



Arktown Secondary School  
E-Learning Course Calendar  
2022-2023



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## **1. School's Mission and Philosophy**

### **Who are we?**

Arktown Secondary School is a private coeducational day school for Grades 9 through 12 located in Markham, Ontario. In addition to Ontario accredited courses, we also offer private tutorial sessions covering a wide array of enrichment courses aimed to cultivate foundational, critical thinking, speaking, and writing skills.

Arktown Secondary School has been offering top quality education to High School students ranging from Grades 9 through 12. We understand that to succeed, students must be given the right resources and support to reach their goals. As such, Arktown Secondary School offers many ways for students to gauge their performance and to best tailor their resources for their success. Government inspected for quality and merit, Arktown Secondary School proudly offers accredited high school courses, to obtain an Ontario Secondary School Diploma (OSSD). In addition to accredited courses, the school offers a plethora of services to students and their parents: from tutoring services, to community engagement activities, accommodation guidance and even assistance with Visa applications, Arktown Secondary School is a school that offers everything a student need.

### **What do we do?**

We provide services that are specifically tailored for each individual student, and our team of consultants specialized in admissions to top universities across Canada and the America. Prior to taking our courses, each student is appropriately assessed to gauge their abilities and improve test scores.

Classes are small and intimate to create an environment where specific skills are targeted and weaknesses are addressed. With offerings for TOEFL, IELTS, COPE, and more, Arktown Secondary School build students for success in their admission.

### **Why choose us?**

The world demands well-rounded, intellectual and passionate leaders for tomorrow. In order to find individual "success", students are expected not only to excel in academics, but to excel in personal, emotional and mental growth as well. Arktown Secondary School is a school that focuses on shaping intelligent, well-rounded and passionate leaders. Your child will not only excel in academics, we strive to carve their personal passions into "potential" and "opportunity". Arktown Secondary School stands by our mission, vision, and values to guide your child in the pathway they desire to take.

### **Our Beliefs**

Arktown Secondary School is founded on the belief that students should receive all the support and resources they need to thrive on a robust education. We believe in nurturing individual strengths to help our students achieve their goals. We recognize the need to rigorously prepare every student both mentally and physically, for an increasingly competitive academic environment and world. We know that our students need to be able to grow and develop skills on their own. We believe that we can offer the best support to cultivate every student's academic growth they pursue every possibility for their future. Our students can testify that Arktown Secondary School is a truly unique and wonderful school to attend, especially for those who come from overseas.

### **Overall Goals and Philosophy**



### **Our Mission**

No matter what the age, we believe everyone has enormous potential to do great things. We are committed to partnering with our students to help build strong skills that will prepare them for a successful future in their communities. It is our goal at Arktown Secondary School, to ensure the academic and personal success of students by addressing different learning styles and cultural backgrounds. We strive to equip our students with the skills they need to become successful globalcitizens in today's complex world.

### **Our Values**

- Responsibility: We encourage our students to take full responsibility for their individual learning
- Integrity: Personal integrity, as well as academic integrity, fosters self-respect
- Empathy: Promotes healthy social interaction that is crucial to the global community
- Community: We recognize the roles of both the family and the larger community in promoting well-rounded and well-balanced citizens
- Diversity: We value the unique experiences each student brings to the classroom

### **Our Organization**

Arktown Secondary School operates on a continuous entry and exit model. There is no defined start date or end date. Students are expected to complete their course within 6 months of registration but are free to work at a faster pace. Arktown has a minimum requirement of 28 days enrollment to be eligible for a final report card. When students complete the first half of the course, they will receive a provincial midterm report card by email. Upon completion of the course, the student will receive the final report card. For part time students, a copy of the midterm and final report cards will be mailed to their day schools.



## 2. Requirements for the Ontario Secondary School Diploma (OSSD)

### 2.1 The Importance and Value of Completing Secondary School

It is mandated by the Ministry of Education that all students under the age of 18 remain in secondary school until they reach the age of majority or achieve their OSSD. While this is the legal requirement for students in Ontario, Arktown Secondary School also believes that there is intrinsic value in completing a secondary school education. The Ontario curriculum as outlined in the Ministry's curriculum documents provides the basic skills and knowledge necessary to become a well-rounded contributing member of society. With this end-goal in mind, Arktown Secondary School is committed to providing the support necessary for each student to fulfill the requirements set out in the Ministry's curriculum successfully.

### 2.2 OSSD Diploma Requirements

In order to earn the Ontario Secondary School Diploma (OSSD) as outlined under the Ontario Schools Kindergarten to Grade 12, a student must:

- Earn 18 Compulsory Credits
- Earn 12 additional Optional Credits
- Successfully Pass the Ontario Secondary School Literacy Test (OSSLT)
- Complete 40 hours of Community Involvement Activities

\*Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

#### 2.2.1 Compulsory Credits – 18 Credits

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

- 4 credits in English (1 credit per grade)
- 1 credit in French
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credits in Civics
- 0.5 credits in Career Studies

The other 3 compulsory credits should come from one of the courses in each group:

- **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.

### **2.2.2 Optional Credits – 12 Credits**

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

### **2.2.3 Ontario Secondary School Literacy Test (OSSLT)**

Students must pass the Ontario Secondary School Literacy Test (OSSLT) which is administered annually in March. Passing the test is a requirement to obtain the Ontario Secondary School Diploma (OSSD). The test is scheduled annually and is administered by the Education Quality and Accountability Office (EQAO). The result is recorded on the student transcript.

Students will normally take the test in Grade 10. However, deferrals may be granted to some students - ESL students, for example, may be allowed to defer taking the test until they have reached the appropriate level of proficiency in English. Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who have been unsuccessful at least once are eligible to take the OLC40 course to meet the diploma requirements.

For more information about the OSSLT and OLC40 please see section 2.5.

### **2.2.4 Community Involvement**

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Community Involvement hours must be completed and recorded with the student's regular day school if they are not attending Arktown Secondary School full-time. For more detail regarding the Community Involvement procedure and requirements, please refer to section 2.3 below.

