



Global High School Program Student Handbook

2015-2016

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Welcome Letter from the Principal

Dear New Student,

Congratulations and welcome to Rosedale Academy! You are now part of an engaged academic community of learners and professionals who are here to help you excel in your academic work.

Rosedale Academy is truly a special place. We focus on “individualization” in all our programs and services, in order to help you realize your dreams. Take advantage of all we offer; attend events, meet new people, ask questions, explore new opportunities, open your head, heart and eyes to new experiences and become the person you want to be.

We are so very proud to have you as a member of Rosedale Academy. Welcome and good luck.

Respectfully,

Peter Milovanovic
Principal, Rosedale Academy

1 Meet Rosedale Academy

1.1 Meet the Principal



Peter Milovanovic, OCT

Principal

Master of Education: OISE, University of Toronto

Bachelor of Arts, Honours: University of Toronto

Before joining the staff of Rosedale Academy, Peter was a teacher, teacher-leader and secondary school principal with the York Region District School Board. Peter served as Principal of Langstaff Secondary School and Dr. G.W. Williams Secondary School and as Principal on Assignment in Curriculum and Instructional Services. After his service with the school board, Peter worked as a Professional Development Coordinator with the Faculty of Education at York University.

1.2 Meet the Academic Program Director



Pam Turnbull, OCT

Director of Academic Programs

Master of Education: OISE, University of Toronto

Bachelor of Education: University of Toronto

Bachelor of Arts: University of Toronto

Schooling has always been at the center of Pam's life. She is an expert educator with an extensive background in guidance counselling, curriculum development, instructional strategies and professional development for teachers. Before joining Rosedale Academy, Pam spent an exciting 29 years leading staff and students at the internationally acclaimed York Region District School Board. She is a specialist in embedding literacy, inquiry learning, differentiated instruction and assessment-for-learning in curricula.

1.3 Meet the Faculty



Asim Sayed, OCT

Program Manager, Mathematics

Bachelor of Education: University of Windsor

Bachelor of Science, Honours: University of Windsor

Asim believes that his greatest strength as an educator lies in his ability to create a level playing field for students in Mathematics. He applies skill, dedication and passion to relating the concepts of mathematics to all students. Asim has a long history of leading students to success in North America's prestigious math competitions. His students have continued on to attend esteemed schools such as Columbia, Brown, Smith College, Cambridge, University of St. Andrews, University of Waterloo, Queen's and the University of Toronto



Brian Chen, OCT

Program Manager, Business Studies

Bachelor of Education: OISE, University of Toronto

Bachelor of Business Administration: University of Toronto

Brian is an innovative teacher who values creativity, collaboration and cooperation in the classroom. He spent ten years teaching business studies with the Durham Catholic District School Board, as the Lead Specialist, High Skills Major. He was awarded the "Catholic Educator of the Year" award in his second year. Brian is an E-Learning expert and worked as an E-Learning Consultant with the Durham Catholic District School Board. During his tenure at DCDSB he was also involved in the technology crew, debating, technical training for teachers and coaching track and field, baseball and hockey, at both the junior and varsity levels.



Eli Fogle, OCT

Program Manager, Science

Bachelor of Education: OISE, University of Toronto

Bachelor of Science: McGill University

Eli achieved a highly successful career in the financial services industry as primary researcher, analyst and trader for two successful hedge funds, before he decided to pursue his dream as an educator in the field of science. Eli is fascinated with discovering novel ways to integrate technology into the science curriculum. He loves helping students discover the incredible world of science and teaching them how to apply scientific knowledge and concepts to their everyday lives. Eli strives to create learning environments that are stimulating and engaging for all, by presenting the curriculum using multiple teaching strategies.



Bryan Thompson, OCT

Program Manager, English and ESL

Bachelor of Education: OISE, University of Toronto

Bachelor of Arts, Honours: McMaster University

Bryan is a vivacious and caring teacher with extensive experience and skill in ESL and literacy instruction. He has recently had the thrill of teaching for several years in South Korea and has returned with many engaging ideas for working with a wide range of English language learners. Bryan's current passion is for the instructional design of blended learning. To this end he has been developing and researching how best to teach ESL students in a collaborative global classroom, while pursuing a Master's degree in Educational Technology at the University of British Columbia. As an ESL teacher, Bryan offers many strategies for using digital technologies to provide student-centered, differentiated learning that develops student fluency in English and familiarizes students with North American culture.

1.4 Contact Rosedale Academy

Rosedale Academy is happy to assist students with queries.

FOR ASSISTANCE: 905-604-7533

Name	Role	Extension	Email
Peter Milovanovic	Principal	219	principal@rosedaleacademy.com
Pam Turnbull	Director of Academic Programs	233	pam.turnbull@rosedaleacademy.com
Asim Sayed	Program Manager, Mathematics	212	asim.sayed@rosedaleacademy.com
Brian Chen	Program Manager, Business Studies	211	brian.chen@rosedaleacademy.com
Eli Fogle	Program Manager, Science	213	eli.fogle@rosedaleacademy.com
Bryan Thompson	Program Manager, English and ESL	214	bryan.thompson@rosedaleacademy.com

2 Requirements for the Ontario Secondary School Diploma (OSSD)

Courses at Rosedale Academy are based on the Secondary School Diploma system designed and managed by the Ontario Ministry of Education. In order to obtain an Ontario Secondary School Diploma (OSSD), students must meet the following requirements.

