OSC Global School

Academic Calendar 2022-2023

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1. Introduction

This course calendar is designed to provide you, the student, with information on the academic programs offered at OSC. The information contained here will assist you in planning your academic program throughout your high school career. In Ontario, all students are expected to remain in school until the age of 18 or until they've obtained an OSSD.

2. OSC Goals

a. To provide our students with a dynamic learning environment and teach them the curriculum, values, and ethics of a globally inclusive, multi-cultural society.

b. To develop in students a sound character and responsible citizenship and to foster appreciation for the Canadian multi-cultural experience and global perspective, where all ethnic groups are equally respected, free, and encouraged to preserve and contribute their own cultural heritage to the great tapestry of Canadian multiculturalism.

c. To instill in our students the necessary knowledge, skills, and attitudes required to achieve academic excellence.

d. To establish and refine our assessment and evaluation process by: Using the assessment and evaluation guidelines provided by the Ontario Ministry of Education in all activities.

e. Using evidence from assessment and evaluation processes (triangulation-observation, conversation, and the final product) to determine student understanding.

f. Keeping all records of assessment and develop effective strategies to which all teachers can refer.

g. Monitoring the use of assessment and evaluation practices in order to evaluate effectiveness and to develop the best teaching strategies in the future.

h. To cater to the unique learning needs of our diverse and multi-cultural, learners:

i. Providing extra support to our students within the platform or outside the platform through skilled teachers.

j. Successfully integrating our students into appropriate courses/programs based on

test results, background, and previous education.

k. To be an effective educational resource to all our students for the improvement of their intellectual abilities and enhancement of their mental well-being and their subsequent quality of life. This means assisting students and staff in defining their goals and objectives, plus giving them the necessary tools and support systems in order for them to be achieved.

3. Meet OSC

Previous Address: 908-250 Consumers Rd., North York, ON Canada M2J 4R4

Current Address: 303 - 9030 Leslie St. Richmond Hill, ON Canada L4B 1G2

Phone Number: +1(647)948-5398

Staff Contacts:

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Chloe Li	Head of Student Success Services	chloe.l @osc.school

4. OSC Code of Conduct

4.1. Standards of Behaviour

By enrolling at OSC, students automatically assume the obligation to maintain a certain standard of behaviour as stated in OSC's academic policies. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the policies.

All members of OSC must:

a. Demonstrate honesty and integrity;

b. Respect differences in people, their ideas and their opinions;

c. Treat one another with dignity and respect at all times, especially when there is disagreement;

d. Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, creed, sexual orientation, age, family status or disability;

e. Respect the rights of others;

f. Show proper care and regard for school property and the property of others;

g. Take appropriate measures to help those in need;

h. Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;

i. Respect the need of others to work in an environment that is conducive to learning and teaching;

j. Discourage others from engaging in bullying or cyber bullying.

4.2. Student Roles and Responsibilities

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. They are required to show respect and responsibility by:

a. Attending school daily, prepared, on time, and ready to learn;

b. Showing respect for him/herself and for others;

c. Using technology responsibly;

d. Following the established rules and taking responsibility for his/her actions.

4.3. Academic Honesty

Members of OSC are expected to maintain high standards of honesty throughout the many aspects of their life and study at the school.

At OSC, cheating, plagiarism and all other forms of academic dishonesty are serious violations that undermine and compromise both the student's education and the integrity of this learning community.

<u>Cheating</u>

Any deceit in academic work is cheating. It includes (but is not necessarily limited to):

- Viewing tests or examinations without permission of the teacher.

- Using unauthorized aids (notes, texts, translators, electronic devices, etc.) of any kind during tests/exams.

- Getting help from other people (teachers, tutors, administrators, other students) during test/exam.

- sharing or allowing another student to copy or use one's test/exam.

- theft of a test or examination.

OSC has zero tolerance on cheating. In the event of a cheating incident, the following will occur:

- The submitted test or exam will receive a grade of zero.

- The student will be placed on probation and their academic work will be carefully monitored.

- The student's parents or guardians will be notified about the situation and required to sign an Academic Integrity Agreement Form.

