

Rosedale Academy Course Calendar

2015-2016

Rosedale Academy

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1 About Rosedale Academy

1.1 Vision, Mission and Values

1.1.1 Overview

Rosedale Academy is an Ontario-based private high school specializing in personalized and differentiated online learning opportunities for students worldwide. Our academic offerings are rigorous, stimulating and transformative, fostering both intellectual and personal development.

At Rosedale Academy, we set high personal and academic standards for our students and believe that with positive support and direction, each can achieve the greatest possible levels of success. Our students are recognized and respected as unique individuals, and their achievements reflect our dedication to providing a high-quality, comprehensive education. Rosedale Academy is fully committed to all of our students and it is our goal to create well-rounded, successful members of society.

Our courses adhere to the required expectations and outcomes prescribed by the Ministry of Education in Ontario – including the requirement that students remain in school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). We recognize that education must adapt to accommodate students with individualized needs, varied learning styles, and preferred schedules. The Rosedale Academy online education model instills independence, discipline and strong time-management skills to help our students in pursuing their diverse interests and long-term individual goals.

The staff at Rosedale Academy have significant experience and success in the field of online learning, and work collaboratively to ensure a rich, high-quality educational experience for all students. The enthusiasm of our instructors for online education promotes innovative instructional practices to the benefit of the entire Rosedale Academy community.

1.1.2 Vision

Rosedale Academy is an exemplary online school recognized for graduates who are prepared for success in higher education and in our interconnected and changing world.









1.1.3 Mission

The mission of Rosedale Academy is to invoke students' curiosity and inspire them to think critically in developing a deep understanding of the complexities of our world. Our school believes that providing a rich and engaging learning environment will stimulate students to become active partners in their learning journey with us.

Our goal is to provide an integrated learning experience founded on a framework of teaching for understanding. This framework supports our students' ability to reliably integrate new knowledge, skills and attitudes to make meaning of what they have learned.

At Rosedale Academy, 'student-centered' is not just a buzzword, but also one of the pillars of our learning philosophy. Our teaching practices promote cultural diversity and embrace individual differences. Our learning model is supportive but also encourages independence and cultivates the idea of life-long learning. Our purpose is to educate holistically by promoting cognitive development, social responsibility, tolerance and the value of education as a cornerstone of self-fulfillment.

1.1.4 Values

-  **R**espect: We work to ensure a safe and productive learning environment.
-  **O**penness: We communicate and work transparently with students, staff, family, and the community.
-  **S**tudent-centred: We ensure that student success is our highest priority.
-  **E**quity and fairness: We apply the principles of equity and fairness to all our activities and practices.
-  **D**ifferentiation: We adapt to accommodate students' unique needs and varied learning styles.
-  **A**ccountability: We are socially, legally, and fiscally responsible.
-  **L**earning to learn: We encourage students to develop growth mindsets through our instructional practices and skill building.
-  **E**mpowering: We support students in their journey toward success.

1.2 Academic Schedule

A feature of the Rosedale Academy is continuous entry - a student may register for and begin a course at any time during the year. There is no annual or semester-based calendar. Students are expected to complete the 110 hours of course learning activities within 6 months.

Students who require additional time may request an extension or may put a course on hold. The maximum time for registration is one calendar year.

1.3 Code of Conduct

Rosedale Academy is committed to providing quality learning opportunities that enable all students to achieve their goals within a safe, supportive and disciplined learning environment.

Students enrolling in Rosedale Academy assume an obligation to conduct themselves in a manner compatible with the school's function as an educational institution. Students who fail to comply with the regulations of Rosedale Academy may be dismissed from the online school at any time with no reimbursement of fees.

1.3.1 Harassment and Sexual Harassment

Rosedale Academy is committed to fostering a safe and accepting online learning environment free of harassment or bullying.

The Ontario Code of Conduct identifies the [Standards of Behaviour](#) for all school members.

Respect, civility and responsible citizenship

All school members must:

- respect and follow all applicable laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that encourages learning and teaching.
- seek help from school staff, if necessary, to resolve conflict peacefully

Safety

School community members must not:

- engage in any form of bullying or harassment, whether it is in person or through technology such as email or cell phones
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes damage to school property.