2.1 Earn a total of 30 credits

- 18 of the credits are compulsory, earned in courses from a list of subjects that every student must take. See OSSD Diploma Requirements in [Appendix A](#).
- 12 of the credits are optional, earned in courses that the student may select from the full range of courses offered by the school.

2.2 Complete 40 hours of Community Involvement Activities

Every student must find, organize and complete a minimum of 40 hours of community involvement activities, which teach students to value helping out in their community. Students receive some assistance in this task from the Rosedale Academic Administration Team and overseas campus IGP counsellor.

2.3 Meet the Provincial Literacy Requirement

The Ontario Ministry of Education offers a standardized Ontario Secondary School Literacy Test (OSSLT) every year, to determine whether students meet the provincial secondary school literacy requirement for graduation. The test is usually held in the spring, and results are distributed in early summer. Some provisions may be made for students speaking English as a second language. For a description of the detailed process see [Academic Administration: Administration of the OSSLT](#).

2.4 Modifications to Diploma Requirements for Overseas Students taking the OSSD Program

- Students will be granted credit equivalencies through the Prior Learning Assessment and Recognition (PLAR) process for high-school-level studies they have completed in their home country.
- The number of [community involvement hours](#) required to earn the OSSD will be prorated based on the entry grade level of the student. For example, the student entering the program at the beginning of Grade 12 is requested to complete 10 hours community involvement

activities, while a student entering the program at the beginning of Grade 11 needs to complete 20 hours. Rosedale Academic Administration Team and overseas campus IGP counsellor will support students in completing this diploma requirement.

- Successful completion of the [Ontario Secondary Literacy Test \(OSSLT\)](#) is a diploma requirement for overseas students. The literacy test will be written in the spring at the overseas campuses each year. English Language Learners are given extra time to complete the test. Every student must write the test at least once but if they are not successful on the test, they can then (in consultation with the Rosedale principal) take the Ontario Secondary School Literacy Course (OSSLC) to meet the diploma requirement.

2.5 Course List and Descriptions

Below is the complete list of courses offered by the Rosedale Academy. Please see [Section 3: Academic Programs](#) for a specific course list for each program.

No	Subject	Grade	Code	Course	Prerequisites
1	ESL	Open	ESLEO	ESL Level E	Rosedale English Proficiency Test
2	ESL	Open	ESLDO	ESL Level D	
3	ESL	Open	ESLCO	ESL Level C*	
4	ESL	Open	ESLBO	ESL Level B*	
5	Business	Gr. 12	BBB4M	International Business Fundamentals	None
6	Business	Gr. 12	BOH4M	Business Leadership	None
7	Business	Gr. 12	BAT4M	Financial Accounting Principles	BAF3M
8	English	Gr. 12	ENG4U	English	ENG3U
9	English	Gr. 12	OLC4O	Ontario Secondary School Literacy Course	Literacy Test
10	Mathematics	Gr. 12	MHF4U	Advanced Functions	MCR3U
11	Mathematics	Gr. 12	MCV4U	Calculus and Vectors	MHF4U
12	Mathematics	Gr. 12	MDM4U	Mathematics of Data Management	MCR3U
13	Science	Gr. 12	SCH4U	Chemistry	SCH3U
14	Science	Gr. 12	SPH4U	Physics	SPH3U
15	Science	Gr. 12	SBI4U	Biology	SBI3U
16	Media	Gr. 12	ASM4M	Media Arts*	ASM3M
17	Business	Gr. 11	BAF3M	Introduction to Financial Accounting	None
18	Business	Gr. 11	BMI3C	Marketing*	None
19	English	Gr. 11	ENG3U	English	ENG2D / ESLEO
20	English	Gr. 11	EPS3O	Presentation Skills*	ENG2D / ESLEO
21	Mathematics	Gr. 11	MCR3U	Functions	MPM2D
22	Science	Gr. 11	SCH3U	Chemistry	SNC2D
23	Science	Gr. 11	SPH3U	Physics	SNC2D
24	Science	Gr. 11	SBI3U	Biology	SNC2D
25	Guidance	Gr. 11	GWL3O	Designing Your Future	None
26	Media	Gr. 11	ASM3M	Media Arts*	ENG2D
27	Business	Gr. 10	BBI2O	Introduction to Business	None

28	English	Gr. 10	ENG2D	English*	ENG1D
29	Mathematics	Gr. 10	MPM2D	Principles of Mathematics	MPM1D
30	Science	Gr. 10	SNC2D	Science*	MPM1D
31	Mathematics	Gr. 9	MPM1D	Principle of Mathematics*	None
32	English	Gr. 9	ENG1D	English*	None

* Courses will be available in January 2016.

See [Appendix B](#) for the description of available courses.

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>

2.6 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 M = University / College Preparation

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

For example: ENG4U is a grade 12 University Preparation English course.

