at Canadian Scholars Collegiate are encouraged to explore opportunities to work in their first language, to use a bilingual dictionary, to keep a vocabulary log, and to use graphic organizers to help them complete complex tasks. ELLs are provided with extra time on quizzes, tests, and examinations to ensure they have time to process the demands of the task as well as to process the language. Special consideration is given to more recent evidence of achievement.

Our teachers are acutely aware that it may take up to seven years for a student to acquire a level of proficiency in reading, writing, and abstract thinking in a second language that is on a par with the level mastered by speakers of a first language. Teachers have the support of Department Heads and the Guidance Department to ensure they appropriately accommodate ELL at Canadian Scholars Collegiate.

12. Guidance and Career Programs

Canadian Scholars Collegiate provides supplementary individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013" will not only help students succeed in school, but will also contribute to their success in the workplace.

Throughout their secondary school education, students in Canadian Scholars Collegiate courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

To this end, Canadian Scholars Collegiate:

- supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;

- provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- provides individual assistance and short-term counseling to students, when requested;
- provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
- provides the opportunity for Grade 8 students to “Reach Ahead” to Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;
- provides access to Career Cruising for all students whose Ontario Student Record is held at Canadian Scholars Collegiate. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;
- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;
- communicates directly with post-secondary institutions regarding student achievement.

13. Technology in the Curriculum

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information literacy skills. By virtue of the fact that Canadian Scholars Collegiate courses are entirely online, students will experience first hand the benefits of a technologically enriched education and thereby acquire skills for the 21st century.

Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. Canadian Scholars Collegiate places a great deal of emphasis on using the information obtained to solve problems and make decisions.

13.1. Software Programs for Students

As part of their training in computer and information literacy, students should become familiar with a wide range of available software programs. Among the applications that can aid student

learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in particular disciplines. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, students must acquire the knowledge, skills, and attitudes to allow them to use computer and information technology safely, effectively, confidently, and ethically.

13.2. Collaboration Tools for Teachers

The curriculum writers for the Canadian Scholars Collegiate work collaboratively within and across disciplines to effectively plan for the integration of computers and information technologies into the teaching/learning process. As the technology capable of enhancing student learning becomes available, our teachers should, within a reasonable period of time, incorporate that technology into their planning of instruction and learning activities in individual disciplines and, collaboratively, across disciplines. Effective communication programs can also help to promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.