A fundamental belief of the school is that each member of the community has the right to a healthy and supportive environment for learning and working. Harassment of any form is considered a serious matter at Rosedale Academy. All members of the community are responsible for ensuring that the campus is free from harassment.

1.3.2 Academic Honesty

Members of Rosedale Academy are expected to maintain high standards of honesty throughout the many aspects of their life and study at the school. Students who have evidenced academic dishonesty may be made subject to disciplinary procedures including but not limited to:

- receiving a warning
- a mark of zero for the work submitted,
- dismissal from the course;
- suspension or permanent dismissal from the online school.

Plagiarism

Plagiarism is submitting another person's work as your own. Plagiarism is cheating. This is not accepted at the Rosedale Academy or any other school, college or university. We expect our students to be original thinkers who are able to demonstrate and present their learning in their own words and voice.

Unintentional Plagiarism

Students use ideas from another source and forget or neglect to cite them. This often happens when attempting to paraphrase or copy key ideas from another writer.

Intentional Plagiarism

Students deliberately present another person's work as their own. Examples include:

- Copying and pasting facts and information from another source such as Wikipedia or a website
- Copying an essay or assignment belonging to another student or one found or purchased on the Internet
- Having another person write your tests or assignments, or impersonate you to write your final exam

1.3.3 Attendance

Regular attendance and participation is vital to students' academic success. Rosedale Academy expects students to attend regularly and to participate actively in all instructional activities as described in the course syllabus.

In order to demonstrate achievement of the Ministry of Education learning expectations and earn a course credit, students must successfully complete 110 hours of online course learning activities. Students must keep a learning log that lists the activities they have completed and their total learning hours in the course.

Rosedale Academy monitors student attendance and participation through:

- activity (login, etc.) in the learning management system
- participation and engagement in learning activities
- involvement in online discussion and communication with the teacher and other students
- submission/completion of assignments

When students are not active participants in course activities for an extended period of time, the teacher and principal will take the following actions:

- The teacher will email or phone the parent(s) or guardian(s) of a student under age 18 or the student who is 18 or older.

- The teacher will notify the principal.
- If there is no change in attendance or behaviour, the principal will contact the parent, guardian or student (over age 18) to determine if there are unknown or additional circumstances to consider or whether the student should withdraw from the course.
- The goal of these communications is to encourage students to re-engage and successfully complete the course.
- Students who wish to leave a course before it is finished are required to notify the principal in writing.
- Students who do not re-engage with course material will be withdrawn without credit or refund.

1.4 Parent Engagement and Communication

When new students are enrolled, Rosedale Academy clearly identifies expectations about reporting student success and communicating student progress to parents, guardians or students (if they are adults).

Monitoring

The parents and/or guardians of students under the age of 18 may be granted access to the Rosedale Academy Moodle learning management system to view the student's learning log, portfolio, progress reports, assignments, teacher feedback, teacher-student communication, assessment/evaluation items, electronic report card, etc. Students 18 years or older must consent to allow parents and/or guardians to have access to this information. This transparency will allow parents to monitor their child's learning progress and to become more involved with their child's education. A parent may also make a request to the school to allow the student's home school teacher or tutor access to the student's online course related information.

Communication

Rosedale Academy uses a variety of methods to keep parents up-to-date on school news, coming events and their child's progress. These methods include, but are not limited to: website updates, email, Skype and phone calls. Communication about student achievement is designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for instruction, and assist parents in supporting learning at home. To promote good communication on student progress, a conference or interview may be scheduled at any time during the course enrolment period, at the request of the parent, guardian, the student, the teacher or the principal.

Reporting

Rosedale Academy will issue the report card specified by Ministry of Education to report student achievement twice per course. Midterm report cards are issued when students have completed the first 50% of their course. The Final report card will be issued within 10 business days of the teacher receiving a student's final exam.

All report cards will be filed in both student's online folder on the school learning management system and in the student's OSR folder in the school. Parents may have access to their child's report cards on the school learning management system. A parent may also request that a copy of the report card be mailed. The expense of postage is covered by the parent.

1.5 Role of Technology

At Rosedale Academy, we regard technology as a learning enabler, not an all-encompassing, modern solution to learning. Our focus is on leveraging the benefits that technology offers to the learning process as complimentary to an effective curriculum and teaching strategy. As an online school, technology plays a critically important role in the access to and delivery of our courses; however, it will be our individual teachers who will lead our students throughout their learning journey.