- The student may be suspended for a time determined by OSC.

Plagiarism & The Academic Integrity Certificate Program

Plagiarism, a specific form of cheating, is the theft of someone else's work. The unacknowledged use of another's words, ideas, arguments or research is plagiarism.

Plagiarism includes (but is not limited to):

- Handing in an assignment that was not written, in whole or in part, by myself

- Copying ideas, images, direct quotations, etc. without proper citation

- Self-plagiarism, re-submitting an assignment for another class

- Use of a previous term's assignments, tests, solutions

- Using a classmate's assignment as the basis or as a reference for your own or allowing someone else to do this with your assignment

To prevent plagiarism, students will learn how to properly use and cite another author's words, ideas, arguments or research during OSC courses and the Academic Integrity Certificate Program.

The core message of the Academic Integrity Certificate Program is simple: students should focus on expressing their own thoughts and ideas. In most course assignments, citing the work of other authors is not required. But when it is used, it should be kept to a minimum so that the voice of the student is always clear and

visible. In all cases, if a student submits an assignment that is plagiarized or contains too much cited content, it will receive a zero grade with no opportunity for resubmission.

The Academic Integrity program is meant to help students understand and avoid plagiarism and other inappropriate behaviour that often prevents students from reaching their educational goals. Upon completion of this mini-course, all participants will be required to "sign" the Academic Integrity contract and claim their Academic Integrity badge.

In the event of a plagiarized assignment, the following will occur:

First Offence:

- The student will be required to submit the Plagiarism and Academic Integrity Statement. This letter requires the student to (1) convey an understanding of their mistake and explain how they will avoid repeating this mistake in the future and (2) acknowledge the consequences that will follow if there is a second offence.

- The student may be allowed to resubmit the affected assignment. A mark reduction may apply.

Second offence:

- The submitted work will receive a grade of zero.

- The student will be placed on probation and their academic work will be carefully monitored.

- The student's parents or guardians will be notified about the situation and required to sign a new Plagiarism and Academic Integrity Statement.

- The student may be suspended for a time determined by OSC.

Third Offence:

- The student may be expelled or denied re-enrollment at OSC.

4.4. Late and Missed Assignments

Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments, as per the individual teacher's rules. Students may request an extension if they are unable to meet a specific due date, but must ask AHEAD OF TIME (48 hour minimum).   OSC reserves the right to deny any request. Late or

missed assignments are not accepted without a valid reason.

4.5. Re-submissions of Assignments

To support student learning in language-intensive subjects, students may resubmit assignments based on the following policies:

- Gegeral courses: a maximum of two assessments of learning (summative) may be resubmitted.

- In all courses allowing resubmission, once an assignment has been graded, the student will have 48 hours to resubmit.

- There is no resubmission allowance for mid-term projects, unit tests, and final projects/exams.

- A select number of formative activities must be completed successfully before a resubmission is allowed.

4.6. Online Attendance Policy

Regular attendance and participation are vital to students' academic success. OSC expects students to attend regularly and to participate actively in all instructional activities as described in the course outline. The student's video must be 'on', otherwise student is counted as being absent. A student not online at the scheduled time will be considered late.   Anyone who is over 10 minutes late will be considered absent.

Requirements: In order to demonstrate achievement of the Ministry of Education learning expectations and earn a course credit, students must:

- Successfully complete 110 hours of online course learning activities

OSC monitors student attendance and participation through students':

- Presence and log in on the learning management system or learning logs, students are expected for the scheduled live session.

- Completion of course content, including online / offline learning activities, which is designed to be total 110 hours of planned learning (approximate hours allocations to activities, lessons and units etc.).

- Participation and engagement in learning activities independently or with teachers and other students.

- Ongoing online discussion and communication with the teacher and other students.

