

The Great Lakes College of Toronto
Since 1978

Online School Course Calendar



2018-2019

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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 The Great Lakes College of Toronto (GLCT) to university or college admission.
4. To provide students with the motivation and guidance to be responsible and mature with respect to their academic studies and to society
5. To ensure that each and 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 GLCT are committed to provide the highest quality instruction of the Ontario curriculum, in accordance with 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 it is imperative that every student 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.

MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS FOR ONLINE COURSES

Internet Speed: Download Speed: 15M / Upload Speed: 5M
Screen Resolution: 1024 x 768
Hardware: Capable of playing 720p video smoothly
Audio: Speaker / Headphone

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 extends over four school years and upon 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 GLCT. It is a requirement of the Ministry of Education 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 GLCT have been developed in accordance with 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 GLCT and especially those who have not previously completed secondary school in their home country, it is especially crucial for them to 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.

For the purpose of granting 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 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 GLCT’s international students are focused on preparation to enter university or college, we do not offer courses at the “applied” level (P). ESL, along with Grade 9 and 10 courses at GLCT are offered at the “open” level (O) or “academic” level (D). Grade 11 and 12 courses are offered at the “university preparation” level (U) or the “university/college preparation” level (M).

REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

In order 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. In addition, students must complete 40 hours of community involvement activities.

For students transferring to GLCT 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 GLCT

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 interest. 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 will contain all Grade 9 & 10 courses the student has successfully completed, with percentage grades obtained and credits earned. All Grade 11 and 12 courses completed or attempted by the student, with percentage 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 GLCT and does not enter another Ministry inspected 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 GLCT, 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 GLCT 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 for schools to implement this process. Haven 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 and in accordance with 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 in order to meet the Ministry literacy requirement in order 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. In addition 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 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 years, 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 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 GLCT 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.

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 interest. 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 the office of students whose record of absenteeism is negatively affecting their academic standing. Students with more than five absences in a semester will be counseled by administration and should the pattern of absences continue, the students’ parents will be informed.

Attendance is a crucial requirement in obtaining an Ontario secondary school credit. It is the intent of GLCT to ensure that students receive teaching instructions in China as well as working on line with the school’s program monitors in Toronto. Having both systems in place provides for a consistent approach to learning as well as maintaining the credibility of the courses being taught.

In addition, a supervising principal is in place to assist and direct the international schools in the application of all Ontario school regulations and legislation. The GLCT principal will receive and review all documentation from the on line staff. When all Ministry requirements have been filled the GLCT principal will grant appropriate credits.

The combined effort of all administrators is necessary to provide appropriate on-going supervision of the programs and services being offered at each of the respective settings.

STUDENT ATTENDANCE PROCEDURES:

1. The students enrolled in the GLCT On Line program will be required to attend daily classes with qualified teachers.
2. The students will spend a minimum of 80 hours/course during each semester. Attendance will be taken daily and submitted to the on-site principal on a weekly basis.
3. The students will also be required to log into the school’s online Moodle platform and complete the activities outlined by the GLCT program monitors. Both the log on records as well as the assessment results from the communication form will be recorded and available to staff and Ministry officials.
4. The students will be required to devote a minimum of 30 hours on the communication forum with the program monitors.
5. A monthly attendance report will be submitted to the Supervising Principal and the GLCT principal.
6. All attendance records will be uploaded to the school’s “Moodle” electronic tracking platform for review by staff and Ministry Education Inspectors

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 in respect to 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, expression 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 GLCT guidelines have been developed related to academic honesty, cheating and plagiarism.

PRIVATE STUDY

Our goal is to provide opportunities to each student to reach to his or her maximum potential. We provide quality education in a very stimulating and challenging environment at GLCT. We also offer a wide variety of courses to enable each student well equipped with a set of quality skills and values those match with the GLCT standards to allow our students to experience success not only here but also later in their lives. In order to maintain the high standard of our school, we prefer our students to take courses on site at GLCT only. But, in case a student wishes to earn extra credits out of GLCT premises, taking the prior permission from the administration is mandatory before enrolling into such courses to ensure the validity of the earned credit.

SCHOOL YEAR ORGANIZATION

The Great Lakes College of Toronto offers courses over three semesters (fall, winter and summer). The fall and winter semesters are divided into two separate terms, thereby enabling students to begin and complete courses at five different times over the course of the school year. In Semester One the school day is divided into five periods, with each period ninety minutes in length. In Semesters Two and Three the school day consists of six periods with each period seventy-five 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 in relation to 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 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

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 given an opportunity 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 GLCT 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 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 has earned in the semester. The final mark for each course, which is reflected on 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 GLCT is offered at one level only, it is not possible for a student to change the course type.

ONLINE COURSES OFFERED AT THE GREAT LAKES COLLEGE OF TORONTO

ENGLISH

English, Gr. 12 University Preparation (ENG4U)

Prerequisite ENG3U

Ont. Sec. School Lit. Course, Gr. 12, Open (OLC40)

Prerequisite Failed OSSLT

BUSINESS STUDIES

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

Prerequisite None

CANADIAN AND WORLD STUDIES

Canadian and World Issues: A Geographic Analysis (CGW4U)

Prerequisite – Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities

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

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 GLCT Courses of Study that are based on the Ministry Policy Documents. These Ministry documents and the GLCT Courses of Study are available from the individual teachers or the principal.