Technology is used not only in the delivery of content, but also to help build sophisticated technological skills, which are both necessary and expected in higher educational institutions as well as the modern workforce. Our technology-based education model maintains the historical quality and goals of education while integrating modern approaches such as inquiry-based and social constructivist learning.

Course work and design at Rosedale Academy provides the opportunity for students to accept a greater responsibility for their educational success. Students use technology to access, manage, interpret, evaluate and create information. They also use technology to analyze this information for relevancy and accuracy and present it in its most effective form.

The instructional process leverages the latest technology to present information in multiple formats, communicate with students, provide timely feedback, and support and guide the learning journey. The richness of our courses engages students with their education, helps them to make connections with others and provides a more personalized learning experience.

Rosedale Academy School supports learning through technology by –

- Establishing quality standards for the development, use and support of online courses
- Providing high quality professional development and support for all users
- Developing a framework for assessment and maintenance of technological skills for all users
- Providing reliable and secure access to online courses
- Establishing standards of practice to maintain quality, rigor and equity in course offerings

Rosedale Academy Teachers use school technology tools to –

- Supply rich learning materials in several formats to accommodate learning styles and abilities
- Communicate with students regularly to support and nurture their learning journey
- Assess and evaluate students' understanding and achievements
- Provide timely and meaningful feedback to foster success
- Perform research and stay abreast of technology innovations in their disciplines
- Model appropriate and ethical use of technology and the information acquired using it
- Maintain academic and administrative records
- Support access, communication, collaboration and community building

Rosedale Academy Students use school technologies to –

- Access courses that they have been enrolled in
- Actively participate in the completion of course requirements

- Communicate with instructors in a timely manner
- Communicate with peers in collaborative course activities
- Submit assessments, evaluations and other course requirements
- Access performance standing

1.6 Acceptable Use Policy

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

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

Our learning management system is intended for educational purposes. Commercial, illegal, inappropriate or obscene activities are prohibited. Students who use the learning management system in these ways will have their registration and access withdrawn. Disciplinary action may include criminal investigation and legal sanctions.

Your online security requires your active participation.

- Protect your username and password. Do not share it with anyone.
- Report any emails that request personal information from you to the principal. Do not attempt to damage or violate the security provisions of the learning management system.
- Do not log in anonymously or as another user.

1.7 System Requirements

To optimize each student's learning experience at Rosedale Academy, we recommend the following system requirements.

Hardware Recommendations:

- Processor speed: 2.0 GHz or higher
- Memory: 2GB of RAM or more
- Free disk space on hard drive: 5GB or more
- Monitor: 1024 x 728 pixel resolution or better
- Microphone: An inexpensive microphone will suffice
- Speakers or headset

Operating System:

- Windows 7 or higher or MAC OS X 10.6 or higher

Plugins:

- Adobe Reader: <http://get.adobe.com/reader>
- Java/JRE: <http://java.sun.com/javase/downloads/index.jsp>
- Adobe Flash Player: <http://get.adobe.com/flashplayer/>
- QuickTime: <http://www.apple.com/quicktime/download/>

Other:

- Microsoft Office
- Internet connection: high-speed internet connection (not dial-up)
- Up-to-date anti-virus software
- Latest version of Internet browser (Firefox is recommended) with the following settings
 - ✓ Pop-ups are enabled
 - ✓ Cookies are enabled
 - ✓ Java is enabled
 - ✓ JavaScript is enabled
 - ✓ Security level set at Medium

2 Diploma and Certificates

2.1 The Requirement for the Ontario Secondary School Diploma (OSSD)

In order to receive the Ontario Secondary School Diploma (OSSD), students must

- ✓ Earn a total of 30 credits.
 - A credit is defined as a 110-hour course in which the expectations laid down by the Ministry of Education in the Province of Ontario have been successfully completed.
 - Fully 18 of the credits are compulsory, earned in courses from a list of subjects that every student must take.
 - Fully 12 of the credits are optional, earned in courses that the student may select from the full range of courses offered by the school.
- ✓ Complete 40 hours of Community Involvement Activities *
- ✓ Meet the provincial literacy requirement*

