

National eSchool

Course Calendar

2019-2020

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Section 1: School Policies, Practices and Procedures

1.1 The Importance and Value of Completing a Secondary Education and the School's Commitment to Reach Every Student to Help him/her Achieve a Successful Outcome from Secondary School Experience:

National eSchool believes that a secondary school education is vital for students to make the transition into adulthood and provides an essential foundation from which one can join the global community as a self-sufficient and contributing member. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better equipped for the modern life. They are more likely to be permanently employed and/or to be admitted to postsecondary institutions to further their education and become active and contributing members of our society.

National eSchool is working with communities, employers, colleges, universities and training centers to offer more ways than ever to help students focus on their interests and support their learning. Our commission is to meet the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond.

1.2 The Requirement to Remain in Secondary School until the Student Has Reached the Age of Eighteen or Obtained an Ontario Secondary School Diploma (OSSD):

In Ontario, students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

1.3 The School's Overall Goals and Philosophy

We will ensure our students to achieve academic excellence, to be qualified and prepared for universities and their future careers.

We are committed to developing students to become independent, lifelong learners, effective communicators, informed and productive thinkers, collaborative workers, and be able to face any challenge ahead.

National eSchool offers an education program that promotes a high standard of achievement, that provides all students with learning opportunities and support, and that is relevant to society's needs and expectations. All the courses are offered online, and they are designed to

ensure that education is relevant both to students' needs and interests and to the requirements of postsecondary institutions and employers.

1.4 The School Organization, Including the School's Terms, Reporting Periods, and Timetable Organization:

NES is an online school. The provider of our LMS(learning management system) is Canvas.

The 2019-2020 calendars provides for 219 possible regular school days between September 1, 2019 and August 31, 2020. NES doesn't have a fixed semester or term, after student registers one course, it takes minimum two weeks and up to a year to finish the course. Therefore, we will send out report cards once the course has been completed.

The students will receive two official reports per course, one at midpoint and final report at the end. The report card will include a percentage mark with supporting comments, based on the work completed. There will be two copies of final reports; one will be provided to the Parent/Guardian/student; the other will be kept in Ontario Student Record (OSR) for full-time students or sent to the home school for part-time students.

Timetable

Because NES offers its courses online within the Learning Management System that students access whenever they wish to use a confidential login and password, NES does not have a fixed timetable.

Our delivery model is asynchronous, so students can log in whenever and wherever there is access to the Internet. The decision to perform learning tasks is subject to a personal schedule. The pace of the student, however, is still regulated by the pace at which the teacher can teach, engage and assess the student's work.

1.5 Hardware and Software Requirement

Screen Size

Canvas is best viewed at a minimum resolution of 800x600. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

Operating Systems

- Windows 7 and newer

- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

As of January 5, 2019, Android apps require version 5.0 or later and iOS apps require version 11 or later. All Android and iOS both support the two most recent versions of their respective operating systems.

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

1.6 NES' Acceptable Use Policy: Please read this section for appropriate use of this software

The National eSchool is a member of INSTRUCTURE, INC (CANVAS's), because NES uses its products, namely its facilities and services. This access to software is used to create and distribute educational information as well as to create communication formats in support of that education. There is an obligation by NES to respect the intellectual and access rights of others from local to international sources. Such facilities, services and software shall be used exclusively for legitimate educational activity. Computing resources, services and software of INSTRUCTURE, INC, and its respective partners shall be exclusively used by NES for legitimate activity related to the performance of the educational duties and responsibilities of NES and its clientele (namely, NES' students, parent(s)/guardian(s), teachers, partners, affiliates and staff). These duties may be in the administrative, public service, or approved contract purposes so designated between NES and CANVAS, specifically to operate an online high school. In the use of CANVAS's services by NES and its clientele to operate and to become involved in an online school, accessing other environments such as YouTube, Twitter, Facebook, LinkedIn, Skype, Google and other such environments directly or indirectly related to the Educational Objectives of NES is subject to the same policy by those affiliated with CANVAS and NES; that is, to use such environments for legitimate activity related to the operation of NES. This is clearly accepted by the clientele of NES and this acceptance is known and understood. The burden is exclusively on the clientele of NES to ensure compliance. Personal use of the CANVAS's services by NES or its clientele is not expressly forbidden provided that personal use does not interfere with any of the other obligations contained herein, or any other user's ability to use the facilities and services. The services, namely the products and software, of CANVAS are not to be used, directly or indirectly, by NES or its clientele for the viewing, access, duplication, alteration of any files or intellectual property of another, without that intellectual property owners express consent. Any attempt to degrade,

