

Great Lakes High School



SCHOOL COURSE CALENDAR

2021-2022

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SCHOOL GOALS AND PHILOSOPHY

SCHOOL GOALS

1. To provide an academic program that meets the academic needs and goals of each individual student.
2. To assist all students to achieve their high school educational goals and meet the entrance requirements for entry to post-secondary education.
3. To provide students with the necessary guidance and support to enable them to make an effective transition from Great Lakes Online Academy (GLHS) to university or college admission.
4. To provide students with the motivation and guidance to be responsible and mature concerning their academic studies and to society
5. To ensure that every student remains in secondary school until they have earned their Ontario Secondary School Diploma.

SCHOOL PHILOSOPHY

The administration along with the teaching and support staff at GLHS is committed to providing the highest quality instruction of the Ontario curriculum, following the Ontario Ministry of Education approved secondary school curriculum guidelines and adhere strictly to the Ministry's student assessment and evaluation policies.

Students are encouraged to reach their highest academic potential. As an international school with students from different countries, every student must be strongly encouraged to achieve high school graduation, enter a university or college program, and achieve success in their post-secondary program. Our teaching staff is committed to aiding students not only educationally but also in their development of the skills necessary to function effectively and independently, as members of a working group or team and as a group or team leader.

THE ONTARIO SECONDARY SCHOOL DIPLOMA PROGRAM

INTRODUCTION

The Ontario Secondary School Diploma (OSSD) program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. It prepares students for further education and work and helps them to become independent, productive, and responsible members of society.

The program typically is for grade 12 to complete the courses required to achieve OSSD. The successful completion of the program, students are awarded the OSSD, which officially acknowledges the earning of a minimum of 30 credits, the completion of 40 hours of community involvement activities, and meeting the provincial secondary school literacy requirement. Students from other education jurisdictions outside Ontario and Canada are given credits towards the OSSD for the courses they have taken and activities they have completed in their home schools, following a careful examination by the principal, of their official school and government transcripts that they present at the time they enter GLHS. The Ministry of Education requires that all students in Ontario must remain in secondary school until they reach the age of eighteen, or obtained an OSSD, or have previously completed high school graduation in their home country.

All courses offered at GLHS have been developed following the Ontario Ministry of Education curriculum policies and procedures, and focus on students gaining entrance to university or college.

IMPORTANCE OF A SECONDARY SCHOOL EDUCATION

In this ever-increasing and complex world, it is more essential than ever before that every young person complete a secondary school education before leaving school to enter the world of work. Secondary school graduation is viewed by an ever-increasing percentage of society as the basic requirement to enter virtually every career. Ontario's secondary school courses have been developed to meet the needs of students who wish to pursue university or college studies, enter the workplace or broaden their knowledge and skills in areas that reflect their interests, and prepare them for active and rewarding participation in society. With this variety of course purposes and subject areas, along with the school's commitment and efforts to meet the needs and interests of each individual student, all students should be able to achieve high school graduation. Further, it is a provincial government requirement that every student in Ontario must remain in secondary school until either reaching the age of eighteen or obtaining an Ontario Secondary School Diploma (OSSD). For the international students who attend GLHS and especially those who have not previously completed secondary school in their home country, they must obtain an OSSD if they are to realize their goal of entering a Canadian college or university.

THE CREDIT SYSTEM

A credit is granted in recognition of the successful completion (final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of 110 hours of classroom instruction. Half credits are granted for courses that are offered for a minimum of 55 hours of classroom instruction.

To grant a credit, “scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include the interaction between the teacher and the student and assigned individual or group work (other than homework), related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities.

COMPULSORY CREDITS (TOTAL 18)

- 4 credits in English (1 credit per grade)

The Ontario Secondary School Literacy Course may be used to meet the Grade 11 or 12 English compulsory requirement

- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts
- 1 credit in Health & Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies
- 1 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
- 1 additional credit in French as a second language, the arts, business studies, health, and physical education, cooperative education
- 1 additional credit in French as a Second Language, Science (Grade 11 or 12), computer studies, technological education, cooperative education

OPTIONAL CREDITS (TOTAL 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. These credits are to be selected from available courses in the school course calendar.

ONTARIO CREDIT COURSES AND COURSE CODES

All Ontario credit courses have a common course code system, e.g. ENG3U, SCH4U, etc.