** If students are currently registered in another private school or public school in Ontario and are simply taking a small number of courses from Rosedale Academy, then they will in all cases, complete the provincial literacy requirement and Community Involvement Activities at the school in which they are registered. Only students who are the sole responsibility of Rosedale Academy will complete the Community Involvement Activities and the provincial literacy requirement at Rosedale Academy.*

2.2 The Credit System

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. “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 in Rosedale Academy online courses include student self-learning, discussion, interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.7.1*)

2.3 Compulsory Credit and Optional Credit Requirements

18 compulsory credits	
4	English (1 credit per grade)*
3	Mathematics (at least 1 credit in Grade 11 or 12)
2	Science
1	French as a Second Language

1	Canadian History
1	Canadian Geography
1	The Arts
1	Health and Physical Education
.5	Civics
.5	Career Studies
Plus ONE credit from each of these three groups:	
1	Group 1: 1 additional credit in English or French as a Second Language**, or a Native language, or a classical or an international language, or social sciences and the humanities (family studies, philosophy, world religions), or Canadian and world studies, or guidance and career education, or cooperative education***
1	Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or French as a Second Language**, or cooperative education***
1	Group 3: 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9 to 12), or French as a Second Language**, or computer studies, or cooperative education***
In addition to the compulsory credits, students must:	
12	earn 12 optional credits (courses you get to choose)†
Community involvement and literacy requirements	
✓	complete 40 hours of community involvement activities
✓	complete the provincial literacy requirement
<p>*A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>	

2.4 Substitution for Compulsory Credit Requirements

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses from other subject areas specified in the list of compulsory credit requirement (including Groups 1, 2 and 3). Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians, or Principal, are best served by such substitution.

The principal will make the final decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.6.2*)

2.5 The Provincial Secondary School Literacy Requirement

2.5.1 Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

- Students usually take the Secondary School Literacy Test in Grade 10, unless a deferral is granted by the principal.
- English as a Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents or staff may request deferral for eligible students, and the school Principal may grant permission
- Students who are English Language Learners may be entitled to special provision
- Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.
- Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript.

(*Ontario Schools K-12 Policy and Program Requirements 2011 S.6.1.3.1/Appendix3*)

2.5.2 Ontario Secondary School Literacy Course (OSSLC)

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). Successful completion of this course provides an alternative means of demonstrating the required literacy skills and meeting the literacy requirement. The principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that is in the best interest of the student

The Credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or Grade 12 compulsory credit requirement in English.

Mature students may enroll in the OSSLC course without having attempted and failed the OSSLT. A mature student is described as:

- ✓ 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;
- ✓ 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 program;
- ✓ is enrolled in a secondary program for the purpose of obtaining an OSSD.

2.6 Community Involvement Requirements

Every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Rosedale Academy Staff will provide guidance and discuss appropriate types of community involvement activities and projects with students. However, the selection and management of the involvement is to be directed by the student.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. Students must fulfill their requirement outside of school hours.

Students must maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her or his parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and Rosedale Academy for these activities.

Forms to record Community Involvement are available on Rosedale Academy's website. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.6.1.4*)

2.7 The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request, to students who are leaving secondary school upon reaching the age of eighteen 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, distributed as follow.

7 required compulsory credits

- credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography

- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 2.3 also apply to the Ontario Secondary School Certificate. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.6.3*)

2.8 The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.6.4*)

3 Curriculum

3.1 Types of Courses

Secondary School courses in Ontario Curriculum are organized by discipline, grade and course type.

3.1.1 Grade 9 and Grade 10 Courses

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

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

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

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

3.1.2 Grade 11 and Grade 12 Courses

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

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.7.2.2*)

3.2 Course Coding

Students can determine the level of study in a course by the last digit in the course code.

D = Academic

C = College Preparation

U = University Preparation

O = Open

P = Applied

M = University / College Preparation

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

For example: ENG4U is grade 12 University Preparation English course

3.3 Prerequisite Courses

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Rosedale Academy will provide parents and students with clear and accurate information about the prerequisites for each course. Students are responsible for ensuring they have obtained the necessary prerequisites for the course.