interfere with, disrupt, damage or otherwise interfere with the services, or using the services or any part thereof for those purposes on another system is expressly forbidden. When you are uncertain if you have proper permission to perform the task you intend to do, please consult your system NES administrator, or equivalent. "If in doubt, ask". Individuals or institutions who disregard elements of this NES policy may be subject to appropriate contractual or legal action by INSTRUCTURE, INC (CANVAS) and/or The National eSchool (NES) in the provincial Ontario Provincial Courts or the Canadian Court/Justice system. Violators of this policy may be liable to INSTRUCTURE, INC and/or The National eSchool if there is a violation, however small, of this policy. Accessing the facilities and services of NES is your express acceptance of this policy. This is referenced in the Student Agreement provided upon registration with NES. Should you wish not to follow this policy, or you disagree with any part of it, subject to the severity and 15 knowledge/understanding of this policy upon appropriate review by CANVAS and/or NES, you are not permitted to access the facilities and services of INSTRUCTURE, INC and/or The National eSchool at any time, or in any manner. Modifications may be made to this policy at any time, so please check back often. This is the complete Acceptable Use Policy of The National eSchool (NES) as of June 2019.

The full Acceptable Use Policy can be found from this link below:

<https://canvas.instructure.com/login/canvas#>

1.7 The School's Expectations Regarding Students' Responsibilities, Achievement, and Attendance:

Attendance & Punctuality:

For the fact that NES is an online school, we won't track students attendance in a traditional way; through the Canvas students statistics analyze feature, teachers will be able to see when the student is logged in during the week. In order to complete the course, the student will have to put in 110 hours of work while half credits and makeup credits require 55 hours; hence, the hours are used to record attendance. For this reason, attendance is taken based on the amount of work completed in hours engaged in the completion of such things as the work done online; research and enquiry for assignments; conferencing with the teacher and class mates; off line study; on and offline projects.

Students should login daily or a minimum of 5 times a week for about 7 hours of study per week. Exceptions must be requested and shared with the teacher who logs in daily. Not logging in for a long time, minimal participation or non-submission of assignments may be brought to the attention of the Principal. The Principal may intervene in a positive and supportive manner for student success.

Assessment & Evaluation:

A student's final grade for each course will be based on assessments and evaluations conducted

throughout the course and in part on a final evaluation. Students will be evaluated in a balanced manner with respect to the four categories of the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course from three different sources: observations, conversations, and student products.

Student should concern at their most recent and consistent work since seventy percent of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. Thirty percent of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge.

Student's Responsibilities:

- Attend all classes and provide appropriate notes, for absences;
- Submit work at checkpoints for feedback from your teacher
- Indicate any difficulty with assignments in advance of due date;
- Request assistance from course teacher when required
- Inform teachers of any expected authorized absences in advance
- Participate and contribute to group assignments, projects, presentations;
- Submit/perform individual portion of group task/assignment, presentation on due date
- Produce and submit your own work.

Consequences for submitting work late, not completing work, not attending classes on the date of an assessment/evaluation, cheating or plagiarism will include one or more of the following actions: teacher contact with parents, meeting with teacher/administrator, alternate arrangement to complete required course expectations, alternate assignment, a mark of zero, or loss of credit.

1.6 The School's Code of Conduct

Standards of Behavior:

- **Respect, civility and responsible citizenship. All school members must:**
 - a) Respect and follow all applicable laws
 - b) Demonstrate honesty and integrity
 - c) Respect differences in people
 - d) Treat one another with dignity and respect at all times, especially when there is disagreement
 - e) Respect and treat others fairly, regardless of race, ancestry, place of origin,

color, ethnic origin, religion, gender, sexual orientation, age or disability

- f) Respect the rights of others
- g) Show care and respect for school property and the property of others
- h) Take the proper steps to help those in need
- i) Respect all members of the school community, especially those in a position of authority
- j) Respect the need of others to work in an environment that encourages learning and teaching.
- k) Seek help from school staff, if necessary, to resolve conflict peacefully
- l) Not swear at a teacher or at another person in a position of authority.