1. The first 3 characters represent the course name, e.g. ENG (English), MAT (Mathematics)

2. The 4th character indicates the year
3. The last character – level of difficulty
 - U – University Preparation
 - M – University/College Preparation
 - O – Open
 - D – Academic
 - P – Applied

In grades 9 and 10, there are 3 types of courses: Academic; Applied; Open. In grades 11 and 12 there are 5 types of courses: College Preparation; University Preparation; University/College Preparation; Workplace Preparation; Open.

TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

Since GLHS’s international students are focused on preparation to enter university or college, we do not offer courses at the “applied” level (P). Grade 12 courses are offered at the “university preparation” level (U) or the “university/college preparation” level (M) or the “open” level (O) – OLC4O.

REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

To earn an Ontario Secondary School Diploma, a student must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must meet the provincial secondary literacy requirement, which is either the successful completion of The Ontario Secondary School Literacy Test or upon failing this test the successful completion of the Ontario Secondary School Literacy Course. Besides, students must complete 40 hours of community involvement activities.

For students joining GLHS from a school outside Canada, the principal will examine the individual student’s official transcript of courses successfully completed; determine the equivalency of the student’s previous learning related to the requirements for the OSSD. Based on this determination students are informed of the number of compulsory and optional credits still to be earned, before the OSSD may be awarded. The maximum number of credits that can be awarded by the principal is 26, and 1 of the remaining 4 credits that students must take is the compulsory Grade 12 English. However, since most international students entering GLHS intend to apply to a Canadian university, they are granted a maximum of 24 credits as they must successfully complete 6 Grade 12 University Preparation or University/College Preparation courses to qualify for university admission. These six courses, including Grade 12 English, are based on the specific university or college course requirements for the programs that the students wish to enter. The principal will reduce the number of hours of community involvement activities

required, based on the number of high school years successfully completed in another educational jurisdiction. However, a minimum of 10 hours of community involvement activities will be required for all international students.

REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

This certificate will be granted upon request to students who leave school before earning the Ontario Secondary School Diploma and who have proof that they have earned a minimum of 14 credits distributed as follows:

- Seven Compulsory Courses – 2 credits in English; 1 credit in Canadian Geography or History; 1 credit in Mathematics; 1 credit in Science; 1 credit in Health/Physical Education; 1 credit in the Arts, Computer Studies or Technological Education
- Seven Optional Credits – credits selected by the student from other available courses

The principal may substitute up to 3 compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Any substitution must be made to promote and enhance student learning or to respond to special needs and interests. Students should be aware that an OSSC does not qualify them to enter college or university unless they take further courses or enter as an adult student as defined by post-secondary institutions.

REQUIREMENTS FOR CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school, but who do not qualify for either the OSSC or the OSSD.

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 Certificate and the Ontario Secondary School Diploma may later be granted if the student meets the appropriate requirements

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript is an official and comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for

credit. All information recorded on the transcript is kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon every student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the Ontario Student Record (OSR) folder. Copies will be provided at any time upon request by a college, university, the Ontario University Application Centre, or the individual student.

The transcript will contain for Grades 9 & 10 courses the student has successfully completed, with the percentage of grades obtained and credits earned. All Grade 11 and 12 courses completed or attempted by the student, with the percentage of grades obtained and credits earned, will be recorded on the transcript. Further, the transcript will provide details on those Grade 11 and 12 courses that are re-taken for a second time to improve the mark. No mark or indication of a course taken, and withdrawal will be recorded, if a student withdraws from a Grade 11 or 12 courses within five instructional days, following the issue of the first report card. If a student withdraws from a course after five instructional days, following the issue of the first report card, the withdrawal is noted on the OST and the student's percentage grade at that time is recorded on the OST.

Where a student takes a course for a second time, an "R" is entered opposite the course with the lower percentage grade and the credit is assigned to the higher mark.

ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, and diploma requirements met, along with other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation. Students have the right to examine the contents of their OSR at any time. Parent/guardian accessibility is encouraged.

For students 18+ years of age, parents/guardians must have their son/daughter's written permission to access the OSR. Where a student graduates or withdraws from GLHS and does not enter another Ministry inspected the school in Ontario, the OSR is placed in a Retired/Graduated file and is maintained for 55 years. The Current and Retired/Graduated files are always kept in a locked and secure place.

The OSR as an ongoing school record and will be transferred in its original form from GLHS if the student transfers to another Ministry inspected high school within Ontario. Transfer of all of the original material in the OSR occurs by Priority Post when GLHS receives a written request

from the receiving school, which must be an Ontario public board school, or a Ministry inspected private school. If a student transfers outside the province of Ontario, a copy of the OSR may be transferred with written parental consent, or the written consent of the student if 18 years of age or older.