### **2.2.5 Online Learning Graduation Requirement**

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

## **2.3 Community Involvement Requirements and Procedures**

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school. Students must choose an activity that is approved by the school such as peer tutoring, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community. A student who wishes to undertake



an activity that is not on the approved list must receive the written approval of the school principal.

Parents and students play a major role in this initiative. The school through the principal supervises the activities to confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity, the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved. A list of all activities is available to view in person at the school. Please refer to section 2.4 below.

## **2.4 Eligible and Ineligible Community involvement activities**

Eligible Activities are volunteer activities that may be counted towards 40 community involvement hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories in the following list, and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

### **INELIGIBLE ACTIVITIES**

The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a logging or mining environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding (eg. snow blower, power mower, hedge trimmers, etc.)
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (eg. asbestos, lead, dangerous chemicals, toxic materials, etc).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

### **ELIGIBLE ACTIVITIES**

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended





to assist the student and parents/guardians to determine whether a planned activity is within an approved area for the completion of the community involvement requirement:

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of the Ministry of Education;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness;
- Participation in 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;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

## **2.5 Ontario Secondary School Literacy Requirement**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). 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.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC).

### **2.5.1 Ontario Secondary School Literacy Test (OSSLT)**

The purpose of the OSSLT is to determine whether or not students have acquired the reading and writing skills that they are expected to have learned by the end of Grade 9, as outlined in The Ontario Curriculum. The OSSLT will identify students who have demonstrated the required skills in reading and writing as well as those who have not demonstrated these skills and need to do further work. For students who have not demonstrated the required skills, the test will identify areas of weakness for remediation purposes.

#### **Deferrals:**

Deferrals are done prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- has not yet acquired the reading and writing skills appropriate for Grade 10 or
- has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school,



and appropriate accommodations cannot be provided.

### **Documentation**

A letter from the principal and all other documentation related to the decision to grant a deferral is kept in the student's file.

### **Exemption**

Exemption decision is made prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- Is not working toward an OSSD (and this is indicated in his or her IEP).

### **Documentation**

A letter from the principal and a signed consent letter are kept in the student's file.

### **2.5.2 Ontario Secondary School Literacy Course (OLC40)**

Students who do not pass OSSLT may take the Ontario Secondary School Literacy Course (OLC40). The OSSLC is offered in accordance with The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. 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.

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

Students, who have had two opportunities to take the Ontario Secondary School Literacy Test (OSSLT) and have been unsuccessful at least once, are eligible to enroll in this course to achieve both a Grade 12 credit and their literacy credential for graduation. A student may be permitted to take OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is the best educational interests of the student to do so. Students who successfully undertake or pass the OLC40 are considered to have met the literacy graduation requirement.

A mature student may enroll directly in the OSSLC without first attempting the OSSLT. A mature student must be at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

### **2.6 Ontario Secondary School Certificate (OSSC) and Certificate of Education / Accomplishment**

The Ontario Secondary School Certificate (OSSC) is a certificate granted on request to students who leave



secondary school without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits as follows:

### **Compulsory Credits (Total of 7)**

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts, technological education or computer studies

### **Optional Credits (Total of 7)**

7 credits selected by student from available course

Note: Provisions for substitutions of compulsory courses also applies to the OSSC Certificate of Accomplishment

### **Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Education/Accomplishment. The Certificate of Education/Accomplishment is 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 directly after leaving school.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Certificate or the Ontario Secondary School Diploma may later be granted if the student meets completely the appropriate requirements.

## **2.7 Substitutions for Compulsory Courses**

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) outlined in section 6.1.1 of OS 2016.

Substitutions are made to promote and enhance student learning or to respond to special needs and interests. Each substitution is noted on the student's Ontario Student Transcript.

The decision to substitute one course for another for a student is made only if the student's educational interests are best served by such a substitution. If a parent 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 and appropriate school staff.



The following are limitations on substitutions for compulsory credits as mandated by the Ontario Schools document:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1 of the OS 2016.)
- 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 (refer section 7.3.1 of the OS 2016)

### **Documentation**

Students who apply for substitutions for compulsory courses need to fill out a form that needs to be signed by the principal as well as their parents/guardian (if the student is under 18) and is placed in the student's OSR file.



### 3. Courses

#### 3.1 Courses Offered at Arktown Secondary School

Courses offered at Arktown Secondary School this school year are presented in a chart in section 3.4.

#### 3.2 Definition of Credit

A credit (1.0) is granted in recognition of the successful completion (final percentage mark of 50 or higher) of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction.

#### 3.3 Types of Courses

##### Grade 9 and 10 Courses

There are three types of courses 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 9 Mathematics and Science will be offered as destreamed courses (code 1W).

##### Grade 11 and 12 Courses

There are six types of courses 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.
- **De-streamed Courses**

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

### 3.4 List of Available Courses

Here are the courses which the school offers this school year:

Department	Course Code	Grade Level / Course Title
<b>English and Language Arts</b>		
	ENG1D	English, Grade 9, Academic
	ENG2D	English, Grade 10, Academic
	ENG3U	English, Grade 11, University Preparation
	ENG4U	English, Grade 12, University Preparation
	ESLBO	English as a Second Language, Level 2, Open
	ESLCO	English as a Second Language, Level 3, Open
	ESLDO	English as a Second Language, Level 4, Open
	ESLEO	English as a Second Language, Level 5, Open
	OLC4O	Ontario Literacy Course, Grade 12, Open
<b>Mathematics</b>		
	MPM2D	Principles of Mathematics, Grade 10, Academic
	MCR3U	Functions, Grade 11, University Preparation
	MHF4U	Advance Functions, Grade 12, University Preparation
	MCV4U	Calculus and Vectors, Grade 12, University Preparation
	MDM4U	Mathematics of Data Management, Grade 12, University Preparation
<b>Science</b>		
	SPH3U	Physics, Grade 11, University Preparation
	SPH4U	Physics, Grade 12, University Preparation
	SBI3U	Biology, Grade 11, University Preparation
	SBI4U	Biology, Grade 12, University Preparation
	SCH3U	Chemistry, Grade 11, University Preparation
	SCH4U	Chemistry, Grade 12, University Preparation
<b>The Arts</b>		