Roles and Responsibilities

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- 1) Comes to school prepared, on time and ready to learn
- 2) Shows respect for himself/herself, for others and for those in authority
- 3) Refrains from bringing anything to school that may put the safety of others at risk
- 4) Follows the established rules and takes responsibility for his/her own actions.

Parents'/Guardians' Responsibilities:

- Be informed about course due dates and school calendar;
- Review student agenda book for attendance procedures
- Ask students questions about progress throughout the semester;
- Ask teachers/administrators for assistance if necessary;
- Know the dates that report cards are sent home and the dates of examinations.

Teachers' Responsibilities:

- Implementing effective assessment, evaluation, and communication of student learning and achievement in accordance with Growing Success, 2010.

Section 2: Diploma and Certificates

2.1 Compulsory Credit Requirements

The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as shown in the below.

- **4 credits in English (1 credit per grade)**
 - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
 - The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
 - For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
- **3 credits in mathematics (at least 1 credit in Grade 11 or 12):**
- **2 credits in science**
- **1 credit in the arts: The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.**
- **1 credit in Canadian geography (Grade 9)**
- **1 credit in Canadian history (Grade 10)**
- **1 credit in French as a second language: Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.**
- **1 credit in health and physical education**
- **0.5 credit in career studies**
- **0.5 credit in civics**
- **3 additional credits, consisting of 1 credit from each of the following groups:**
 - **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
 - **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
 - **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

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

A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

2.2 Optional Credit Requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

2.3 The Provincial Secondary School Literacy Requirement:

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

- **The Ontario Secondary School Literacy Test (OSSLT):**

All students are expected to take and must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. This test is written in the Grade 10 year and is based on the Ontario curriculum expectations for language and communication, particular reading and writing, up to and including Grade 9.

If students do not complete the test successfully, National eSchool will provide remedial assistance to help improve skills so that students are better prepared to retake the literacy test. Successful completion of the test is recorded on the Ontario Student Transcript.

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

- **The Ontario Secondary School Literacy Course (OSSLC)**

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 Ontario Secondary School Literacy Course (OSSLC). Arrangements may be made on an as needed basis for students who have not been successful on the OSSLT to take this course for the purposes of meeting the literacy requirement for graduation.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

2.4 The Community Involvement Requirements and Procedures:

If a full time NES student, 40 hours of community service is required of every graduate of an Ontario Secondary School in order to receive the OSSD. Prior to starting, students will provide their parents with a copy of the school's document "NES Information on the Community Involvement Diploma Requirement", which they will be given by the school as deemed appropriate. Students will also give a copy of this document to the sponsor of the community involvement activity.

Students may complete the 40 hours of community involvement activities a) at any one time during their secondary school program or multiple blocks of time b) they may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents and school contact person.

Before beginning any community involvement activity, each student must complete and submit a "NES Notification of Planned Community Involvement Activities" form.

The student will

- select an activity (or activities) from the NES's list of activities that it is not an activity that is on the ministry's or NES's list of ineligible activities (see "Ineligible Activities" below). 1
- obtain written approval from the principal or administrative designate (that is, the principal's or designator's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parent(s) or Legal Guardian(s), and must also have one parent/guardian sign the form.
- sign the form and submit it to the principal or to another school contact designated by the principal. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form. When the activity is completed, the student must a) fill the "NES Completion of Community Involvement Activities" form.
- ensure that the sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also

be signed by one of the student's parents/guardians if the student is under eighteen years of age.

- must submit the completed form to the principal or other school contact upon completion of the 40 hours and well in advance of the date of the completion of the Transcript for graduation.

- **National eSchool list of Eligible Activities**

The activities listed below are approved by the school to help students to finish one or multiple activities and for the completion of the community involvement requirements.

1. An event or activity that will benefit the community;
2. An event or activity is designed to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of National eSchool;
3. Participation of a structured program that provides tutoring, mentoring, visiting or coaching with the purpose of helping others who need those assistances;
4. An event or activity that is designed for the purpose to promotes positive environmental awareness;
5. An event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities;
6. Participation in an event or activity which is associated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

- **National eSchool list of Ineligible Activities**

The following activities are considered ineligible, in addition to the list of the ministry.