PRIOR LEARNING ASSESSMENT AND RECOGNITION.

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, both inside and outside the traditional classroom. The Ministry of Education allows schools to implement this process. But, does not provide for this assessment based on learning acquired outside the classroom. However, for the prior schooling obtained in each student's home country the principal grants equivalency credits, including the number of compulsory and optional credits still to be earned and the number of hours of community involvement activities, based on transcripts and previous reports provided by the student as per the Ministry guidelines.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The Ontario Secondary School Literacy Test is based on the Ontario curriculum expectations for language and communication up to and including grade 9 and tests students' reading and writing skills. Students must pass the test, or if they fail the test at least once they may take the Ontario Secondary School Literacy Course to meet the Ministry's literacy requirement to be eligible to graduate and receive the OSSD. Students who do not complete the test successfully will receive remedial help to prepare them to retake the test. Students' transcripts will contain a record of whether or not they completed this requirement. Students will normally take the test in grade 10. However, deferrals may be granted to some students. ESL students, for example, are allowed to defer taking the test until they have reached an appropriate level of proficiency in English. Accommodations will be made for students receiving special education programs and services. Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students transferring into an Ontario Secondary School and who wish to earn an OSSD must take the OSSLT and if they fail the test may either take the test a second time, which is one year from the first time they took the test, or successfully complete the Ontario Secondary School Literacy Test.

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools. 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. Students, who have been eligible to write the OSSLT twice and who have been unsuccessful at least once, are eligible to take the course. Besides, 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.

Students with special education needs and students who have progressed through an English as a Second Language program will receive specific accommodations at the time when the test is written. The credit earned for the successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement. However, the credit earned does not meet the university's compulsory entrance requirement for a credit in Grade 12 English at the University Preparation level.

COMMUNITY INVOLVEMENT

Community involvement requirement of 40 hours over the Grade 9 - 12, is to be completed outside the students' normal instructional hours in school. Students will maintain and provide a record of their community involvement activities using the forms provided by the school. Full completion of the forms, including the required signatures, is the responsibility of the individual student. The dates and times that students participated in this program must be recorded and confirmed by the sponsoring organization or supervisors. The guidance counselor will provide the necessary forms to document the performance of the community involvement and will include a list of the community involvement activities that the school considers acceptable and a list of those activities that are designated ineligible. Further, the guidance counselor will decide whether the student's activities have met the requirements as stipulated by the Ministry of Education. For those students transferring to GLHS after completing two or more years in a secondary school program outside the province of Ontario, the principal will determine the number of hours of community involvement still required.

All necessary documents and forms can be found in the Community Service class on Moodle, also the submission of the community service form are to be done in the Community Service class as well.

SUBSTITUTION FOR COMPULSORY COURSES

Should there be a need for the substitution of a compulsory course, the principal may substitute up to 3 compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Any substitution must be made to promote and enhance student learning or to respond to special needs and interests. Further, substitutions must follow the Ministry requirements as outlined in Section 6.2 of the Ministry document, “Ontario Schools”.

STUDENT ATTENDANCE

Regular attendance is necessary for success in any learning process. The Ontario Ministry of Education requires that students complete a minimum of 110 hours of classroom instruction for each secondary school course credit. Persistent absenteeism makes it impossible for students to meet the curriculum expectations of their courses and may result in either low marks or subject failure. Valid reasons for each absence must be presented to the teacher upon the student’s return to class. Teachers are required to advise students whose record of absenteeism is negatively affecting his/her academic standing. Students with more than five absences in a semester will be counseled by the subject teacher. If the pattern of absences continues, on-site support will notify the student’s parents and document it.

LATE ASSIGNMENTS

For all substantial assignments, subject teachers will in collaboration with their students establish a deadline for the submission of the completed assignment. Where a student misses the due date, the teacher will still accept the assignment for up to 5 school days. Late marks may be deducted on these late assignments. Where extenuating circumstances legitimately prevent a student from meeting a due date the teacher may grant an additional day or days to submit the assignment. Late and missed assignments will be noted on the report card as part of the evaluation of a student’s development of learning skills and work habits.