When students are not active participants in course activities for more than one week, the teacher and principal will take the following actions:

- The Online Course Teacher will attempt to contact the student

- The Online Course Teacher will inform the appropriate OSC Student Care Officer if the student continues to be absent

- The OSC Student Care Officer will inform the principal

- If there is no change in attendance or behaviour, the principal will contact the parent/guardian, School Administrator, or student (over age 18) to determine if there are unknown or additional circumstances to consider or whether the student should withdraw from the course

The goal of these communications is to encourage students to re-engage and successfully complete the course:

- Students who wish to leave a course before it is finished are required to submit a Course Withdrawal Form.

- Students who do not re-engage with course material will be withdrawn without credit or refund.

4.7.   Offline Attendance Policy

Regular attendance and participation are vital to students' academic success. OSC expects students to attend regularly and to participate actively in all instructional activities as described in the course outline. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. OSC expects all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes. Persistent absences will result in the following actions:

- An Excused Absence refers to the case of illness and bereavement leave or serious personal and/or family issues.

- An Unexcused Absence refers to absent without a proper reason. Inappropriate examples would be shopping, haircut appointments, sleep in, etc.

- Late refers to students do not present him/herself within the first 15 minutes of class. Absence will not affect students' overall mark of the course. It is expected that students will attend all their classes and extracurricular commitments according to the scheduled timetable. Continued unexcused Late or absences will be recorded and communicated with students' parents and/or guardians

- Student are required to attend all the scheduled live sessions and log in to the Schoology learning platform every school day.

- Every 2 unexcused absents warrants 1 Warning. 2 Warnings in any course warrants a parent report. 3 Warnings in a single course, the student could risk losing that credit.

- For the Live session to count towards attendance, the student's camera needs to be on and directed at the student.

Should total minutes of lates and absences exceed 15 hours the principal will not grant the credit with no refunds.

4.8.   Mutual Respect Policy

OSC is committed to providing quality learning in a safe, supportive and disciplined learning environment free of discrimination, harassment or bullying.

Discrimination

Discrimination refers to unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, ethnicity, creed, sex, age, family status or disability. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society.

Harassment

Harassment is a form of discrimination and is against the law. It may be physical, verbal, written or visual and may include use of the Internet. Harassment does not necessarily need to target a specific student or individual. A single act or expression can constitute harassment, for example, if it is a serious violation.

Bullying

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or

making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technology).

If you are a victim, know someone who is a victim or see behaviour which you feel may be discrimination, harassment or bullying:

- If it is safe to do so, tell the person to stop;

- Write down what happened; include names, how often it has happened, time, date, location, any witness, who else you have told and if you know of anyone else who may have experienced similar conduct; and

- Talk with your Guidance Counsellor or School Administrator to determine the appropriate next step;

- If you are unsure if what you witnessed and/or experienced is considered discrimination, harassment or bullying or if you are not comfortable telling the person to stop, talk with your Guidance Counsellor or School Administrator. All reports are taken very seriously and will be handled in a timely and respectful way for everyone involved.

- For any reason, if you do not wish to go to your Guidance Counsellor or School Administrator, report the incident to an adult you trust, either at home or at school.

5. Technology: Acceptable Use Policy

OSC provides information technology resources for use by the OSC community to support its educational mission. The use of these resources must be consistent with the goals of the school. As members of the OSC community, students are expected to act responsibly and to follow the school's guidelines, policies, and procedures using technology and electronic networks accessed by such technology.

This acceptable use policy defines the ways in which a user may behave in the OSC learning management system. It asks users to be respectful to each other, to not act in ways that are unethical or illegal, and to be aware that all actions are logged and monitored. The following guidelines explain this policy in greater detail and identify the likely consequences for inappropriate use.

Our learning management system is intended for educational purposes:

- Commercial, illegal, inappropriate or obscene activities are prohibited.

- Students who use the learning management system in these ways will have their registration and access withdrawn.

- Disciplinary action may include criminal investigation and legal sanctions.

Your online security requires your active participation:

- Protect your username and password. Do not share it with anyone;

- Report any email that requests personal information from you to the principal. Do not attempt to damage or violate the security provisions of the learning management system;

- Do not log in anonymously or as another user.

6. Ontario Education Definitions

6.1. Ontario Education Number (OEN)

The OEN is a student identification number that is assigned by the Ministry of Education to elementary and secondary students across the province. The number, which is unique to every student, will be used as the key identifier on a student's school records. Each registered student in OSC will receive an OEN at registration.