1. The activity/activities is/are a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, academic job shadowing, work experience).
2. The activity or activities will require students to finish during school hours, other than student's lunch break or spare periods.
3. The activity or activities will be performed for wages in the workplaces.
4. The activity or activities will require the involvement of the operation of a vehicle, power tools, or scaffolding (e.g. snow blower, power mower, hedge trimmers, etc.)
5. The activity or activities will require the involvement of any type or form of medication or medical procedures to other persons.
6. The activity will engage substances classed as "designated substances" under the Occupational Health and Safety Act (e.g. asbestos, lead, dangerous chemicals, toxic materials, etc.).

7. The activity/activities will require student to participate the transactions of banking or the handling of securities, or the handling of jewelries.
8. The activity consists of duties normally performed in the home or personal recreational activities.

2.5 Substitutions Policy for Compulsory Credit Requirements:

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet
- Each substitution will be noted on the student's Ontario Student Transcript.

2.6 The Requirements for the Ontario Secondary School Certificate:

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

Compulsory credits (total of 7)

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts or Technological Education

Optional credits (total of 7)

7 credits selected by the student from available courses

2.7 The Certificate of Accomplishment:

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Section 3: Curriculum

3.1 The Definition of a Credit:

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

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 or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

3.2 Definitions of the Types of Courses Available in the Ontario Curriculum:

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses). In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Because the courses are different, students may earn credit for the successful completion of more than one course in the same subject at any given grade level. National eSchool will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. National eSchool is not expected to offer all courses in all course types, but to provide a range of choices appropriate to the needs and interests of their students.

- **Grade 9 and 10 Courses:**

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

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

knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

- **Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

- **Grade 11 and 12 Courses:**

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

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

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways.

3.3 Explanation of the Course Coding System:

Course codes are adopted from the Ontario Secondary Schools Curriculum guidelines and can be interpreted as follows: The first three characters of the course codes are those given in the Ministry's list of common course codes. The fourth character indicates the grade of a course, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), 4 (Grade 12). For courses in ESL, classical/international languages, and Native languages only, letters will indicate the level of a course, as follows: A (Level 1), B (Level 2), C (Level 3), D (Level 4), and E (Level 5). The fifth character indicates the type of course, as follows: D (Academic), O (open), U (University preparation), M (university/college preparation). The sixth character indicates if the course is (1) one-credit or half-credit (H). For example, course code of Grade 11 English for University preparation is ENG3U.

Prerequisites:

The policy regarding prerequisites is stated as follows in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016(section 7.2.3): Courses in Grade 10, 11 and 12 may have prerequisites as a requirement for enrollment. All prerequisite courses will be identified in ministry curriculum policy documents and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. National eSchool will not waive prerequisites.

3.4 Course Descriptions:

Grade 9-12 High School Credit Courses descriptions

BY GRADE:

English as a Second Language

Course Name	Course Type	Course Code	Prerequisite
ESL Level 1	Open	ESLAO	None
ESL Level 2	Open	ESLBO	ESL Level 1 or equivalent
ESL Level 3	Open	ESLCO	ESL Level 2 or equivalent
ESL Level 4	Open	ESLDO	ESL Level 3 or equivalent
ESL Level 5	Open	ESLEO	ESL Level 4 or equivalent

Grade 10

Course Name	Course Type	Course Code	Prerequisite
The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2018 (Revised)			
Canadian History since World War I	Academic	CHC2D	None
Science, The Ontario Curriculum, Grades 9 and 10, 2008 (Revised)			
Science	Academic	SNC2D	Science, Grade 9, Academic
Canadian and World Studies, Grades 9 and 10 (2018)			
Civics and Citizenship	Open	CHV2O	None
Guidance and Career Education (2006)			
Career Studies	Open	GLC2O	None

Grade 11

Course Name	Course Type	Course Code	Prerequisite
The Ontario Curriculum, Grades 11 and 12, English, 2007 (Revised)			
English, Grade 11	University Preparation	ENG3U	Grade 10 English, Academic
Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008 (Revised)			
Introduction to Computer Science	University Preparation	ICS3U	None
Mathematics, the Ontario Curriculum, Grades 11 and 12, 2007 (Revised)			
Functions	University Preparation	MCR3U	Principles of Mathematics, Grade 10, Academic