ACADEMIC HONESTY

Students must be academically honest in all their assignments, tests, examinations, and any other work that has been designated by the teacher for evaluation. Students found to be academically dishonest, i.e., cheating and plagiarism will receive a mark of zero on that particular evaluation, and their parents/guardians will be advised. Cheating is the act of violating the rules as outlined by the teacher concerning essays, projects, tests, exams, quizzes, etc. Such action will result in a mark of zero and parents will be contacted. Plagiarism is the act of using another person’s ideas, expressions or representations in your work without acknowledging the sources. Where a teacher suspects plagiarism the student will be asked to provide proof to the teacher that the work is original and if the student fails to provide such proof or the proof is unconvincing the teacher will assign a mark of zero to the work. If the teacher determines that the plagiarism is unintentional

and of a relatively minor nature, the teacher at his or her discretion may allow the student to re-work or re-do the assignment as opposed to assigning a mark of zero. Detailed GLHS guidelines have been developed related to academic honesty, cheating, and plagiarism.

SCHOOL YEAR ORGANIZATION

Great Lakes Online Academy offers courses over two semesters (fall and winter). The fall and winter semesters are divided into two separate terms, thereby enabling students to begin and complete courses at two different times over the course of the school year. In Semester One the school day is divided into periods with ninety minutes in length. In Semesters Two the school day consists of periods with each period ninety minutes in length. Student reports are prepared and distributed at the mid-point and end of each semester. Marks, teacher comments, lates, and absences, are indicated on these reports for each course. Special progress reports are generated at any time at the request of parents or school officials.

STUDENT ASSESSMENT AND EVALUATION

STUDENT ASSESSMENT

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course and its primary purpose is to improve student learning. Assessment involves assessment FOR learning, assessment AS learning, and assessment OF learning. Assessment OF learning (evaluation) is the process of interpreting and judging the quality of students' work based on established criteria. Students will be given multiple opportunities to demonstrate achievement of curriculum expectations. It should be noted that learning skills and work habits are as important to student achievement as the acquisition of curriculum expectations. They are reported in the appropriate section of the report card, using the descriptors: excellent; good; satisfactory; needs improvement. Teachers obtain assessment information in a variety of ways including formal and informal observations, discussions, learning conversations, questioning, conferences, homework, group tasks, demonstrations, projects, portfolios, performances, peer and self-assessments, essays, tests, and examinations.

STUDENT EVALUATION

Evaluation is the process of integrating and synthesizing summative assessment information from a variety of sources and using this information to make judgments about how well students have achieved the curriculum expectations and to place a value on the student's achievement of the expectations concerning the achievement chart provided in the Ministry Curriculum documents.

Teachers will collect meaningful information that will help form instructional decisions, promote student engagement, and improve student learning.

Teachers, therefore, use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including students with special education needs, including those who are learning English, the language of instruction;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or 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 the next steps for their learning.

FINAL EXAMINATIONS

- Students are required to write final examinations in all courses at the end of each semester
- In addition to the final examination a student may be required to complete a course culminating activity, e.g. project, ISU
- The final examination and/or culminating activity will be 30% of the final mark for the course and the remaining 70% of the final mark will be for the student's term work.

TERM WORK

The term work will be 70% of the final mark. This mark will be based on evaluations of homework, assignments tests, mid-semester examination, quizzes, lab reports, and class participation, etc. Students will be allowed to 'make up' legitimately missed assignments, tests, projects.

REPORTING STUDENT ACHIEVEMENT

INTRODUCTION

An achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practices and a framework within which student achievement is assessed and evaluated.

- The chart is organized into four broad categories; Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections. The Names of the categories vary 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; enable teachers to make consistent judgments about the quality of student work; and provide clear feedback to students.
- The achievement chart allows GLHS teachers to use a provincial standard when assessing and evaluating their students' achievement. A variety of materials are 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 the 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.

REPORT CARDS

During the course of a semester, students and their parents will receive a mid-semester report and a final report. The mid-semester report will include a percentage mark for each subject, along with teacher comments. At the end of the semester, final examinations are held in each subject. The final report will reflect the final course mark for the semester and will also indicate the total

number of credits the students have earned in the semester. The final mark for each course, which is reflected in the report and the Ontario Student Transcript, consists of 70% for term work and 30% for a final examination and/or culminating activity.

COURSES

COURSE PREREQUISITES

Most courses extend or build upon the knowledge and skills developed in another course(s). The course that provides the required background and training becomes the prerequisite for the course. If a course has a prerequisite, it will be noted following the course description. The prerequisite course must be successfully completed before the student may register in the next course. In the course descriptions that follow the prerequisite is noted at the end of each course description.