6.2. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a provincially standardized document that provides a record of a student's achievement in secondary school. The transcript includes the following information:

- The student's achievement in Grades 9 and 10 with percentage grades obtained and credits earned for successfully completed credit courses.

- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;

    o Note:

    o Only one credit will be granted for a course that a student has successfully completed twice.

    o If a student withdraws from a course within five instructional days

following the issue of the midterm provincial report card is not recorded on the OST

- Equivalent credits granted for schoolwork completed at other institutions outside of Ontario.

- Confirmation that the student has completed the community involvement requirement

- Confirmation that the student has completed the provincial secondary school literacy requirement

- Any Ontario Secondary School Diploma earned.

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Copies of this certified and sealed document are available to students on request and are sent to university admissions offices as required.

6.3. Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for an Ontario student. The OSR tracks a student's educational progress through schools in Ontario.

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. It is kept in the OSC Toronto office. The OSR is an ongoing record and may be transferred from OSC if the student transfers to another Ontario school.

6.4. Ontario Secondary School Diploma (OSSD)

Courses at OSC are based on the Secondary School Diploma system designed and managed by the Ontario Ministry of Education. On successful completion of the diploma requirements, students can graduate and attend post-secondary programs.

Students who receive an average of 80% or greater in their six best Grade 12 courses will also be rewarded an Ontario Scholars certificate.

6.5. Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate may be granted to students who leave

school without fulfilling the requirements for the Ontario Secondary School Diploma. This certificate may be a useful 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.

The requirements for the OSSC are:

- Earn 14 credits (including 7 compulsory credits).

    o 2 credits in English

    o 1 credit in Canadian Geography or Canadian History

    o 1 credit in Mathematics

    o 1 credit in Science

    o 1 credit in Health and Physical

    o 1 credit in the Arts or Technological education

    o 7 elective credits

- Students are not required to complete 40 hours of community involvement.

- Students are not required to pass the Ontario Secondary Literacy Test.

7. Requirements for the Ontario Secondary School Diploma (OSSD)

7.1. Earn a total of 30 credits

Students must earn a total of 30 credits from grades 9 to 12. Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.

For students who are admitted to OSC after grade 9, OSC offers Prior Learning Assessment and Recognition (PLAR). This process grants students equivalent OSSD credits based on their prior learning. OSC's Guidance Team will assess student local transcripts, and following assessment, students will receive an Equivalent Credit Report from OSC stating how many credits were transferred and those remaining.

We do not accept PLAR Challenges at this time.

Definition of an Ontario Credit:

A credit is granted in recognition of the successful completion (completion with a final

percentage mark of 50% or higher) of a course for which a minimum of 110 hours has been scheduled. Credits are granted by the principal on behalf of the Ministry of Education for courses that have been developed or authorized by the Ministry.

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓ 12 optional credits†

✓ 40 hours of community involvement activities

✓ the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:

1
- English or French as a second language**
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

Group 2:

1
- health and physical education
- the arts
- business studies
- French as a second language**
- cooperative education***

Group 3:

1
- science (Grade 11 or 12)
- technological education
- French as a second language**
- computer studies
- cooperative education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

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reach every student

Ontario

7.2.   Complete 40 hours of Community Involvement Activities

Every student must find, organize, and complete a minimum of 40 hours of community involvement activities. The required number of hours depends on what grade the student enters OSC.

The purpose of these activities is to allow students to become directly involved in their communities, develop awareness and civic responsibility, and to practice real-world skills. Students receive some assistance in finding community involvement opportunities from the school Guidance Counsellor.

Ineligible activities include:

- Any paid experience

- Any activity that are regular responsibilities (i.e. family chores, babysitting)

- Any activity that benefits for-profit organizations

- Job shadowing

- Playing on a school sports team or taking part in a club

- Activities completed during school instructional hours

- Activities that would normally be performed for wages by a person in the workplace

Eligible activities include:

- Activities with a not-for-profit organization such as:

- Elementary Schools: assist with school events, activities for children

- Secondary Schools: organization and leadership of school activities that benefit the community

- Animal Care: volunteering in a zoo or animal shelter

- Health Agencies: volunteering at hospitals

Students are encouraged to speak to their Guidance Counsellors or School Administrators before volunteering to ensure the validity of the activity. All activities must be signed and verified by the organization or organizer of the activity.