AVI3M	Visual Arts, Grade 11, University/College Preparation
AVI4M	Visual Arts, Grade 12, University/College Preparation
<b>Canadian and World Studies</b>	
CGC1D	Issues in Canadian Geography, Grade 9, Academic
CHC2D	Canadian History Since WWI, Grade 10, Academic
CHY4U	World History Since the Fifteenth Century, Grade 12, University Preparation
CIE3M	Canadian History since World War I, Grade 10, Academic or Applied
<b>Business Studies</b>	
BAF3M	Financial Accounting Fundamentals, Grade 11, University/College Preparation
BAT4M	Accounting, Grade 12, University/College Preparation
BBB4M	International Business Fundamentals, Grade 12, University/College Preparation
BOH4M	Business Leadership, Grade 12, University/College Preparation
<b>Computer Science</b>	
ICS4U	Computer Science, Grade 12, University Preparation
<b>Guidance and Career Education</b>	
GLC2O	Career Studies, Grade 10, Open
<b>Modern Languages</b>	
LKBDU	Mandarin, Grade 12, University Preparation

### 3.5 Arktown Secondary School Course Offerings for Grades 9 to 12: Prerequisites and Description

#### **English and Language Arts**

**Course Title: English, Grade 9, Academic**

Grade Level: 9

Ministry Course Code: ENG1D

Prerequisite: None

This course is designed to develop the 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 informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 Academic English course, which leads to university or college preparation courses in Grades 11 and 12.



**Course Title: English, Grade 10, Academic**

Grade Level: 10

Ministry Course Code: ENG2D

Prerequisite: English, Grade 9, Academic or Applied

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.

**Course Title: English, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: ENG3U Prerequisite:

English, Grade 10, Academic

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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 Title: English, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: ENG4U

Prerequisite: English, Grade 11, University Preparation

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

**Course Title: English as Second Language - ESL Level 2**

Grade Level: N/A

Ministry Course Code: ESLBO

Prerequisite: ESLAO or Equivalent





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

**Course Title: English as Second Language - ESL Level 3**

Grade Level: N/A

Ministry Course Code: ESLCO

Prerequisite: ESLBO or Equivalent

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

**Course Title: English as Second Language - ESL Level 4**

Grade Level: N/A

Ministry Course Code: ESLDO

Prerequisite: ESLCO or Equivalent

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

**Course Title: English as Second Language - ESL Level 5**

Grade Level: N/A

Ministry Course Code: ESLEO

Prerequisite: ESLDO or Equivalent

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

**Course Title: Ontario Secondary School Literacy Course**

Grade Level: 12

Ministry Course Code: OLC40



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

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

## **Mathematics**

### **Course Title: Principles of Mathematics, Grade 10, Academic**

Grade Level: 10

Ministry Course Code: MPM2D

Prerequisite: Grade 9, Principles of Mathematics, Academic (MPM1D)

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.

### **Course Title: Functions, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: MCR3U

Prerequisite: Principles of Mathematics, Grade 10, Academic

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

### **Course Title: Advanced Functions, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: MHF4U

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

This course extends students' experience with functions. Students will investigate the properties of



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

**Course Title: Calculus and Vectors, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: MCV4U

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Course Title: Mathematics of Data Management, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: MDM4U

Prerequisite: MCR3U, Grade 11 Functions or MCF3M, Grade 11 Functions and Applications

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; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a data management investigation that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

**Science**

**Course Title: Physics, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: SPH3U

Prerequisite: Science, Grade 10, Academic

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



interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Course Title: Physics, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: SPH4U

Prerequisite: Physics, Grade 11, University Preparation

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

**Course Title: Biology, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: SBI3U

Prerequisite: Science, Grade 10, Academic

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.

**Course Title: Biology, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: SBI4U

Prerequisite: Biology, Grade 11, University Preparation

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.

**Course Title: Chemistry, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: SCH3U

Prerequisite: Science, Grade 10, Academic

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those



reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Course Title: Chemistry, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: SCH4U

Prerequisite: Chemistry, Grade 11, University Preparation

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

**The Arts**

**Course Title: Visual Arts, Grade 11, University/ College Preparation**

Grade Level: 11

Ministry Course Code: AVI3M

Prerequisite: Visual Arts, Grade 9 or 10, Open

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

**Course Title: Visual Arts, Grade 12, University/College Preparation**

Grade Level: 12

Ministry Course Code: AVI4M

Prerequisite: Visual Arts, Grade 11, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Canadian and World Studies**

**Course Title: Issues in Canadian Geography, Grade 9, Academic**

Grade Level: 9



Ministry Course Code: CGC1D

Prerequisite: None

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Course Title: Canadian History since World War I, Grade 10, Academic**

Grade Level: 10

Ministry Course Code: CHC2D

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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 Title: The Individual and the Economy, Grade 11, University/College Preparation**

Grade Level: 11

Ministry Course Code: CIE3M

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. You will explore the economic role of firms, workers, and government as well as your own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. You will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

**Course Title: World History since the Fifteenth Century, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: CHY4U

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis



of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

### **Business Studies**

#### **Course Title: Financial Accounting Fundamentals, Grade 11, University / College Preparation**

Grade Level: 12

Ministry Course Code: BAF3M

Prerequisite: None

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

#### **Course Title: Accounting, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: BAT4M

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

#### **Course Title: International Business Fundamentals, Grade 12, University/College Preparation**

Grade Level: 12

Ministry Course Code: BBB4M

Prerequisite: None

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

#### **Course Title: Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**

Grade Level: 12

Ministry Course Code: BOH4M

Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of



group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

### **Computer Science**

**Course Title: Computer Science, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: ISC4U

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

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.

### **Guidance and Career Education**

**Course Title: Careers and Citizenship, Grade 10, Open**

Grade Level: 10

Ministry Course Code: GLC2O

Prerequisite: None

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.