COURSE AND COURSE TYPE CHANGES

Students may change or drop a course within 5 days of starting a course. The course fees are refunded if the course is dropped during this period, while after the 5 days there will be no refund and the tuition paid for the course is forfeited. Since each course at GLHS is offered at one level only, a student can't change the course type.

COURSES OFFERED AT THE GREAT LAKES ONLINE ACADEMY

ENGLISH

English, Gr. 12 University Preparation (ENG4U)

Prerequisite ENG3U

Ont. Sec. School Lit. Course, Gr. 12, Open (OLC4O)

Prerequisite Failed OSSLT

BUSINESS STUDIES

International Business Gr. 12 University/College Prep (BBB4M)

Prerequisite None

Business Leadership: Management Fundamentals, Gr. 12 University/College Prep (BOH4M)

Prerequisite None

MATHEMATICS

Advanced Functions, Grade 12 University Preparation (MHF4U)

Prerequisite – MCR3U

Calculus and Vectors, Grade 12 University Preparation (MCV4U)

Prerequisite – MHF4U or taking MHF4U concurrently with MCV4U

SCIENCES

Chemistry, Grade 12 University Preparation (SCH4U)

Prerequisite – SCH3U

Physics, Grade 12 University Preparation (SPH4U)

Prerequisite – SPH3U

**** Planning the Program for Students with English as a Second Language***

In planning this course for students with linguistic backgrounds other than English, the teacher will create a safe, supportive, and welcoming environment that nurtures the students' self-confidence while they are receiving course instruction. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. The teacher will adapt the instructional program in order to facilitate the success of these students in their classes. Appropriate adaptations and strategies for this course will include:

- Subject-specific dictionary
- Cooperative learning
- Concrete examples and materials
- Allow sufficient response time
- Oral and written instructions
- Varied teaching strategies Conferencing
- Journal
- Scaffolding
- Graphic Organizers
- Complete tasks or present information in ways that cater to individual learning styles.

ACCESS TO MINISTRY POLICY GUIDELINES & OUTLINES OF COURSES OF STUDY

Students and their parents/guardians have full access to the Ministry of Education Curriculum Policy Documents and the GLHS Courses of Study that is based on the Ministry Policy Documents. These Ministry documents and the GLHS Courses of Study are available from the individual teachers or the principal.

<https://moodle.glctschool.com>

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

COURSE DESCRIPTIONS

A) BUSINESS STUDIES

1. INTERNATIONAL BUSINESS FUNDAMENTALS

GRADE 12, UNIVERSITY/COLLEGE

BBB4M

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

Prerequisite – None.

2. BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS,

GRADE 12, UNIVERSITY PREPARATION

BOH4M

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

Prerequisite – None

B) ENGLISH

1. ENGLISH, GRADE 12, UNIVERSITY

ENG4U

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate

informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite – Grade 11 English, University Preparation

2. ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12,

OLC40 OPEN

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

Prerequisite – 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.

C) MATHEMATICS

1.ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY PREPARATION MHF4U

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

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

2.CALCULUS AND VECTORS GRADE 12, UNIVERSITY PREPARATION MCV4U

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

sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite – The Advanced Functions Course (MHF4U) must be taken before or concurrently with Calculus and Vectors (MCV4U)

D) SCIENCES

1.CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION

SCH4U

This course enables students to develop an understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop their problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite – Grade 11 Chemistry, University Preparation

2.PHYSICS, GRADE 12, UNIVERSITY PREPARATION

SPH4U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy 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 analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite – Grade 11 Physics, University Preparation
(Proposing to offer)

SCHOOL SUPPORT SERVICES

GUIDANCE AND CAREER COUNSELING

Throughout their time at GLHS, students 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. On-site Guidance Counselor provides students with:

- Clear information regarding the student competencies required in each subject
- A range of career exploration activities within each curriculum
- An annual education plan for each student
- Individual assistance and short-term counseling
- Program of study advice
- Counseling on academic, vocational, and personal matters
- Encouragement to take advantage of tutoring that is provided in certain subject areas
- Assistance to devise strategies and supports for students, who are experiencing academic difficulties
- Assistance in applying for university or college admission and scholarships. The guidance office has a university and college course calendars and other pertinent information related to programs and admission requirements. The guidance staff and principal assist each student and his or her parents in their research to determine the university or college program the student wishes to enter, along with the universities or colleges that will best meet the student's career aspirations.
- Ongoing liaison with parents to deal with their concerns or questions

STUDENT ACADEMIC SUPPORT

On-site support provides individual support to students. Teachers develop academic intervention and special strategies where necessary.