Grade 12

Course Name	Course Type	Course Code	Prerequisite
The Ontario Curriculum, Grades 11 and 12: Business Studies, 2006, (revised)			
International Business Fundamentals	University/College Preparation	BBB4M	None
Business Leadership	University/College Preparation	BOH4M	None
Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015 (Revised)			
Analyzing Current Economic Issues	University Preparation	CIA4U	Any University or university/ college preparation course in Canadian and World Studies, English or Social Studies and

			Humanities
The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised)			
English	University Preparation	ENG4U	Grade 11 English, University Preparation
Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008 (Revised)			
Computer Science	University Preparation	ICS4U	Introduction to Computer Science, Grade 11, University Preparation
Classical Studies and International Languages (2016)			
Simplified Chinese	University Preparation	LKBDU	International Languages, Level 2, University Preparation or Open
Mathematics, the Ontario Curriculum, Grades 11 and 12, 2007 (Revised)			
Advanced Functions	University Preparation	MHF4U	Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
Calculus and Vectors	University Preparation	MCV4U	Advanced Functions, Grade 12, University Preparation (note: MHF4U may be taking concurrently)
Mathematics of Data Management	University Preparation	MDM4U	Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation
English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003			
Ontario Secondary School Literacy Course		OLC4O	N/A

BY SUBJECT

English as a Second Language

Course Name: ESL Level 1

Course Type: Open

Course Code: ESLAO

Prerequisite: None

Course Description:

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

Course Name: ESL Level 2

Course Type: Open

Course Code: ESLBO

Prerequisite: ESL Level 1 or equivalent

Course Description:

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

Course Name: ESL Level 3

Course Type: Open

Course Code: ESLCO

Prerequisite: ESL Level 2 or equivalent

Course Description:

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

Course Name: ESL Level 4

Course Type: Open

Course Code: ESLDO

Prerequisite: ESL Level 3 or equivalent

Course Description:

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

Course Name: ESL Level 5

Course Type: Open

Course Code: ESLEO

Prerequisite: ESL Level 4 or equivalent

Course Description:

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

Business Studies

Course Name: International Business Fundamentals

Course Type: University/College

Grade Level: Grade 12

Course Code: BBB4M

Prerequisite: None

Course Description:

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.

Course Name: Business Leadership: Management Fundamentals

Course Type: University/College

Grade Level: Grade 12

Course Code: BOH4M

Prerequisite: None

Course Description:

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.

English

Course Name: English

Course Type: University

Grade Level: Grade 11

Course Code: ENG3U

Prerequisite: English, Grade 10; Academic

Course Description:

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

literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Course Name: English

Course Type: University

Grade Level: Grade 12

Course Code: ENG4U

Prerequisite: English, Grade 11; University Preparation

Course Description:

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.

Mathematics

Course Name: Functions

Course Type: University

Grade Level: Grade 11

Course Code: MCR3U

Prerequisite: Principles of Mathematics, Grade 10; Academic

Course Description:

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

Course Name: Advanced Functions

Course Type: University

Grade Level: Grade 12

Course Code: MHF4U

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

Course Description:

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.

Course Name: Calculus and Vectors

Course Type: University

Grade Level: Grade 12

Course Code: MCV4U

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

Course Description:

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

Course Name: Mathematics of Data Management

Course Type: University

Grade Level: Grade 12

Course Code: MDM4U

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

Course Description:

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Science

Course Name: Science, Grade 10

Course Type: Academic

Course Level: 10

Course Code: SNC2D

Prerequisite: Science, Grade 9, Academic or Applied

Course Description:

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Canadian and World Studies

Course Name: Canadian History since World War 1

Course Type: Academic

Grade Level: Grade 10

Course Code: CHC2D

Prerequisite: None

Course Description:

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

Course Name: Analyzing Current Economic Issues

Course Type: University Preparation

Grade Level: Grade 12

Course Code: CIA4U

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

Course Description:

This course examines current Canadian and international economic issues, developments,

policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Course Name: Civics and Citizenship

Course Type: Open

Grade Level: Grade 10

Course Code: CHV2O

Prerequisite: None

Course Description:

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

The Ontario Secondary School Literacy Course (OSSLC)

Course Name: Ontario Secondary School Literacy Course

Course Code: OLC4O

Course Description:

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Career Study

Course Name: Career Studies

Course Type: Open
Grade Level: Grade 10
Course Code: GLO2O
Prerequisite: None

Course Description:

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Computer Science

Course Name: Introduction to Computer Science

Course Type: University Preparation

Course Level: 11

Course Code: ICS3U

Prerequisite: None

Course Description:

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

They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Course Name: Computer Science

Course Type: University Preparation

Course Level: 12

Course Code: ICS4U

Prerequisite: None

Course Description:

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

International Language

Course Name: Simplified Chinese

Course Type: University Preparation

Course Level: 12

Course Code: LKBDU

Prerequisite: International Languages, Level 2, University Preparation or Open

Course Description:

This course provides opportunities for students to communicate and interact in the language of study in a variety of practical contexts and real-life situations. Students will refine their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to simple and some complex oral and written texts, including authentic texts. They will also increase their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

3.5 How to Gain Access to Outlines of the Courses of Study

Students can gain access to **course outlines**, **2019-2020 school calendar** and the **school time table** through school administrators.

3.6 How to Gain Access to Ontario Curriculum Policy Documents

Students and parents can gain access to the Ontario Website address for **Ontario curriculum policies** at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

3.7 Description of Experiential Learning Programs:

Cooperative Education:

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

Work Experience:

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks. Some requirements for work experience mirror those for cooperative education programs.

Job Shadowing and Job Twinning:

Job shadowing and job twinning is offered to students from Grade 7 to Grade 12 as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

National eSchool Procedure

National eSchool does not offer any of the experiential learning provisions.

3.8 Policy Regarding Student Withdrawal from Course in Grade 11 and 12

All grade 11 and 12 courses are subject to the Ministry of Education's Full Disclosure Policy. All courses in which a student is registered five days after the issue of midterm report card will be recorded on the Ontario Student Transcript (OST) whether the course has been successfully completed or not. A withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Students who repeat a Grade 11 or 12 course that they have previously completed, only earn one credit for the course. However, each attempt, as well as the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade. Course Withdraw form is available at guidance office.

3.9 Procedures Related to Changing Course Type:

If a student wishes to change direction or pathway in their program, they may do so providing that the prerequisite for the newly chosen course is first taken by the student. National eSchool will consider admitting a student who wishes to take a single-credit course in order to change course type at their home school. In some circumstances, if the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

National eSchool Procedure:

National eSchool will honor the stated prerequisite requirements within subject policy documents. Therefore, National eSchool will not waive prerequisites. However, National eSchool will honor changing course types.

3.10 The Prior Learning Assessment and Recognition (PLAR) Processes for Equivalency:

The PLAR process involves two components: "challenge" and "equivalency". The challenge process refers to the process whereby students' learning is assessed for the purpose of granting a credit for a course developed from a provincial curriculum policy document.

National eSchool does not offer challenge process.

National eSchool Procedure

The determination of equivalency credits involves the assessment of credentials from other jurisdictions. Students arriving from outside Ontario must provide documentation from their previous school - officially translated into English if necessary. After examining the documents, the principal will determine the total credit equivalency as well as the number and types of compulsory and optional credits still to be earned. Equivalency credits will be recorded on the student's Ontario Student Transcript. Students working towards the OSSD will be required to complete the OSSLT Literacy requirement, and the determined hours of community involvement. A copy of the equivalency assessment will be retained in the student's OSR.

For students who do not have Ontario Credits (students from non-inspected private schools or from schools outside Ontario), both under the age of eighteen and mature students, we will use the following table and the list of diploma requirements as a guide to determine:

The total credit equivalency of the student's background for placement purposes;

The number of credits, including compulsory credits that the student must earn to qualify for the Ontario Secondary School Diploma (OSSD).

REQUIREMENTS FOR THE OSSD

Situation in which the student has normally completed:	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	More than 3
Minimum number of credits still to be earned towards the OSSD	22	14	7	4
Number of compulsory credits to be earned and requirements to be met:				
-English	3	2	1	1 ¹
-Mathematics	2	1	0	0
- Science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
-Community involvement	40 hours	30 hours	20 hours	10 hours

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

In addition to the requirements listed above, the following requirements will be met:

A student, who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or 12 courses before being recommended for the OSSD.

A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

School will have an Initial Assessment for English language learner.

School staff will assess the English language proficiency of all English language learners. The assessment procedure will include:

A structured interview to assess oral communication skills (listening and speaking);

An assessment of reading comprehension;

An assessment of student writing;

An assessment of mathematical knowledge and skills.