### **Modern Languages**

**Course Title: Mandarin, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: LKBDU

Prerequisite: International Languages, Level 2, University Preparation

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

## **3.6 Course Coding System**

Courses are identified by a 5-character code common to all secondary schools in Ontario. For example: Course Name: English, Grade 12, University Preparation. Course Code: ENG4U





The first 3 characters of the course code are those given in the Ministry of Education's list of common course codes. In this case, ENG refers to English.

The 4th character refers to the grade of the course:

- "1" = Grade 9
- "2" = Grade 10
- "3" = Grade 11
- "4" = Grade 12

The 5th character refers to the type of the course:

- "P" = Applied
- "D" = Academic
- "O" = Open
- "E" = Workplace Preparation
- "C" = College Preparation
- "U" = University Preparation
- "M" = University/College Preparation
- "L" = Locally Developed Courses
- "W" = Destreamed

Major Subject Areas:

- A = The Arts
- B = Business Studies
- C = Canadian & World Studies
- E = English
- F = French
- G = Guidance & Career Education
- H = Social Studies & the Humanities
- M = Mathematics
- P = Physical & Health Education
- S = Science
- T = Technological Education

### **3.7 Additional Ways for Students to Complete Courses and Earn Credits**

#### **E-Learning from another School**

In a situation where a course of interest is not offered at Arktown Secondary School, the student may take the course for high school credit outside of Arktown Secondary School with PRIOR administrative approval. The student must complete an Outside Credit Form, and the approval from school counselor / administration is required for any course at any time or date.



## **4. Evaluation, Assessment and Examination Policies**

### **4.1 Assessment and Evaluation**

The Assessment and Evaluation Principles and Practices of Arktown Secondary School are based on *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*.

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and of determining a grade to represent that quality.

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels. A variety of assessments are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations measured through the areas of Product, Observation, and Conversation. Assessments are based on products that students complete, on teacher's observation of students and on conversations between teacher and student. The final grade determined is based on performance in these three (3) areas of assessment.

A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Teachers develop learning goals for their lessons using the specific curriculum expectations. Learning goals help students understand what they are expected to know and be able to do. Assessment tasks relate both to the learning goals and the success criteria set out in the instructional plans. Success criteria describe by category what successful attainment of the learning goals looks like. As the school gains confidence in the implementation of *Growing Success*, teachers will involve students in the development of learning goals and success criteria.

In accordance with Ministry guidelines, evaluation(s) carried out during the term will form 70% of the students' overall grade. This grade will be based on the most consistent level of achievement in each of the four categories below, with special regard being given to more recent evidence of achievement. The



final evaluation(s) involving all four categories is worth 30% and will occur towards the end of the course and assess all expectations taught in the course.

#### **4.1.1 Forms of Assessment in Arktown Secondary School**

There are three important forms of assessment which will be employed by all teachers at Arktown Secondary School to provide a complete and holistic assessment of student's performance as mandated by the Growing Success document, these are:

##### **Assessment for Learning:**

- Diagnostic assessment occurs at the beginning of the teaching/learning cycle. It provides information about students' prior knowledge and skills as well as their collective and individual strengths and needs. Curriculum plans may be modified on this basis.

##### **Assessment as Learning:**

- Formative assessment (and evaluation) occurs during the teaching/learning cycle. It provides information about students' progress, to that particular point, in order to inform further steps for teaching and learning. This includes but is not limited to teacher feedback, peer feedback, and self-evaluation.

##### **Assessment of Learning:**

- Summative assessment and evaluation occur at the end of the teaching/learning cycle. It provides students with opportunities to demonstrate their achievement of the important and enduring learning addressed during that period of time. It is used to evaluate and describe student growth relative to the Ontario Curriculum expectations and the provincial standards.



Growing Success: Table 4.1 The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information (P. 31)

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p><b>Assessment for learning</b>            "Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there."            (Assessment Reform Group, 2002, p. 2)</p>	<p><b>Diagnostic assessment:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The information gathered:</p> <ul style="list-style-type: none"> <li>is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</li> </ul>
	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.</li> </ul>	<p>The information gathered:</p> <ul style="list-style-type: none"> <li>is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</li> </ul>
<p><b>Assessment as learning</b>            "Assessment <i>as</i> 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."            (Western and Northern Canadian Protocol, p. 42)</p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</li> </ul>	<p>The information gathered:</p> <ul style="list-style-type: none"> <li>is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</li> </ul>
<p><b>Assessment of learning</b>            "Assessment <i>of</i> 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."            (Western and Northern Canadian Protocol, p. 55)</p>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>occurs at or near the end of a period of learning, and may be used to inform further instruction.</li> </ul>	<p>The information gathered:</p> <ul style="list-style-type: none"> <li>is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</li> </ul>



## 4.2 Weight of Categories

Students will be assessed and evaluated according to the following four categories (and their respective weight): The weight of categories varies depending on the subject discipline, but as recommended by the Ministry, balanced approach is taken towards the weight of the four categories.

For example, in ENG3U, the weighting is:

### Knowledge and Understanding (25%)

Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

### Thinking (25%)

The use of critical and creative thinking skills and/or processes as follows:

Planning skills, (e.g., generating ideas, gathering information, focusing research, organizing information)

Processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)

Critical/creative thinking processes (e.g. oral discourse, research, critical analysis, critical literacy, meta-cognition, creative process)

### Communication (25%)

The delivery of meaning through various forms, including oral, written, and visual.

### Application (25%)

The use of knowledge and skills to make connections within and between various context – both familiar and new.