7.3. Provincial Literacy Requirement

<u>Ontario Secondary School Literacy Test</u>

The Ontario Ministry of Education offers a standardized Ontario Secondary School Literacy Test (OSSLT) every year, to determine whether students meet the provincial secondary school literacy requirement for graduation. The test is usually held in the spring, and results are distributed in June. All students enrolled in, or who have completed ENG3U will be required to take the OSSLT.

Students can attempt the test twice.

English Language Learners may be given special provisions.

<u>Ontario Secondary School Literacy Course</u>

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 to meet diploma requirements. Students who successfully complete this course (course code: OLC4O) will meet the provincial literacy requirement for graduation.

8. Courses and Credits

8.1. Course Codes

All OSC courses have a course code. These 5-chracter course codes are created by Ontario's Ministry of Education and recognized at every Ontario school and Canadian university/college.

It is important that all guidance counsellors familiarize themselves with course codes, as most admission officers and materials will only list course requirements using course codes.

Example: MHF 4U

<u>The first three characters identifies the subject. The first letter identifies the department area.</u>

A = Arts	G = Guidance & Career Education	P = Physical & Health Ed.
B = Business	H = Humanities & Social Sciences	S = Sciences
C = Canadian & World Studies	I = Interdisciplinary Studies	T = Technology
E = English	L = International Languages	

F = French   M = Mathematics

The fourth character, the number, indicates the Grade level.

1 = grade 9   2 = grade 10   3 = grade 11   4 = grade 12

The last letter identifies the type of course.

Grades 9 & 10	D = Academic P = Applied O = Open
Grades 11 & 12	U = University Preparation C = College Preparation M = University/College Preparation O = Open Courses

For this example, MHF4U:

This course is a mathematics course (**M**HF4U) that is a grade 12 course (MHF**4**U) and is a university preparation course (MHF4**U**). The full name for **MHF**4U is Advanced Functions.

8.2.   Course List and Descriptions

Below is the complete list of courses offered by the OSC. See Section 10: Course Descriptions for more detail. Offered courses are subject to change depending on its availability.

Prerequisite Courses:

Courses in Grade 10, 11 and 12 have prerequisites for enrolment.

Courses cannot be taken without the successful completion of the stated prerequisite.

If a student believes they can be successful in a particular course without having taken the specified prerequisite course, please request for a diagnostic test (extra fee required).

If the student passes the diagnostic test with a 75%+, the Principal will complete a pre-requisite waiver, and the student can be enrolled in the course without the pre-requisite.

Courses	Type	Code	Name	Pre-requisite
ESL	Open	ESLBO	ESL Level B	Oxford English
ESL	Open	ESLCO	ESL Level C	

Subject	Grade	Code	Course Name	Proficiency Test Results
ESL	Open	ESLDO	ESL Level D	Proficiency Test Results
ESL	Open	ESLEO	ESL Level E	
Business	10	BBI2O	Introduction to Business	None
English	10	ENG2D	English	ENG1D
Mathematics	10	MPM2D	Principles of Mathematics	MPM1D
Science	10	SNC2D	Science	MPM1D
Business	11	BAF3M	Introduction to Financial Accounting	None
Careers	11	GWL3O	Designing Your Future	None
Computer Studies	11	ICS3U	Introduction to Computer Science	None
English	11	ENG3U	English	ENG2D / ESLEO
Languages	11	LKBCU	Simplified Chinese – LKBCU	None
Mathematics	11	MCR3U	Functions	MPM2D
Science	11	SCH3U	Chemistry	SNC2D
Science	11	SPH3U	Physics	SNC2D
Science	11	SBI3U	Biology	SNC2D
Business	12	BBB4M	International Business Fundamentals	None
Business	12	BOH4M	Business Leadership	None
Business	12	BAT4M	Financial Accounting Principles	BAF3M
English	12	ENG4U	English	ENG3U
English	12	OLC4O	Ontario Secondary School Literacy Course	Literacy Test
Languages	12	LKBDU	Simplified Chinese – Level 3	LKBCU
Mathematics	12	MHF4U	Advanced Functions	MCR3U
Mathematics	12	MCV4U	Calculus and Vectors	MHF4U
Mathematics	12	MDM4U	Mathematics of Data Management	MCR3U
Science	12	SCH4U	Chemistry	SCH3U
Science	12	SPH4U	Physics	SPH3U
Science	12	SBI4U	Biology	SBI3U
Social Sciences	12	CPW4U	Canadian and International Politics	ENG3U
Social Sciences	12	CIA4U	Analyzing Current Economics Issues	ENG3U
Social Sciences	12	HFA4U	Nutrition and Health	ENG3U