3.11 Information about Other Ways of Earning Credits Through Learning Opportunities Such as E-learning, the Independent Learning Centre, and Continuing Education Courses for Credits:

There are alternative ways to earn the required credits. Some of the options offered by the school, include:

Summer School:

Summer School courses are available for both Reinforcement and Acceleration credits. Information on the courses available at Summer School and registration procedures can be obtained in the Guidance Services Department or online each spring.

Correspondence Courses

The Independent Learning Centre (ILC) provides a distance education program, in English and in French, for Ontario residents who want to access credit and non-credit courses towards the OSSD or equivalent, upgrade their skills, and achieve their academic and career goals or study for personal development. For more information please contact Guidance Services or visit <http://www.ilc.org>.

Music Certificates Accepted for Credit

Students who are working towards their OSSD are able to use specified music certificates towards

credits.

3.12 Assessment, Evaluation and Examination Policies:

Assessment and Evaluation Policy:

The Assessment and Evaluation Policy at National eSchool is based on the Ministry of Education policy documents. Marks are determined using the 4 levels (and appropriate mark conversions) of the Achievement Chart for each subject area.

Final course marks will be calculated using 70% from course work and 30% from the course culminating task (an exam, a performance task or a combination of the two given toward the end of the school year).

The 70% from course work will be determined from an overall evaluation of a student's performance on a number of varied tasks throughout the year. These tasks will provide students with opportunities to demonstrate their learning in a variety of ways (tests, presentations, essays, etc.) and will address all of the Achievement Chart Categories (Knowledge and Understanding, Thinking and Inquiry, Communication and Application).

When appropriate, and consistent with Ministry policy, the 70% course mark will reflect a student's most consistent level of achievement throughout the year, with more emphasis paid to more recent performance.

Achievement Chart

The Ministry of Education-produced chart that describes the student achievement associated with each Level of Achievement. All rubrics and other assessment tools must be designed with reference to the Achievement Chart. The Achievement Chart criteria and descriptors are intended to act as a guide for creating more specific assessment and evaluations.

Grade %	Achievement Level	Description
80% - 100%	4	A very high to outstanding level of achievement. Achievement is beyond the provincial standard.
70% - 79%	3	A high level of achievement. Achievement is at the provincial standard.
60% - 69%	2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50% - 59%	1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	R	Additional learning is required for the student to meet minimum expectations. A credit will not be granted.

Achievement Chart Category

The Ministry of Education's categories of achievement have broken down assessment and evaluation into 4 categories:

- Knowledge and Understanding
- Thinking and Inquiry
- Communication and
- Application

Assessment and Evaluation of all four categories must be done for all courses, and while many assessment tasks may only focus on 1 or 2 of the categories, major tasks should incorporate as many of the categories as possible. The relative emphasis of each category varies among the disciplines.

Rubric

A criteria-based assessment/evaluation tool used for some tasks to assess/evaluate a student's work based on the Achievement Chart. While the Achievement Chart criteria and descriptors are vague, the criteria and descriptors for Rubrics are specific to a given task. Other tools such as rating scales and checklists may also be used for some tasks.

Types of Assessment and Evaluation

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning.

- **Assessment for learning**

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. It occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. It also occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.

- **Assessment as learning**

Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. It occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.

- **Assessment of learning**

Assessment of learning, which occurs at or near the end of a period of learning, is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.

Policy in Cheating and Plagiarism:

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

To prevention of Cheating and Plagiarism:**Schools will:**

- 1) Explain the Policy on Cheating and Plagiarism to every student when they register the courses;
- 2) Provide a definition of cheating and plagiarism at beginning of every courses;

Teachers will:

- 1) Define and explain plagiarism and cheating to ensure students are aware of what academic dishonesty entails using subject specific examples;
- 2) Discuss the ethics of plagiarism with all students;
- 3) Instruct students in appropriate research and citation practices;
- 4) Ensure all assignments are clearly defined, and at the student's developmental level, and accompanied by success criteria;
- 5) Structure assignments, when possible, in a way that discourages plagiarism;
- 6) Ensure student work completed within a group project is evaluated individually;
- 7) Ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

Detection of cheating and plagiarism:

When plagiarism or cheating is suspected, teachers will gather evidence of the plagiarism or cheating.