## 4.3 Assessment Tools and Strategies

### Assessment Tools

Assessment tools marked with “x” in the course will be the ones used in that course

Marking schemes		Rubrics	
Anecdotal comments		Checklists	
Rating scales			

### Assessment Strategies

Assessment for Learning	Assessment as Learning	Assessment of Learning
Quizzes	Journal	Tests
Tests	Exit and Entrance Cards	Presentations
Presentations	Self/Peer assessment	1: 1 Journals
1:1 Journals	Learning Logs	Essays
Essays	Co-construction of rubrics	Models
Models	Think/Pair/Share	Assignments
Projects	Mind maps	Wikis
Discussion Forum Entries and Responses	Portfolios	Conferencing Synchronously



Conferencing			Discussion Forum Posts	
AFL questions within lessons			Student Portfolios	
Independent Study			Assignments	
Assignment			Videos	
Art Exhibits			Audio Readings or Podcasts	
Researching			Problem Solving (process focused)	
Reading Aloud			Role Playing	
Problem Solving (process focused)			Debates	
Homework assignments				
Work Sheets				

## 4.4 Reporting Student Achievement

### The Achievement Chart

Levels or degrees of achievement are organized into categories: knowledge/understanding, thinking, communication and application. The achievement levels serve as a guide for gathering information and act as a framework to assess and evaluate student achievement. They enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents. To help students better understand the criteria on which they are assessed, teachers develop success criteria for their lessons. These criteria are derived from the achievement charts. The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The following details some important features of the Achievement Chart:

- The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart provides Arktown Secondary School 's teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.



50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
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**NOTE:** Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

#### 4.4.1 The Report Card

The School Report Card communicates student achievement formally to students and parents. The report card, which follows the Provincial Report Card closely, provides a record of the student’s achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher.
- The report card also includes teachers’ comments on the student’s strengths, weaknesses, and areas in which improvement is needed.
- The school issues report cards twice during each semester with the percentage grade achieved, credit earned, attendance details demonstrated by the student.
- The report issued at the 55-hour mark also reports on the student’s performance with reference to study skills and work habits.

In addition to the report card, there may be informal reports to parents, which may include: telephone calls, parent-teacher conferences, and the use of journals.



## 5. Recording and Reporting

### 5.1 Ontario Student Record (OSR)

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

If the student is currently attending another school - public or private - and is accepted in Arktown Secondary School for a single course, the student's OSR will reside at the school that the student is attending on a fulltime basis. Upon admission of the student, Arktown Secondary School informs the concerned school for proper coordination. On completion of the course credit, Arktown Secondary School will forward the final report card to the school along with confirmation of completion of the credit course.

Arktown Secondary School establishes or obtains the student OSR only when the student is taking his/her fulltime program at the school.

#### Typical Contents of the OSR

- Student Registration Information
- Provincial Report Card if student has been enrolled for more than 6 weeks
- Ontario School Transcript (OST)
- Documentation Files for such things as Custodianship, IPRC, IEP, Psychological Assessments, Violent Incident Form, etc.
- Community Involvement Report

Personal information in the OSR is maintained for at least one year after usage. Report cards documentation files are maintained for five years after usage. The OSR folder containing the OST along with the Office Index Card will be maintained for fifty-five years after a student retires. They will be locked in a safe office.

#### Access to the OSR

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Parents or guardians need to make an appointment with the principal to view their child's OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education. The procedure of accessing the OSR for parents and guardians include making an appointment in advance and viewing the OSR in the presence of the guidance counselor or the principal.

#### Transfer

The OSR is an ongoing record and will be transferred from Arktown Secondary School if the student transfers to another school in accordance with the Ministry policy. Transfer of all of the original material in the OSR occurs by Priority Post when the school receives written request from the receiving school. If a student transfers to a school outside Ontario, then only a copy of the OSR is transferred.

#### Retention, Storage, and Destruction of Information in the OSR





The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card.

The destruction of all or any part of the OSR when its retention is no longer required will be affected under conditions that ensure the complete and confidential disposal of the record.

### **Retirement of a Student**

A student retires from school when he or she ceases to be enrolled in school. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario.

When a student retires from the school that maintained an OSR for the student, the principal will give the following to the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable; and
- the information and materials stored in the OSR folder that are not required to be retained.

If certain information in an OSR folder is determined, according to the school's policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the student's parent(s) or the student if he or she is an adult, or destroyed. If the parent(s) or the adult student is of the opinion that the information contained in the student's OSR is inaccurately recorded, or is not conducive to the improvement of instruction, they may request, in writing, the inaccuracy or other information be removed from the record. The principal has the responsibility of complying or not with the request.

Although a student under 18 years of age has access to his or her Ontario Student Record, he or she does not have the right to request that information be withdrawn, corrected, or placed in the OSR. That right remains with the parent(s)/guardian(s) until the student becomes at least 18 years of age.

## **5.2 Prior Learning Assessment and Recognition**

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course



developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

The PLAR process at Arktown Secondary School involves only equivalency. Equivalent credits are granted by the principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students must successfully complete the provincial secondary school literacy graduation requirement. The principal determines the number of hours of community involvement activities that the student will have to complete. The principal records the results of the equivalency assessment in the student's Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with *Appendix 2, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016*.

### **5.3 Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is an official and consistent summary of a student's cumulative achievement in Ontario secondary school credit courses. It contains the student's official record of credits earned and other graduation requirements completed. A current, accurate, and complete copy of the OST is maintained electronically by the school and will be prepared for students on demand when needed. In addition a copy will be prepared and issued to the student who transfers to another school in Ontario and when a student graduates or retires from the school. At the time of transfer or retirement, an up-to-date copy of the OST will be placed in the OSR. Copies will be provided at any time upon request by a college, university or the Ontario University Application Centre.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included in the OSR. A copy is available, upon request, for a student and/or parent if the student is under the age of 18. The OSR is the official document to present whenever evidence of secondary education standing is required.

For Grade 9 and 10 courses, only courses for which the student has successfully completed the requirements are listed.

For Grade 11 and 12 courses, all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn, are listed. If a student withdraws from a Grade 11 or 12 courses within five (5) instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five (5) instructional days following the issue of the first report card, the withdrawal is recorded on the OST and the student's percentage grade at that time is recorded on the OST. Where a student takes a course for the second time, an "R" is entered opposite the course with the lower percentage grade and where necessary, the credit will be transferred to the higher mark.

Please refer to the *Ontario Student Transcript Manual, 2013*



## 6. School Services

### 6.1 Resources

#### 6.1.1 Online Resources

Arktown Secondary School provides students with online storage space to store works in progress as well as drop boxes for assignment submission. The school also provides discussion forums and single- student journals in order to allow students to document their learning and discuss learning in progress with peers. It is expected that students will follow the Acceptable Use Policy of the school, and failure to follow this document may result in a removal from the class and a loss of credit.