LIBRARY SERVICES

GLHS does not have an on-site library available to students.

STUDENT WITHDRAWAL FROM COURSES

Students considering withdrawing from a current course must book an appointment with the on-site school guidance counselor. During the appointment, there will be a discussion of the reasons for the withdrawal request along with the consideration of other options. Parents will be contacted

before the withdrawal is completed. Where a student withdraws from a course up to and including 5 school instructional days following the receipt of a mid-semester report, the withdrawal will not be noted on the Ontario Student Transcript, nor will it be posted to the student's account on the Ontario Universities Application Centre (OUAC). For students who withdraw from a course after 5 school instructional days following the receipt of a mid-semester report, the student's percentage grade will be recorded on the Ontario Student Transcript, along with a "W" (Withdraw) in the "Credit" column.

OPPORTUNITIES FOR STUDENTS WHO FAIL TO ACHIEVE GRADUATION

Students who fail to achieve all the requirements for graduation including academic, literacy, and community service are interviewed by the guidance counselor who will discuss the various options available to the individual student and jointly develop an action plan that will lead ultimately to graduation,

SCHOOL EXPECTATIONS AND REGULATIONS

STUDENT ACADEMIC RESPONSIBILITIES

Students are expected to attend all their classes in each course, complete homework, assignments, presentations, etc. to the best of their ability, and maintain a consistently high level of focus on their studies at all times. Absence from class for illness is understandable; however, if the number of days becomes excessive the absence will impact negatively on a student's progress. Students who need to be absent for reasons other than illness must inform the subject teacher before the absence so the absenteeism can be recorded accurately. Persistent absenteeism will be documented and referred by the teachers to the on-site guidance counselor and parents will be notified.

STUDENT CODE OF CONDUCT

Students must follow the established code of Conduct.

Students are expected to at all times exhibit:

- Respect for all teachers and the classroom regulations as established by the school and teachers
- Respect for fellow students and their rights
- Respect for the property of others including students, teachers, and GLHS
- Regular attendance and punctuality concerning assigned classes and special events
- The unconditional support of the school's operating rules and regulations
- Full participation in the learning activities designed for the various courses of study

- Acceptance of the academic requirements as established by the Ministry and GLHS
- Total commitment to their educational program
- In summary, each student is asked to demonstrate respect for learning and for the procedures established to promote learning

PARENTS

Parents play an important role to play in supporting the education of their children. They have a responsibility to support the efforts of teaching staff in maintaining a safe and respectful learning environment for their child.

To fulfill their role, parents should:

- Check their child's homework.
- Show an active interest in their child's school work and progress.
- Help their child to be prepared for school and extend any required support.
- Show respect for the subject teacher's academic policies and protocols.
- Communicate regularly with the child and subject Teachers.
- Promptly report to the subject teacher, should there be any concerns.
- Assist and support school staff in dealing with disciplinary issues involving their children.
- Become familiar with the Code of Conduct and the ONLINE School Rules.

GLHS'S POLICIES

ATTENDANCE

- Each student is expected to log in daily.
- Teachers will monitor their attendance.
- Teachers will keep a record of daily attendance in Moodle as well on paper.
- Provide a weekly report to the On-site support staff.
- A weekly report, with a list of students who did not log in, should be reported to Head Teacher.
- Parents must be informed if a student missed logging on for 3 consecutive days.
- Teachers will counsel the student to check on the reasons for not logging on and doing the work.
- If the absenteeism continues then teachers to take immediate action by informing the on-site Head Teacher to inform parents.
- Parents must be sent a bi-weekly attendance report by the Head Teachers.
- If a student does not meet the Ministry's requirement of attending the school for 110 hours without providing a valid reason for absenteeism, the student may be asked to repeat the course.

PLAGIARISM

Plagiarism is defined as taking the work or ideas of another person and using their work or ideas without clearly acknowledging the source of the information. Examples of plagiarism follow:

- Copying word for word from any source, without proper acknowledgment. This copying includes single sentences, the entire paper.
- Paraphrasing sentence, paragraphs, entire paper, or ideas from any source, without proper acknowledgment.
- Submitting in its entirety or partially the writing of another student and indicating that it is their own writing.
- Permitting another student to copy his or her work and subsequently submitting it as his or her own.