9. Changes to Academic Courses

9.1. Withdrawal from a Course

In order to withdraw from a course, students and parent/guardians are asked to complete a course withdrawal form.

For Grades 9 & 10 courses: Withdrawals will not be recorded on the OST.

For Grades 11 & 12 courses: Universities require full disclosure of a student's academic progress. In order to meet this requirement:

- Withdrawals occurring within 5 days of the issuing of the mid-term report card will result in the mark not being recorded on the OST.

- Withdrawals from a Grade 11 or 12 course 5 days after the issuing of the mid-

term report card will result in the course and mark being recorded on the OST and the student's university application.

9.2.   Retaking a Course

Only one credit is earned if a course is repeated however both courses will appear on the student's OST and university application.

In Grade 11 and 12, a "R" appears on the student's OST for the course with the lower mark. Some schools will accept the retaken course mark, others will not. It is important to consult the university's policies on retaking courses before the decision is made.

9.3.   Withdrawing from a Program

When a student withdraws from a program, a program withdrawal form must be completed and signed by the student and parent/guardian. The form must then be sent to OSC who will confirm acceptance of the form and process the document. Only when the OSC has contacted the student or parent/guardian to confirm withdrawal from a program is a student considered withdrawn.

9.4.   Additional Credit Course

If a student takes more courses than outlined in his or her program package, there will be an additional fee per course.

9.5.   Not-for-credit course

If a student chooses to take a course as not-for-credit, the full course fee applies.

9.6.   Non-completion of a course

Independent students have 12 months to complete a course from the day they register. After 12 months, the course will be counted as a withdrawal.

- If there is no mid-term report issued, the mark will not be recorded on the OST and not appearing on the student's university application.

- If there is a mid-term report issued, the mark will be recorded on the OST and the student's university application.

9.7.   Substitutions 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,

principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements.

Substitutions are made to promote and enhance student learning or to respond to special needs and interests. 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. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. 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.

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

10. Evaluation & Assessment

10.1. Policy

The main purpose of assessment and evaluation is to improve the quality of learning for students, while fostering personal growth and academic development.

The Ontario curriculum documents for grades 9-12 outline the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and various other activities through which achievement is assessed and evaluated. These documents are available through the Ministry of Education website at www.edu.gov.on.ca.

10.2. Types of Assessment

Each lesson in a course contains numerous assessments. There are two types of assessments:

- Formative assessment: This assessment type provides both students and teachers with the information they need to improve the learning process while it's happening. Formative assessments are submitted in Moodle, but they are

not "graded" and do not count towards the student's final grade in the course. Feedback is given to students so that they can improve on their work. All Formative Assessments must be completed in a course.

- Summative assessment: This assessment type is graded and will count towards the students' final marks. Grading of summative assessments are done by the Course Teachers. Note: If students have incomplete or ungradable assessments (wrong file types, missing files), the student will receive 0% and a notice to resubmit the assignment.

10.3. Evaluation Structure

Summative Assessments are evaluated according to four broad categories of knowledge and skills. These categories are:

- **Knowledge and Understanding**: Knowledge of subject-specific content acquired in each course/grade, and the overall comprehension of its meaning and significance.