**How to Gain Access to Outlines of Courses of Study and to Ontario Curriculum Policy Documents**  
The courses that offered by Arktown Secondary School, are all based upon the curriculum expectations set out in Ministry of Education curriculum policy documents.

Up-to-date copies of the outlines of all of the courses of study for courses offered at Arktown Secondary School are retained on file. These outlines of the courses of study are available upon the request of parents and students.

Because parents of students under the age of eighteen years need information on course content (since they must approve their child's choice of courses), and adult students need this information (to help them choose their courses), all are urged to carefully examine all relevant courses of study.

Ontario curriculum documents may be accessed on-line by students and families at  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/>

#### **Experiential Learning Programs**

Experiential learning is a method of instruction in which the students acquire and apply knowledge and skills through direct experience in a relevant, real-world context. It can be used by teachers of any subject to help students connect what they are learning in school to how the subject's knowledge and skills are applied in the world outside of school. These opportunities build valuable knowledge, essential skills, work habits, technical literacy and networks in business, industry and the community.

Currently Arktown Secondary School does not offer co-operative education or job-shadowing programs.



## 6.2 Guidance and Career Education Program

Creating Pathways to Success sets out the new career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society. This is a whole-school program delivered through classroom instruction linked to the curriculum and through broader school programs and activities.

To promote success in school and life, it is essential for Ontario schools to provide opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial post-secondary destination. As reflected in the School Effectiveness Framework (SEF), 2013, schools that adopt “pathways thinking” enhance every student’s outlook for success by:

- supporting students in identifying their personal interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities; and by
- providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all post-secondary destinations – apprenticeship training, college, community living, university, and the workplace.

For their educational, social, and career success in the twenty-first century, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities. A carefully planned guidance and career education program will help students acquire these skills.

Students must learn and develop skills at school that will help them become more independent and responsible individuals. They must be able to apply what they learn in school to other areas of their lives. They must learn to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, to evaluate their achievement of these goals, and to assume their roles as responsible citizens. A comprehensive guidance and career education program will provide students with an understanding of the concepts in the three areas of learning in the program (student development, interpersonal development, and career development) and with many opportunities to practice new skills in structured and supportive settings. It will allow them to learn from their experiences and accomplishments, and to apply their skills and knowledge in the classroom, in the school with their peers and teachers, and in the community. It will also involve parents, community partners, teachers, guidance counsellors, and community mentors in the program.

The guidance and career education program will help students relate what they learn in school to the community, understand and value education, recognize the learning opportunities available to them, make choices from among those opportunities, and adapt to changing circumstances. It will help them make transitions throughout their lives from family to school, from school to school, from school to work, and from school to lifelong learning. Through learning activities that emphasize managing time, completing tasks, setting goals, resolving conflicts, volunteering, collaborating, and cooperating,



students will learn self-discipline, personal and social responsibility, and respect for others from diverse cultures.

All Pathways, All Secondary Schools speaks to the strategic choices a student makes based on the direction that they wish to take after graduation. We want each of our students to be able to work toward their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university, and work. Each pathway has great value and thus, each route to success is supported in each school. We offer programs that give students unique and innovative learning opportunities in their selected area of interest, such as Individual Pathways Plan. At all ages in the Career/Life Planning process, students discover their interests and skills and learn about opportunities in the world in which they live. Using the educational planning tool, Career Cruising, students in Grades 7 and 8 will begin to create an Individual Pathways Plan (IPP) by setting goals, and exploring opportunities and programs that help them to make decisions. In Grades 9 to 12, students continue to refine goals, further explore opportunities for postsecondary education, and create plans for their future in order to graduate in four years.

### **6.3 Educational Planning and Course Selection**

At Arktown Secondary School, all credit courses are selected in keeping with the student's areas of strength, in order to maximize his or her chances of success.

#### **Course Transfers and Changes**

If it becomes clear, after a reasonable period of time during which a student has been in attendance in a course, that the student is unable to complete that course of study successfully, then the student may be permitted to withdraw from that course and/or transfer to a more appropriate related course, but only after consultation among the principal, the parents, the guardians, and the student has taken place.

If students are allowed to transfer or change courses during the year, then every effort will be made to retain the coherence both of the student's programmes, and of all of the other characteristics involved in the initial planning of the student's courses of study. As with original course selections, all transfers or changes of course by students under the age of majority must also receive parental approval.

Where students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to Arktown Secondary School, then the Principal of Arktown Secondary School will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. In particular, the Principal of Arktown Secondary School will have specific regard to Secondary Education in Canada: A Student Transfer Guide, prepared by the Council of Ministers of Education, Canada, which provides detailed information about the meaning of specific terms, systems of course numbering, credit requirements, examinations and grading practices, pattern of school organization, curriculum organization, and requirements for graduation from secondary education in each of the ten provinces and three territories. In any event, students must successfully



complete the provincial secondary school test of reading and writing or the Ontario Secondary School Literacy Course. The Principal of Arktown Secondary School will determine the number of hours of community involvement activities that the student will have to complete. The results of these assessments will be noted in the student's Ontario Student Record (OSR).

#### **6.4 Academic Intervention Programs**

Arktown Secondary School is happy to offer a wide range of tutorial programs for our students. When students enroll, they have access to a teacher who does target setting with students based on their personal and academic goals. Student progress against these targets is monitored throughout the school year, and monthly reports are provided to the principal and parents. Based on these reports, students may be encouraged to avail themselves of tutorial or remedial programs to improve their learning and understanding of the course content.

#### **6.5 Support for English Language Learners**

International students, upon arrival, will be assessed for English language proficiency and may have to complete ESL courses (non-credit and/or credit) prior to credit courses. Staff at Arktown Secondary School are experienced in meeting the needs of students whose first language is not English.

#### **6.5 Computer Labs and Community Resources**

There are a number of community resources available to assist English language learners as well as the school population at large. Such resources include but are not limited to Learning Centre technology and tutorials assistant.

#### **6.6 Special Education**

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require supports beyond those ordinarily received in the school setting. Students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations.