If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make the decision in consultation with the parent or the adult student and appropriate school staff. (*Ontario Schools K-12 Policy and Program Requirements 2011 S.7.2.3*)

3.4 Course List and Course Descriptions

Rosedale Academy offers online courses to students working toward an OSSD who are on a university/college preparation path. Courses to be offered for the 2015-2016 school year are indicated in this section. Course outlines are available at student registration or upon request.

Students and parents who are interested in an Ontario secondary school education will find a summary and discussion of the relevant policies set out in Ontario Schools: Policy and Program Requirements, 2011 (OS) as established by the Ministry of Education of Ontario.

Secondary course curriculum documents are also available at the Ontario Ministry of Education website <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

3.4.1 Course List

	Department	Grade	Course Code	Course
1	Business	Gr. 10	BBI2O	Introduction to Business
2	Business	Gr. 11	BAF3M	Introduction to Financial Accounting
3	Business	Gr. 11	BMI3C	Marketing: Goods, Services, Events
4	Business	Gr. 12	BAT4M	Financial Accounting Principles
5	Business	Gr. 12	BBB4M	International Business Fundamentals
6	Business	Gr. 12	BOH4M	Business Leadership
7	English	Gr. 9	ENG1D	English
8	English	Gr. 10	ENG2D	English
9	English	Gr. 11	ENG3U	English
10	English	Gr. 12	ENG4U	English
11	English	Gr. 12	OLC4O	Ontario Secondary School Literacy Course
12	ESL	Open	ELSBO	ESL Level B
13	ESL	Open	ELSCO	ESL Level C
14	ESL	Open	ESLDO	ESL Level D
15	ESL	Open	ESLEO	ESL Level E
16	Guidance	Open	GWL3O	Designing Your Future
17	Mathematics	Gr. 9	MPM1D	Principles of Mathematics
18	Mathematics	Gr. 10	MPM2D	Principles of Mathematics
19	Mathematics	Gr. 11	MCR3U	Functions
20	Mathematics	Gr. 12	MCV4U	Calculus and Vectors
21	Mathematics	Gr. 12	MDM4U	Mathematics of Data Management
22	Mathematics	Gr. 12	MHF4U	Advanced Functions
23	Science	Gr. 9	SNC1D	Science
24	Science	Gr. 10	SNC2D	Science
25	Science	Gr. 11	SBI3U	Biology
26	Science	Gr. 11	SCH3U	Chemistry
27	Science	Gr. 11	SPH3U	Physics
28	Science	Gr. 12	SBI4U	Biology
29	Science	Gr. 12	SCH4U	Chemistry
30	Science	Gr. 12	SPH4U	Physics

Course Descriptions

Business

BBI2O Introduction to Business, Grade 10, Open

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

Prerequisite: There is no prerequisite for this course.

BAF3M Financial Accounting Fundamentals, Grade 11, University/College Preparation

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.

Prerequisite: There is no prerequisite for this course.

BMI3C Marketing: Goods, Services, Events, Grade 11, College Preparation

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: There is no prerequisite for this course.

BAT4M Financial Accounting Principles, Grade 12, 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 student's knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: (BAF3M) Financial Accounting Fundamentals, Grade 11, University/College Preparation

BBB4M International Business Fundamentals, Grade 12, University/College Preparation

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

Prerequisite: There is no prerequisite for this course

BOH4M Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

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

Prerequisite: There is no prerequisite for this course

English**ENG1D English, Grade 9, Academic**

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.

Prerequisite: None

ENG2D English, Grade 10, Academic

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

Prerequisite: (ENG1D) English, Grade 9, Academic

ENG3U English, Grade 11, University Preparation

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

Prerequisite: (ENG2D) English, Grade 10, Academic

ENG4U English, Grade 12, 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 analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation (ENG3U)

OLC40 Ontario Secondary School Literacy Course, Grade 12

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

Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. Mature students may take the course without having previously attempted the literacy test.