CONSEQUENCES TO STUDENT OF PLAGIARISM

On the first and second offense, the individual student's work will be confiscated by the teacher and the student will be assigned a mark of "zero" for the entire essay, assignment, or project. The teacher will provide the details of the plagiarism to the principal, who will contact the student's parents.

On the third offense, the student's work will be confiscated by the teacher and the student will be assigned a mark of "zero" for the entire essay, assignment, or project. The teacher will provide the details of the plagiarism or cheating to the principal, who will withdraw the student from the course, with a subsequent loss of the credit, and advise the student's parents.

LATE AND MISSED ASSIGNMENT POLICY

At the time a new assignment is given, the teacher will establish a completed assignment due date in consultation with the student. This will help to ensure that the due date is achievable and provide the student with sufficient time to complete and submit his/her assignments.

The student who is absent on the due date, must communicate with the teacher immediately, explain the reason for absenteeism, take the permission to submit the assignment. The teacher will accept this late assignment with or without penalty, depending on the reason for the absence.

For assignments that are not submitted on the due date or the day agreed upon, the teacher may select to modify the due day, based on extenuating circumstances identified by the student. A new or extended due date will be determined. This date may be with, or without a mark deduction, depending on the extenuating circumstances.

Submissions after 10 school days will not be accepted and the student will receive a mark of zero for the assignment. For late assignments, and no extension has been given, or the extended due date is missed, will discuss the matter with the principal.

For assignments that are missed and before the completion of the course, teachers may at their discretion, and based on what they believe is in the best interests of the individual student, give the student a replacement assignment or the same original assignment re-assigned and with specific completion deadlines.

CHEATING

CONSEQUENCES TO STUDENT OF CHEATING ON A TEST

If a student is found to be cheating on a test, the student will be allowed to finish the test. Upon completion of the test, the teacher will discuss the matter with the principal. The student will receive a mark of zero for the portion of the test he or she cheated on the first offense and parents will be contacted. If the student is found to be cheating for a second time on a test, a mark of zero will be given and the parents informed of this second instance of cheating and if the student does it continuously, the student will be asked to withdraw from the course and there will be a loss of the credit for the course.

CONSEQUENCES TO STUDENT OF CHEATING ON AN EXAMINATION

If a student is found to be cheating on an examination, the student will be allowed to finish the examination. Upon completion of the examination, the teacher will bring the student to the principal. For the first offense of cheating on an examination the student will be required to write a second examination that is different and of equal or greater difficulty from the first one. Should the student be found to be cheating on an examination for a second time, the student will complete the examination and then brought to the principal. The principal will remove the student from the course, with a subsequent loss of the credit and the parents will be informed.

GLHS ACCEPTABLE USE POLICY

1) Personal Safety Rules

- Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.
- Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- Never reveal your access password or that of anyone else.
- Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you.
- Never publish the specific dates, times and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

2) Unacceptable Sites and Materials

- On a global network such as the Internet it is impossible to effectively control the content of the information. On occasion, users of online systems may encounter material that is controversial and which other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to intentionally access such material. If such material is accessed by accident, the incident must be reported immediately to a teacher or appropriate authority.
- Great Lakes Online Academy is committed to meeting obligations under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing safe schools and workplaces that respect the rights of every individual. Discrimination and harassment will not be tolerated. It is not acceptable to use online systems to knowingly access sites, which contain material of a discriminatory or harassing nature.
- Users of the GLHS Online systems will not knowingly access, upload, download, store, display, distribute or publish any information that:
 - is illegal or that advocates illegal acts or facilitates unlawful activity;

- threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
- uses inappropriate and/or abusive language or conduct;
- contains inappropriate religious or political messages;
- violates or infringes the rights of any other person according to the Great Lakes Online Academy policies, Ministry of Education policies, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms;
- is racially, culturally or religiously offensive;
- encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
- is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature;
- contains personal information, images, or signatures of individuals without their prior informed consent;
- constitutes messages of sexual harassment or which contains inappropriate romantic overtones;
- solicits any users on behalf of any business or commercial organization without appropriate authorization;
- supports bulk mail, junk mail or "spamming";
- propagates chain letters, or other e-mail debris;
- attempts to hide, disguise or misrepresent the identity of the sender.