- **Thinking & Inquiry**: The use of planning, creative and critical thinking skills and processes.

- **Communication:** The conveying of meaning to a variety of audiences through various forms, such as graphic, oral and written. Includes level of proficiency in grammar, spelling, punctuation and vocabulary.

- **Application**: The use of knowledge and skills to make connections between and within various contexts.

10.4. Grading Timelines

For OSC Students, the following grading timelines apply:

Assessment Type	Time Required For Grading
Assignments	3 business days
Project/Research Assignments	5 business days
Tests/Exams	5 business days

Feedback and marks will be given within those time frames.

10.5. Reporting

OSC has two reporting periods throughout the course: **midterm and final**.

Midterm report cards are issued when students have completed the first 50% of their

course. Final report cards are issued within 10 business days of the Online Course Teacher receiving a student's final exam. A copy of the report card is emailed to the School Administrator or individual student, and a copy is kept in the student's Ontario Student Record.

The midterm and final report card contain a percentage grade, teacher comment and a learning skill scale for each course.

10.6. Learning Skills

Learning skills are developed throughout the course of the student's high school education. These skills are divided into 6 categories, and evaluated on the report cards using the following scale:

E = Excellent   G = Good   S = Satisfactory   N = Needs Improvement

Students are evaluated based on the following categories:

Responsibility
I complete my classwork and homework
I hand in assignments on time
I behave appropriately in class
Organization
I use my agenda to record assignment due dates and other assessment dates
I make and follow plans to complete assignments and study for assessments
I come to class prepared with the necessary supplies
Independent Work
I follow instructions with minimal supervision
I make good use of class time
Collaboration
I respond positively to the ideas, opinions, values and traditions of others
I do my fair share in class and when working in a group
Initiative
I approach new challenges with a positive attitude
I am curious and interested in learning
I look for new ideas and learning opportunities beyond what happens in class
Self-Regulation
I seek clarification or help when needed
I set goals and monitor my progress towards achieving them
I persevere and make an effort when responding to challenges

11. Supports & Resources

11.1. Guidance Program

Guidance Counsellors as well as OSC counsellors are available to assist students and parents with academic and post-secondary counselling. Guidance Counsellors are available through in- person counselling, and OSC counsellors are available through email and appointment-based video-conferencing. OSC Counsellors help students define their academic route and to create a skills development plan that ensures that they are always on the right track to their post-secondary programs and career goals.

11.2. Student Support & Accommodations

At OSC, we believe in supporting all our students so that they can reach their personal definition of success. Our Head of Student Success Services and the Student Support Team monitors the academic progress of all students to ensure that they are meeting academic requirements and have the academic, social, and emotional tools needed to succeed in each course.

OSC will regularly communicate with and work together with School administrators and Guidance counsellors to address any questions, issues or concerns that may arise.

OSC ensures that English Language Learners are provided with accommodations through instructional strategies, learning resources, and assessment strategies.

If other special accommodations are required for students, the OSC Guidance and administrative team will work together with students and parents to create an Individualized Learning Plan.

11.3. Minimum Technological Requirements

Hardware & Network Requirements and Software

We want you to have a successful experience in learning from a distance. To support distance learning your software, hardware, and network capabilities should meet or exceed the recommended minimum standards listed on this page.

Hardware and Network

You should own a computer purchased new within the previous five years and connect to the Internet using a robust, stable service. Although you may access OSC Global services via the web from public libraries, your workplace, or other Internet-connected locations, many may not have the software versions and sufficient hardware and network capabilities. Some sites often have network firewalls that

prohibit you from accessing all required course components. It's best to work from your own computer.

Hardware Requirements

Your system must have a minimum of 200 MB of disk space plus as much as needed to store the files. The minimum memory space requirement for Moodle is, thus suggested, 5 GB. Your computer must at least have a 1 GHz processor. However, a 2 GHz dual-core or faster processor is recommended. Your system will require a minimum of 512 MB of RAM, while 1 GB or more of RAM is recommended on a computer and 8 GB or more of RAM on a large production server. It is advised to deploy separate servers for the web front-end tools and the database.