## 7. Student's Roles and Responsibilities

### 7.1 Code of Conduct

As it is critical that the rewards of hard work, initiative and extra effort be made clear, it is also critical that the consequences for poor work and lack of effort be made equally clear. Of paramount importance is that all staff act in a manner consistent with what they have committed to. Nothing can be more harmful than to have a privilege for a certain standard of achievement (academically, athletically or behaviorally), and then to not provide that privilege. Similarly, consequences should never be threatened that either cannot be followed through with, or that are inconsistent with this Code of Conduct and Safe School Policy.

Consequences must be consistently applied as soon as possible, and usually within 1 week of the offence.

#### Standards of Behavior

All members of the school community must:

- comply with the Code of Conduct and Safe School Policy;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and their opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;

School Offences, which will be dealt with by the staff member most directly involved, consist of one or more of the following:

- a) a willful and persistent breach of this Code of Conduct, due to other than a genuine lack of ability;
- b) a willful and persistent disruption of students and/or staff; or
- c) the causing of harm to a person, or of vandalism to property.

Specific examples of School Offences include, but are not limited to:

- academic dishonesty;
- swearing at a teacher or other person in authority;
- acts of vandalism causing damage to school property



- students being under the influence of alcohol or illegal drugs;
- harassment of any kind;
- bullying, intimidating or threatening another person;
- distributing hate material;
- hate-motivated violence;
- inappropriate use of electronic communications/media; including accessing
- inappropriate materials on the Internet; posting offensive comments on personal or commercial websites (e.g. Facebook, [www.ratemyteachers.com](http://www.ratemyteachers.com), and similar sites);
- unexcused absence from school activities;

## 7.2 Attendance and Late Policy

### Attendance/Logins

Consistent attendance is the path to student success. Students need to actively participate and login to their courses to learn to their highest potentials.

Students are expected to complete their course within 6 months of registration but are free to work at a faster pace. Arktown has a minimum requirement of 28 days enrollment to be eligible for a final report card. Students will receive a reminder 3 months and 5 months after their registration date. Students should log in regularly depending on their completion plans. It is recommended all students log into their course at least ten (10) hours a week to ensure they keep up with course content. Students are not expected to log in daily but should log in at least three (3) times every week.

Students who do not complete their courses within 6 months will be removed from the course. If a student hasn't been active for 2 weeks, the admin office will send a reminder to the student. If a student hasn't been active for 4 weeks, the course teacher will send a message to the student. If a student hasn't been active for more than 1 month, the admin office will follow-up with the guardian/ parents/ agents of the student about course progress.

School admin and teachers monitor attendance among their students. We work to support students by collaborating with their students and parents/guardians, and this applies with attendance as well. If a student continues to have inconsistent or irresponsible attendance Arktown's administration will be involved with consequences including parental/guardian contact, attendance contracts, or removal from the course.

Students who don't complete their courses within the 6 months will be removed from the course unless there is a unique circumstance that can be verified by appropriate documentation.

### Late and Missed Assignments

All unit tests are timed. Students are required to download, print, complete, scan, and submit their tests before the time runs out. Late submission will not be accepted, unless there is a unique circumstance.

If students missed submission for a timed assessment due to technical difficulties, please email the submission to admin office.

Before request the final report cards, students should double-check to make sure all of assessment of learning have been submitted.





### Hours Spent on Activities

All Arktown Secondary School credit courses are designed to be 110 hours of planned instruction. Each unit within the course is given an hour value and all units combined add up to 110 hours. Students are expected to demonstrate the planned hours of instruction timing within reason. Activity completion time will vary depending on the student's comfort level with that particular subject matter.

### Student Learning Logs

1. All students are obligated to track their hours spent online and offline working on course materials as part of their virtual classes. Students must use the established template (Student Learning Log.doc) to record their time.
2. The total amount of time as recorded in the learning log must be equal to, or greater than, 110 hours by the end of the course to grant a credit.
3. Learning logs can be requested at any time in accordance with an audit of any sort.
4. Finished learning logs will be included with student records.

### Timelines for Completion

Course completion time varies greatly depending on a number of factors, including reading speed, comfort level with online learning tools, understanding of the subject matter, and more. Students are welcome to complete courses in a shorter time-frame, but must complete all required components of the course in the order they are presented. Courses have been designed in a manner where students who complete all course components will meet or exceed 110 hours of planned instruction.

Arktown Secondary School recommends students make a plan to complete their course(s), and decide on a target date for completion from the outset. Students should look at the breakdown of the units in the course and spread them over their available time. Students should account for other commitments and periods when they will be able to spend more time on the online course, and times when they will be busy with other aspects of life.

Arktown Secondary School also recommends students share this plan with parents and teachers to keep them accountable to their completion goals. Students needing further assistance with planning may consider on-site teacher supervision.

### 7.3 Internet Use Policy

Students recognize that the primary purpose of the school website is for learning. The following are the terms of agreement for using the school facilities and reflect the values and rules:

1. Students will not seek out or transmit materials that are racist, sexist, pornographic, homophobic, or dangerous, that contain portrayals of illegal acts, or that are against other Arktown Secondary School policies.
2. Students will immediately report to a teacher the accidental discovery of any material mentioned above.
3. To avoid possible computer viruses, students will not submit any executable files in the assignment Dropbox or upload any onto the school discussion forums.
4. Students will NOT give out personal information such as address, telephone number, or parents' work numbers without the permission of the teacher. In addition, students will not give out personal information about other people.



5. Students will make absolutely sure that their communications on-line or through the use of email are research-related, respectful, responsible and ethical.