ESL

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

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

Prerequisite: ESLAO or placement test

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

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

Prerequisite: ESLBO or placement test

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

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

Prerequisite: ESLCO or placement test

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

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

Prerequisite: ESLDO or placement test

Guidance

GWL30 Designing Your Future, Grade 11, Open

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

Mathematics

MPM1D Principles of Mathematics, Grade 9, Academic

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

MPM2D Principles of Mathematics, Grade 10, Academic

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

Prerequisite: Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic

MCR3U Functions, Grade 11, University Preparation

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

MCV4U Calculus and Vectors, Grade 12, University Preparation

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

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

MDM4U Mathematics of Data Management, Grade 12, University Preparation

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

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

MHF4U Advanced Functions, University Preparation

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

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

Science

SNC1D Science, Grade 9, Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

SNC2D Science, Grade 10, Academic

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

Prerequisite: Grade 9 Science, Academic

SBI3U Biology, Grade 11, University Preparation

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

Prerequisite: Grade 10 Science, Academic

SCH3U Chemistry, Grade 11, University Preparation

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

Prerequisite: Grade 10 Science, Academic

SPH3U Physics, Grade 11, University Preparation

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.

Prerequisite: Grade 10 Science, Academic

SBI4U Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: (SBI3U) Gr. 11 Biology, University Preparation

SCH4U Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: (SCH3U) Gr. 11 Chemistry, University Preparation

SPH4U Physics, Grade 12, 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.

Prerequisite: (SPH3U) Gr. 11 Physics, University Preparation

3.5 Student Withdrawal from a Course

Grades 9 and 10

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grades 11 and 12

If a student withdraws from a Grade 11 or 12 course prior to or within five instructional days following the issue of the midterm report card (received at the midpoint in a course), the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the interim report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Where there are extraordinary circumstances relating to a student’s withdrawal from a Grade 11 or 12 course, a student’s poor performance in a successfully completed course, or a student’s failure to complete a course successfully, the special indicator “S” may be entered in the “Note” column on the OST.

Students may not withdraw from a course prior to receiving their final mark if all course requirements have been submitted to their teacher.

3.6 Change Of Course Type

Rosedale Academy primarily provides courses which prepare students for university and college entrance. A student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. In the case of Grade 10 academic mathematics, a specific transfer course is required for students who studied Grade 9 applied mathematics. In the case of all other courses, the student may take one of the specified prerequisite courses through Rosedale Academy or another school. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

3.7 Prior Learning Assessment and Recognition (PLAR)

Prior Learning includes the knowledge and skills that a student has acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

This process involves two components: challenge and equivalency. Challenge refers to the process whereby a student's prior learning is assessed for the purpose of granting credit for a course developed from a curriculum policy document. The Rosedale Academy does not use or support the challenge process.

Equivalency refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario are eligible for equivalency credits. Equivalency credits are granted for placement only.

The principal of the receiving 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.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

On the Ontario Student Transcript (OST) 'PLE' is the course code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. For these credits the code 'EQV' is used instead of a percentage grade. *Ontario Schools K-12 Policy and Program Requirements 2011 S.4.3.2)*

3.8 PLAR For Out of Province and International Students

Rosedale Academy is committed to delivering quality education to students worldwide without geographic boundaries. Students planning to eventually come to Ontario to continue their high school education or seeking to obtain OSSD for entrance into a college or university program can have their existing high school credits evaluated and may receive Ontario equivalent credits.

For students from a school outside of Ontario (including students from schools in other provinces of Canada or outside of Canada), the principal of Rosedale Academy will determine as equitably as possible the total credit equivalency of the student's previous learning, the number of compulsory and optional credits still to be earned and where the student should be placed. Students will have to successfully complete the provincial secondary school literacy test. The principal will determine the number of hours of community involvement activities that the student will have to complete and will note the results of his or her assessment and deliberations in the student's Ontario Student Record (OSR). (*Ontario Schools K-12 Policy and Program Requirements 2011 Appendix 2*)

4 Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation of student learning at Rosedale Academy is conducted in accordance with the Ontario Ministry of Education “Growing Success: Assessment, Evaluation and Reporting in Ontario School” (2010) seven fundamental principles.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

4.1 Assessment

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “**assessment for learning**” and “**assessment as learning**”. Information gathered through assessment helps teachers to determine students’ strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in assessing the overall effectiveness of programs and classroom practices.