Server Requirements

It is recommended to download and install the latest versions of the software and operating systems, while the minimum requirements are Moodle 3.5 or later versions, PHP 7.2.0 for up to Moodle 3.8, and PHP 7.3.x and 7.4.x for Moodle 3.8 onwards. Likewise, you will need PHP extension mbstring, which was earlier only recommended.

Browser Requirements

Moodle is supported by most of the standard-compliant internet browsers like Chrome, Firefox, Safari, and Edge. However, Moodle 3.10 is not compatible with Internet Explorer 11. For best use and security concerns, up-to-date browsers are recommended.

Database Requirements

Moodle will need one of the PostgreSQL 9.6, MySQL 5.7, MariaDB 10.2.29, Microsoft SQL Server 2012, and Oracle Database 11.2 or the latest stable version of them. While Moodle supports all these database servers, it is recommended to upgrade your software to the latest version before installation.

12. Course Descriptions

In this section, you can find the general descriptions of all OSC courses. To get more detailed and current information about each course, you can:

- View the Course Outlines for each course on the Moodle page of each course.

- Access Ontario curriculum policy documents at: https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

English as a Second Language Courses

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

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

Prerequisite: ESLBO or Oxford English Placement Test

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

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

Prerequisite: ESLBO or OSC English Language Placement Test

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

This course prepares students to use English with increasing fluency and accuracy in

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

Prerequisite: ESLCO or OSC English Language Placement Test

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

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.

Prerequisite: ESLDO or OSC English Language Placement Test

Grade 10 Courses

Introduction to Business, Open (BBI2O)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

English, Grade 10, Academic (ENG2D)

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

Prerequisite: ENG1D - English, Grade 9, Academic

Principles of Mathematics, Grade 10, University Preparation (MPM2D)

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

Prerequisite: MPM1D - Mathematics, Grade 9, Academic

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: SNC1D - Science, Grade 9, Academic

Grade 11 Courses

English, Grade 11, University Preparation (ENG3U)

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

Prerequisite: ENG2D - English, Grade 10, Academic / ESLEO

Introduction to Computer Science, University Preparation (ICS3U)

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

Prerequisite: None

Functions, University Preparation (MCR3U)

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

Prerequisite: MPM2D - Principles of Mathematics, Grade 10, Academic

Biology, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC2D - Science, Grade 10, Academic; Recommendation: ESLDO

Chemistry, Grade 11, University Preparation (SCH3U)

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

Prerequisite: SNC2D - Science, Grade 10, Academic

Physics, Grade 11, University Preparation (SPH3U)

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

Prerequisite: SNC2D - Science, Grade 10, Academic

Grade 12 Courses

International Business Fundamentals, University/College Preparation (BBB4M)

This course provides an overview of the importance of international business and

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

Prerequisite: None

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

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

Prerequisite: None

English, Grade 12, University Preparation (ENG4U)

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

Prerequisite: ENG3U - English, Grade 11, University Preparation

Simplified Chinese – Level 3, University Preparation (LKBDU)

This course offers students opportunities to further develop their knowledge of simplified Chinese and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to

speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of China where the language is spoken through a variety of print and technological resources.

Prerequisite: None

Mathematics of Data Management, University Preparation (MDM4U)

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.

Prerequisite: MCR3U - Functions, Grade 11, University Preparation

Advanced Functions, University Preparation (MHF4U)

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

Prerequisite: MCR3U - Functions, Grade 11, University Preparation

Calculus and Vectors, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and

planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the 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.

Prerequisite: MHF4U - Advanced Functions, Grade 12, University Preparation

Ontario Secondary School Literacy Course (OLC4O)

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.

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U - Biology, Grade 11, University Preparation

Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: SCH3U - Chemistry, Grade 11, University Preparation

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: SPH3U - Physics, Grade 11, University Preparation

Analyzing Current Economic Issues, Grade 12, University Preparation (CIA4U)

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.

Prerequisite: ENG3U

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

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

Prerequisite: ENG3U