3) Prohibited Uses and Activities

All users of GLHS online systems will not do the following:

- Copy, download, install or run viruses or other inappropriate or unauthorized materials such as games, files, scripts, fonts, or dynamic link libraries (DLL's) from any source.
- Damage or erase files or information belonging to any person without authorization.
- Use any other person's account on the system.
- Cause any user to lose access to the system - for example, by disabling accounts or changing passwords without authorization.

- Compromise themselves or others by unauthorized copying of information, work or software belonging to others, encouraging others to abuse the computers or network, displaying, transferring or sharing inappropriate materials. Software pirating and unauthorized copying of material belonging to others is regarded as theft.
- Copy, transfer or use files, programs or any other information belonging to the GLHS for any reason whatever unless the licensing specifically permits such actions.
- Attempt to subvert the GLHS networks by breaching security measures, hacking accessing records without authorization or any other type of disruption.
- Take the ideas, writings or images of others and present them as if they were yours. Under copyright laws, all information remains the property of the creator(s)/author(s) and therefore permission is required for its use. The use of copyright materials without permission can result in legal action.

4) Consequences

Inappropriate use of online access by students and staff could result in disciplinary action that may include legal action and/or involvement of police.

5) Online Publishing

Information published on the Internet or Intranet can reach millions of people who are mostly unknown to the original publishers. For this reason, it is important to regulate information that is published through the facilities of the Toronto District School Board.

- The electronic publication of information using the facilities of the GLHS is subject to all GLHS policies and guidelines.
- A means of contacting the publisher of any collection of information (such as a Web site) must be clearly identified on the opening screen of the collection.
- The information published online must be kept current and accurate with no conscious attempt to mislead the reader.
- Personal information such as personal addresses, phone numbers, individual or group pictures, or signatures cannot be published without express informed permission according to GLHS procedures.
- The appropriate school or department administrator is responsible for ensuring that all work published is original or has been cleared for copyright with the originator and ownership of the copyright is clearly indicated.

- Advertising on any GLHS related electronic publication is subject to the approval of the appropriate supervisory officer.
- All Web pages hosted on the GLHS corporate site or paid for by the GLHS are considered property of the GLHS.

6) Liability

Great Lakes Online Academy makes no warranties of any nature or kind, expressed or implied, regarding its online services or resources, the continued operation of these services, the equipment and facilities used and their capacities, or the suitability, operability and safety of any program or file posted on GLHS systems for any intended purpose.

Technical Requirements for Online courses

Online courses have been designed to expand the opportunities and extend more options to all 21-century students to reach their fullest potential with the use of the Internet and Technology. Courses have been encouraged and promoted by the Ministry of Education in Ontario to meet the needs of current students' educational needs. This Instructional Design follows the guidelines that most high schools and universities are following.

The Internet and technology will give students more options for learning.

However, to have this new platform to be successful, we will need to upgrade the Internet, WIFI and computer capabilities. Please note the requirements below that are necessary for online learning.

- Both Microsoft Teams and Moodle will be used for the online learning.
- Microsoft Teams will be used for communication between teacher and students, discussion forum, and weekly real-time video conferencing.
- Lesson videos, supplementary materials, attendance, assignments and tests will be done on Moodle.
- Each student will receive their own school's Office 365 account, which will be used to log in Microsoft Team and Moodle, as well as checking emails from the teacher.
- WIFI connection available in each classroom for the student to use. Each student should have an average of 5-10 Mbps (megabits per second) download speed, and 2 Mbps upload speed.
- The download speed is important for seamless weekly real-time video conferencing with Microsoft Team and viewing lesson videos from Moodle.
- The upload speed is important for bi-weekly real-time video conferencing with Microsoft Team and upload answers for paper-based test.
- Minimum Hardware Requirement:
 - PC: Intel Core i3 or equivalent, 8 GB of RAM
 - OS: Windows 7 or newer, MacOS (Chromebook is not compatible with the Safe Exam Browser)
 - Apple iPad with iOS 13
- Recommended add-on:
 - Touch Screen with Style Input support
 - Apple iPad with Apple Pen
 - Drawing Tablet: i.e. Huion New 1060Plus Graphics Drawing Tablet or Wacom Drawing Tablet

**SCHOOL YEAR CALENDAR
2021 – 2022**

NOTE:

- **Semester One:**
 - ✓ **Sept 01, 2021-January 18, 2022. The length of each teaching period 90 minutes. Minimum total instructional hours, per course 110.**

- **Semester two:**
 - ✓ **February 07, 2022- June 16, 2021. The length of each teaching Period 90 minutes. Minimum total instructional hours per course 110 hours.**