As part of assessment for learning, teachers provide students with descriptive feedback that guides their efforts towards improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Multiple opportunities for feedback and follow-up are provided during a student’s course to allow for improvement in learning prior to **assessment of learning** (evaluation)

Assessment strategies in Rosedale Academy online courses may include

- Contributions to online discussion groups
- Completion of online assignments

- Self-quizzes
- Portfolio submissions
- Projects and presentations

4.2 Evaluation

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student's achievement of the overall curriculum expectations in his or her course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

Student marks in Rosedale Academy courses are not averaged; instead, a student's final mark is based on his or her most consistent effort with special emphasis on his or her most recent work. In determining a student's final grade, teachers will consider:

- All evidence collected through observations, conversations, and student products
- The evidence of achievement that is available for each overall expectation for a subject in a particular grade or course
- The teacher will consider that some evidence carries greater weight than other evidence; some performance tasks are richer and reveal more about a student's skills and knowledge than others

In Rosedale Academy online courses, evidence from **observation** is gathered from discussion areas, video evidence, real-time communication. **Conversations** are facilitated through multiple channels, such as email, real-time chat, phone calls, Skype etc. **Student products** may include, but are not limited to, student projects, essays, presentations, assignments and tests.

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 final grade for each course will be determined as follows:

- **Seventy percent of the grade** will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- **Thirty per cent of the grade** will be based on a final evaluation in the form of a supervised final examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

4.3 Student Learning Skills and Work Habits

At Rosedale Academy, teachers will work with students to help them develop the following learning skills and work habits in preparation for university / college education and the world of work:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

The evaluation of the learning skills and work habits are not considered in the determination of a student's final grades. (*Growing Success: Assessment, Evaluation and Reporting in Ontario School 2010, Ch. 2*)

4.4 Final Examination

Final examinations at Rosedale Academy are normally conducted via the Internet, and under the supervision of an exam supervisor. **Students must complete and submit all course requirements to their teacher prior to booking their final exam.** Course requirements include but are not limited to: assignments, tests, discussion forums, and the student learning log. Students must submit an application for final exam at least 5 business days prior to their desired examination date.

Exam Supervision Criteria

The final exam has to be a supervised exam. A supervised exam is one that is overseen by an impartial individual, the Exam Supervisor, who monitors and supervises a student while he or she is taking the final exam. The Exam Supervisor ensures the security and integrity of the exam process. Rosedale Academy students must fulfil their responsibilities in arranging and taking a supervised final exam.

Acceptable Exam Supervisor

- A qualified exam supervisor should be an Ontario certified teacher (OCT) or guidance counsellor, or for international and out of province students, a teacher with a valid teaching certificate in the province or country
- If none of the above is available, an appropriate exam supervisor could be a librarian in a public library, a college or university official; an administrator in a testing centre; or a registered professional such as a lawyer, doctor, professional engineer, minister, registered nurse, chartered accountant etc.

Unacceptable Exam Supervisor

- Any relative (adoption included), any relative through marriage, friends, neighbours etc.

4.5 Reporting Student Achievement

4.5.1 Achievement Chart

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards). Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart.

These levels of achievement are associated with percentage grades, and are defined as follows:

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. A student achieving at this level is well prepared for work in the next grade or the next course.

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.

Below 50% Insufficient achievement of the curriculum expectations.

A credit is granted and recorded for every course in which the student's grade is 50% or higher.

4.5.2 Report Cards

Student achievement will be communicated formally to students and parents by means of a Report Card. Report Cards at Rosedale Academy follow Ministry of Education Report Card templates. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills.

- The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart (in section 4.5.2) for the discipline.
- The report card also includes teachers' descriptive comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved.
- The report card also provides a record of the learning skills demonstrated by a student in each course within the following six categories: responsibility, organization, independent work, collaboration, initiative and self-regulation. The learning skills are evaluated using a four-point scale: **E** – Excellent **G** – Good **S** – Satisfactory **N** - Needs Improvement. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are not considered in the determination of percentage grades.

The Midterm Report Card

A midterm report card will be issued when students have completed half of the course material (55 hours of a 1 credit course). The half-way point in your course is indicated on the Course Overview and includes assignments, tests and discussion board postings. Your midterm report card will be released from the Guidance Office five business days after your teacher has completed it.

The Final Report Card

A final report card will be issued when students have completed all requirements for a course, including all assignments, tests, discussion postings, learning logs and the final exam (total 110 hours). The final report card will be released within ten business days after students have written their final exam. A copy will also be sent to a student's home high school so that their Ontario Student Transcript can be updated, if the student's home school is not Rosedale Academy.