COURSE DESCRIPTIONS

a) BUSINESS STUDIES

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.

b) CANADIAN AND WORLD STUDIES

CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS, GRADE 12, UNIVERSITY PREPARATION **CGW4U**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills for geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

c) ENGLISH

ENGLISH, GRADE 12, UNIVERSITY **ENG4U**

This course emphasizes the consolidation of the literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will 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

ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12, OLC40

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

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.

d) MATHEMATICS

ADVANCED FUNCTIONS **MHF4U** **GRADE 12, UNIVERSITY 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 anyone of a variety of university programs.

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

CALCULUS AND VECTORS

MCV4U

GRADE 12, UNIVERSITY PREPARATION

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 prior to or concurrently with Calculus and Vectors (MCV4U)

e) SCIENCES

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

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

SCHOOL SUPPORT SERVICES

GUIDANCE AND CAREER COUNSELLING

Throughout their time at GLCT, 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. The guidance counselor, principal and other administrative staff provide 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 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

Classroom teachers provide individual support to students during and after class. Teachers develop academic intervention and special strategies where necessary. In addition peer tutoring clubs are available in most subject disciplines. Classes in the ESL program are kept small (10 or fewer students), thereby enabling teachers to individualize ESL instruction where necessary.

COMMUNITY RESOURCES

In addition to the opportunity for our students to become member of the Toronto Public Library and their full range of services, they are informed of the wide variety of community resources, e.g., religious, cultural that are available in the local Junction/High Park area of Toronto,

STUDENT WITHDRAWAL FROM COURSES (GRADES 12)

Students considering withdrawing from a current course must schedule an appointment with either the principal or the school guidance counselor. During the appointment there will be a discussion of the reasons for the 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"(Withdrew) in the "Credit "column.

SUPPORT FOR STUDENTS NEEDING ENGLISH LANGUAGE SUPPORT

Teachers will incorporate as necessary a variety of instructional strategies for former ESL learners and any other students, for whom English is not their first language, Also, to better prepare ESL students for their academic program after ESL, they are required to successfully complete ENG 2D along with ESLEO, before enrolling in ENG 3U.

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 and be punctual for 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 meet before the absence with either the guidance counselor or principal to apply for the absence. Punctuality for all classes, each and every day is also a school expectation. Excessive absences or lates will be referred by the teachers to the guidance counselor or principal.

STUDENT CODE OF CONDUCT

It is imperative that students, teachers, other staff and visitors to GLCT have the right to be safe, and to feel safe at all times in the classrooms, common areas and residences of GLCT along with at school related activities and events that are away from the school. Further, it is expected that the school environment in addition to being safe at all times it is inclusive and accepting.

The administration and teachers expect students to adhere to the school's rules and regulations. 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 GLCT
- Regular attendance and punctuality in regard to assigned classes and special events
- 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 GLCT
- Total commitment to their educational program
- In summary, each student is asked to demonstrate a respect for learning and for the procedures established to promote learning

LEAVE OF ABSENCE

The purpose of this policy is to ensure that students will not forfeit their rights, owing to a misunderstanding of the Leave of Absence policy. This could result in their being rejected by Canadian government officials when they wish to return to the GLCT. To qualify to return to their home country for a visit students must:

- Have attended a minimum of two continuous long semesters

- Have a tuition fee balance of 4 courses (unless fewer are required for graduation)
- Have signed letter and envelope from parents or guardians approving their return home
- Have a round trip ticket (non-refundable)
- Submit an application for a leave of absence to the principal or guidance office for approval at least one week prior to the requested departure date.

**THE GREAT LAKES COLLEGE OF TORONTO
ONLINE SCHOOL YEAR CALENDAR
2018 – 2019**

- NOTES:** (1) Instructional periods will be 90 minutes in length for Semester One and 75 minutes in length for Semesters Two and Three.
- (2) English as-a-Second Language students will attend regular classes from the first day of each semester or term to the last day. All ESL assessments will be conducted in-class and not as formal examinations.
- (3) Semester turnaround periods, where there are no classes, are included between Semester 1 & 2 and between Semester 2 & 3.

SEMESTER ONE

August 31	NO CLASSES NEW STUDENT ORIENTATION (SESSION #1) TIMETABLES AVAILABLE FOR RETURNING STUDENTS
September 3	LABOUR DAY – NO CLASSES
September 4	NO CLASSES – PROFESSIONAL ACTIVITY DAY
September 5	FIRST DAY OF CLASSES, SEMESTER ONE
October 8	THANKSGIVING DAY – NO CLASSES
November 16	MID – SEMESTER STUDENT ASSESSMENT
December 17 - 21	FINAL EXAMINATIONS – SEMESTER ONE & TERM 2
December 24 – January 4	CHRISTMAS BREAK – NO CLASSES
January 23 – 25	FINAL EXAMINATIONS – SEMESTER ONE
January 30 & 31	FINAL REPORTS READY

SEMESTER TWO

January 28 - February 15	NO CLASSES –CHINESE NEW YEAR HOLIDAYS (TENTATIVE SCHEDULE)
February 18	FAMILY DAY – NO CLASSES
February 19	FIRST DAY OF CLASSES, SEMESTER TWO
April 19	GOOD FRIDAY – NO CLASSES
April 22	EASTER MONDAY – NO CLASSES
May 20	VICTORIA DAY – NO CLASSES
June 19 - 21	SEMESTER TWO FINAL EXAMINATIONS
June 24 - June 27	SEMESTER TWO TURNAROUND – NO CLASSES
June 28	GRADUATION FINAL REPORTS & DIPLOMAS AVAILABLE