Response to Cheating and Plagiarism:

When a student has not met the School/Teacher's expectation of academic honesty, a consequence will be applied which will ensure the student understands of the vital importance of academic honesty and the gravity of dishonest behavior. The consequence will reflect a continuum of behavioral and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.

Schools will:

- 1) Record incidents of academic dishonesty.

Teachers will:

- 1) Discuss the matter with the student(s) involved;
- 2) Define and explain the evidence of cheating and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
- 3) Inform a student's parent(s) / guardian(s);
- 4) In the event of a serious incident that may have an impact on a student's success or repeated incidents by a student inform Administration.

Teachers may:

- 1) Require the student to redo the work;

- 2) Require the student to do supplementary or alternative work;
- 3) In consultation with Administration assign a grade penalty up to the full value of the assignment.

Policy in Late and Missed Assignments:

It is the responsibility of students to provide evidence of their learning within established timelines. School will implement strategies to ensure students submit evidence of their learning within appropriate and well-communicated timelines.

To Prevention of Late and Missed Assignments:

Schools will:

- 1) Collaborate to coordinate major evaluation dates to provide a reasonable work load for students;
- 2) Communicate the possible responses and consequences for late and missed assignments and final 30% evaluations to students and parents through course outlines, and links to the School website.

Teachers will:

- 1) Establish and communicate due dates for the submission of assignments for evaluation, preferably in collaboration with students;
- 2) Clearly communicate due dates to students;
- 3) For students in grades 9 to 12, clearly communicate the final 30% schedule and the possible consequences for missing these evaluations;
- 4) Support student development of learning skills and work habits required to meet due dates to provide evidence of learning; monitor, conference with, and provide ongoing feedback to students on assignments for evaluation completed outside of class time;
- 5) Ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

Response to Late and Missed Assignments

In the event of late or missing work:

Teachers will:

- 1) Conference with the student to ensure the completion of late or missed assignments;
- 2) Set up a student contract (oral or written) which includes an appropriate closure date for submission of the missing evidence of learning;
- 3) Ensure students and parents/guardians are kept informed of incomplete, late, and non-submitted assignments that are having a significant impact on a student's reported grade;
- 4) work with students to help them remediate the learning skills and work habits required to meet due dates and provide evidence of their learning;

Teachers may:

- 1) Employ other strategies to encourage the responsible meeting of due dates. These strategies may include, but are not limited to:

Facilitating the completion of late or missed work under supervision;

Providing an alternate opportunity for a student to demonstrate his/her achievement of the curriculum overall expectations;

Deducting marks at a rate of 5% / day for late assignments, up to and including the full value of the assignment.

Teachers are expected to assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

3.13 Information on Reporting Procedures, Including the School's Report Card and the Ontario Student Transcript:

Report card

The report card provides a record of the learning skills demonstrated by the student in every course, in the following Six categories: Independent work, Collaboration, Organization, Responsibility, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, and N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

Reporting Schedule

One after the midterm and the other after the course has been completed.

Ontario Student Transcript(OST)

The Ontario Student Transcript (OST) is to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

The OST will include:

All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;

All Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned;

All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS;

Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;

Confirmation that the student has completed the forty hours of community involvement;

Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

Confirmation that obtain the OSSD

Section 4: National eSchool Supports and Resources

National eSchool plans to provide the excellent student services to better support and assist students to succeed in the school.

4.1 Service in Guidance, Academic Advice and Career Planning:

The Guidance Office is where students can find information on their high school courses, how to apply for College or University, and what courses they should take if they want to get into certain University programs. It will also help students to plan their future career pathway. It's easy to make an appointment; students can go to the Guidance Office at lunch, and before or after school, and fill out an appointment slip or see a counselor to arrange a convenient meeting time.

4.2 Support/Tutor Service :

National eSchool provides a peer tutor service. The school will work diligently to try to ensure student success academically, and also coordinate study placements for students when required. Support tutor services may be provided both in class and after class in small group settings.

4.3 Support for English Language Learners:

National eSchool provides ESL classes for those English language learners. Students will be placed at the appropriate level determined by either the previous course or through a diagnostic assessment. Our online courses are designed to better support those English-as-second-language learners to accommodate to the English environment. National eSchool also provides IELTS and TOEFL test preparation classes when required.