4.5.3 Ontario Student Transcript (OST)

In accordance with the Ontario Student Transcript Manual 2010, the Ontario Student Transcript (OST) is a provincially standardized document, which provides a comprehensive record of a student's achievement in secondary school. Copies are available to students on request. The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST regardless of how or where the credits were earned.

In Grades 9 and 10 the student's achievement, with percentage grades earned and credits gained, are recorded only for successfully completed courses.

The Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September, 1999. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, withdrawn from or failed will appear on a student transcript along with the marks earned in the program.

Withdrawal from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card will result in the mark not being recorded on the OST.
- Withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

Repetition of a Course

- Only one credit is earned if course is repeated
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark

Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

- "Equivalent Credits" are entered in the "Course Title" column
- "PLE" entered in the "Course Code" column
- "EQV" in the "Percentage Grade" column
- the total number of credits entered into the "Credit" column
- the number of compulsory credits entered into the "Compulsory" column

Special Indicator

A student's parents or a student who is an adult (eighteen years of age or over) may request that the principal identify Grade 11 and Grade 12 courses in which the student's performance was affected by extraordinary circumstances by using a special indicator.

If the principal agrees with the student's or parents' claim, the special indicator "S" is entered in the "Note" column for these courses. However, the student's percentage grades are also recorded. The special indicator may also be used for courses from which the student has withdrawn because of extraordinary circumstances.

If the principal does not agree with the parents' or students' claim that extraordinary circumstances have had a significant effect on the student's achievement, the parents or the student may request that the appropriate supervisory officer review the matter. (See OSS, section 6.2.2.2)

Others

- Identification of any course that has been substituted for a compulsory course will be made.
- Confirmation that the student has completed the Community Involvement requirement will be noted.
- Confirmation that the student has successfully completed the Literacy Requirement will be noted.
- Any extraordinary circumstances affecting the student's achievement in the senior grades may be noted, if appropriate.
- Completion of a program of specialization in a subject area may be noted.

4.5.4 Ontario Student Record (OSR)

In accordance with the Ontario student record guideline, 2000, 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 and Freedom of Information legislation.

If a student is enrolled in Rosedale Academy as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. The Rosedale Academy establishes or obtains the student OSR only if the student becomes the sole responsibility of Rosedale Academy. All OSRs are stored in a secure location within the school's office.

Content

The OSR includes:

- Form 1A
- Report Card: Rosedale Academy will file both the midterm and final report cards in the student's OSR or will send these report cards to the student's school where this OSR is held
- Ontario School Transcript (OST)
- Documentation Files for such things as IPRC, IEP, psychological assessments, Violent Incident Form, etc.
- Prior Learning Assessment
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education.

Transfer

The OSR is an ongoing record and may be transferred from Rosedale Academy if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when Rosedale receives written request from the receiving school. If a student transfers outside Ontario, then only a copy of the OSR is transferred. When a student retires, Rosedale Academy may give the parents a copy of the OSR, if requested. *(OS K-12 S. 4.1)*

5 Student Services

5.1 Advisory and Counselling

Rosedale Academy assists and advises students in a variety of areas including:

- Course selection and academic advisory
- University and college information
- Applications to universities and colleges
- Guidance and Career Assistance
- Orientation
- Exit

5.2 Guidance and Career Assistance

Rosedale Academy provides guidance and career assistance to students in a variety of areas including:

- Learning skills and work habit development
- Career exploration
- Language proficiency improvement for ESL students

The service may be delivered in several approaches including both group activities and individual assistance & counselling. Rosedale Academy hosts web seminars on personal growth topics periodically. Students, whose home school is Rosedale Academy, may participate in the Rosedale Academy Individual Pathway Plan Program.

5.3 English Language Learners

Rosedale Academy serves students from a variety of diverse backgrounds, including English Language Learners (ELL). Teaching strategies and online resource are used throughout Rosedale Academy online courses to help ESL students understand the content and improve their understanding of the English language. The self-paced delivery method of courses allows all students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working alongside peers from other cultures.

All teachers at Rosedale Academy are responsible for helping students develop their ability to use English in academic courses. Specific tutoring is available to ESL students upon request. English proficiency assessments are conducted if applicable, when placing a student into an advanced course. Appropriate accommodations to teaching, learning and evaluation strategies are made to help ESL students during the program.