## 7.4 Academic Dishonesty

### Plagiarism/Cheating

Plagiarism is considered a form of cheating. It is the act of taking the ideas or words of another and presenting them as your own. Examples of plagiarism include:

- failing to acknowledge a source used in researching an assignment
- failing to footnote or endnote material directly taken from another source
- completely “lifting” whole sections of someone else’s work
- purchasing an essay and handing it in as your own work
- copying assignments, graphics, work of peers, homework, published work (text, periodicals, pamphlets, and recordings), material from Internet websites
- misrepresenting the ideas of others as your own

Cheating is the act of using unauthorized materials and/or resources during tests, exams or other Assessment of Learning tasks. Examples of cheating include:

- giving your own work to others
- using the work of others
- using unauthorized study aids
- copying the work of others on tests or exams

### Responsibilities of the Teacher

Teachers are expected to help students avoid plagiarizing by:

- defining the term and reminding them of it when setting out an assignment
- giving them examples of what constitutes plagiarism
- emphasizing the importance of using process skills to arrive at a product
- teaching them research skills so they can avoid plagiarizing: note taking, paraphrasing, summarizing
- teaching them proper formats for footnoting, end noting and bibliographies
- teaching them organizational skills: finding and organizing information to build understanding of a topic
- teaching them how to make an outline for a report or research essay
- having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved
- assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- informing students of the consequences of plagiarism
- providing students with information about what constitutes plagiarism and cheating
- designing evaluations which minimize the opportunities for students to plagiarize
- monitoring the steps in the assignment process to ensure work is being done

### Responsibilities of the Student

Students are expected to:

- Ensure they are aware and understand the school’s plagiarism/cheating policy.



- Complete all assignments on time, with care, and without copying the work of another.
- Complete the steps of the assignment process and submit all rough work.
- Do not distribute work to others for the purpose allowing them to copy it.

The onus of proof is on the student to verify that his or her assignment is the result of his or her efforts alone.

In the event of incidents of academic dishonesty, the student and Principal will be notified of the occurrence, of the consequence, and of the potential consequences of subsequent incidents. The following is a list of academic violations along with their respective consequences:

### **IMPROPER CITATION**



The student fails to utilize a citation method in the piece. Teachers will generally specify which citation method is required, however, should this guidance not be given, students are expected to follow either MLA or APA formatting.

**Grades 9 and 10**

The First Instance: A warning and an opportunity to redo the piece.

Subsequent Instance: A warning and an opportunity to redo the piece.

**Grades 11 and 12**

First Instance: A warning and an opportunity to redo the piece.

Subsequent Instance: An opportunity to redo the piece to a maximum grade of 75

**UNACCREDITED PARAPHRASING**

The student uses an idea (in different wording) from a source and portrays it as their own without a citation. To be safe, students should use a citation when in doubt.

**Grades 9 and 10**

First Instance: A warning and an opportunity to redo the piece.

Subsequent Instance: An opportunity to redo the piece to a maximum grade of 75%.

**Grades 11 and 12**

First Instance: An opportunity to redo the piece to a maximum grade of 75%. Subsequent

Instance: An opportunity to redo the piece to a maximum grade of 50%.

**UNACCREDITED VERBATIM**

The student uses an idea that is word-for-word from a source and portrays it as their own without a citation.

**Grades 9 and 10**

First Instance: An opportunity to redo the piece to a maximum grade of 75%. Subsequent

Instance: An opportunity to redo the piece to a maximum grade of 50%. **Grades 11 and 12**

First Instance: An opportunity to redo the piece to a maximum grade of 50%.

Subsequent Instance: A grade of zero. No opportunity to resubmit.

**FULL PLAGERISM**

The student uses a piece written by someone else and attempts to pass it off as their own work.

**Grades 9 and 10**

First Instance: A grade of zero. No opportunity to resubmit. Subsequent Instance: A grade of zero. No opportunity to resubmit.

**Grades 11 and 12**

First Instance: A grade of zero. No opportunity to resubmit.

Subsequent Instance: A grade of zero. No opportunity to resubmit. Student may be removed from the course.

**7.5 Safe School Environment**

Arktown Secondary School intends to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical.



1. All students of Arktown Secondary School, are expected to treat their teachers and fellow students with respect in all interactions online and offline.
2. All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.
3. No form of discrimination is tolerated in the virtual learning environment. This includes but is not limited to the use of racial epithets, homophobic or sexist speech, insults relating to mental ability, et cetera.
4. Threats, remarks, abuse, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the principal immediately.
5. Pictures used for profiles or other assignments should be inoffensive in nature, and therefore should not include gang signs, swear words (in any language), depictions of blood, gore, or violence, or drug/alcohol related imagery.
6. The principal will discipline the student using a variety of means including counselling and contacting home. Violation of any of the above rules may also result in suspension and/or expulsion from Arktown Secondary School without warning or refund.

## **7.6 Intervention strategies, supports, and programs for student success, including for students at risk of not graduating**

We are committed to provide our students with the highest quality learning experience. We envision a school system in which all students can find what they need here and learning environments that are respectful and collaborative and support students to meet their own needs and the needs of society. To do so, we provide a variety of approaches that best suit the learning styles and needs of our students, such as experiential learning, cooperative education, eLearning, etc.

Arktown Secondary School offers following intervention strategies, supports and programs for student success, to improve high school graduation rates. Our goal is to turn struggling students into successful graduates.

- English Language Learner and other tutorials, as required;
- Differentiated Instruction
- Individual Pathways Plan
- Learning and Instructional Technology
- Student Support Programming
- Mental Health Supports
- Learning centre access to different technologies including PC computers, printers, video equipment, cameras, and calculators. Students should respect all school technology equipment; and

## **7.7 Minimum Hardware and Software Requirements for Online Courses**

Students should have the following minimum requirements to participate in ARKTOWN SECONDARY SCHOOL programs:



### Hardware

- A PC running Windows XP or higher or
- A Mac running OS X or
- A Chromebook running Chrome OS
- 2GB of RAM
- High speed internet connection
- A sound card with speakers or headphones
- A functional webcam and microphone
- A laptop is required for final exams written

*In some cases, a scanner or phone/camera may be required to submit handwritten assignments.*

### Software

- Adobe Reader
- Adobe Shockwave
- Adobe Flash Player
- Java
- A typical Office Suite including a word processor application, equation editor and spreadsheets (Google Docs will also suffice)
- Browser
- Mozilla Firefox 4 or higher or
- Internet Explorer 7 or higher or
- Safari 5 or higher or
- Google Chrome 11 or higher