3 Academic Programs

3.1 Program Overview

Program	A. Intensive University Pathway Program	B. Regular University Pathway Program	C. 3-Year University Pathway Program	Foundation Program	Individual Course(s)
Starting Point and Term	<ul style="list-style-type: none"> • 1-year full-time after completion of Gr. 11 or 12, or • Early start part-time at Gr. 10 or 11 	<ul style="list-style-type: none"> • 1-year full-time after completion of Gr. 10, or • Early start part-time at Gr. 10 	3-year full-time after completion of Gr. 9	Part-time anytime during Gr. 8-10	Part-time anytime during Gr. 7-12
# of Credit Courses* Included	10 credit courses	14 credit courses	22 credit courses	4 credit courses	1 credit per course
Objective	For students with relatively high English Proficiency Level (e.g. ESLEO) intending to <ul style="list-style-type: none"> • Earn OSSD • Apply to top universities in Canada 	For students intending to <ul style="list-style-type: none"> • Earn OSSD • Apply to top universities in Canada, US, UK, Australia, Singapore or Hong Kong 	For students intending to <ul style="list-style-type: none"> • Earn OSSD • Apply to top universities in Canada, US, UK, Australia, Singapore or Hong Kong 	For students intending to <ul style="list-style-type: none"> • Go to high schools in Canada, US, UK, or Australia <i>Students can transfer to the University Pathway Programs.</i>	For Students intending to <ul style="list-style-type: none"> • Improve academic English skills • Adapt to the North American education system
Enrolment	Program enrollment	Program enrollment	Program enrollment	Program enrollment	Individual course enrollment

* Each credit course includes 110 hours of English immersion high school lessons instructed by experienced Ontario high school teachers certified by the Ontario Ministry of Education.

3.2 A - Intensive University Pathway Program

Starting Point and Term

Students enrol in the program as

- 1-year full-time after completion of Grade 11 or 12; or

- early start part-time at Grade 10 or 11.

Objective

For students with a relatively high English Proficiency Level intending to:

- Earn Ontario Secondary School Diploma (OSSD);
- Apply to top universities in Canada.

Academics

10 OSSD credit courses

English Proficiency Requirement

- A score at the ESLEO level, or above, while entering program at Grade 12; or
- A score at the ESLDO level, or above, while entering program at Grade 11; or
- A score at the ESLCO level, or above, while entering program at Grade 10

University Application Timeline

This program meets the admission timeline for all universities in Canada.

* If students intend to have this program meet the admission deadlines of Singapore and Hong Kong, the program has to start at the beginning of March.

Course List

Grade	No	Course	Notes
Grade11- Grade 12	1	ESLDO ESL Level D	TOEFL /IELTS preparation
	2	ESLEO ESL Level E*	
	3	ENG3U English	
	4	GWL3O Designing Your Future**	
	5	ENG4U English	
	6	MHF4U Advanced Functions	
	7	MCV4U Calculus and Vectors	
	8	MDM4U Mathematics of Data Management	
	9-10	Choose 2 out of the 5 BOH4M Business Leadership BBB4M International Business Fundamentals SCH4U Chemistry SPH4U Physics, or SBI4U Biology	

*ESLEO is prerequisite course of ENG3U. Rosedale Academy doesn't recommend any student to start ENG3U without ESLEO, regardless student English proficiency level, because ESLEO also includes important components that familiarize students into North American academic system. If under special circumstance, a student opts to enrol ENG3U without completion of ESLEO, a formal placement test will be issued and evaluated by Rosedale Toronto Teacher. The student will be placed in ENG3U, only if the placement test is satisfactory.

**GWL30 is a credit course; however, students in intensive program are under time pressure. Rosedale Academy can offer this course as not-for-credit to accelerate the program.

3.3 B - Regular University Pathway Program

Starting Point and Term

Students enrol in the program as

- 2-year full-time after completion of Grade 10; or
- early start part-time at Grade 10.

Objective

For students intending to:

- Earn Ontario Secondary School Diploma (OSSD);
- Apply to top universities in Canada and meet early admission; or apply for top universities in US, UK, Singapore or Hong Kong.

Academics

- 14 OSSD credit courses
- University application requirements

English Proficiency Requirement

- A score at the ESLDO level, or above, while entering program at Grade 11; or
- A score at the ESLCO level, or above, while entering program at Grade 10

Other Requirements

- SAT is required for top 40 US universities.

University Application Timeline

This program is able to meet the February early admission timeline for all universities in Canada, or January timeline for US and UK, or March timeline for Singapore and Hong Kong.

Course List

Grade	No	Course	Notes
Grade 11 (8 Credits)	1	ESLDO ESL Level D	TOEFL /IELTS /SAT Preparation
	2	ESLEO ESL Level E	
	3	BBI20 Introduction to Business	
	4	ENG3U English	
	5	MCR3U Functions	
	6	GWL30 Designing Your Future	
	7-8	Choose 2 of the 5	

		BAF3M Introduction to Financial Accounting BMI3C Marketing SCH3U Chemistry SPH3U Physics, or ☐ SBI3U Biology	
Grade 12 (6 Credits)	9	ENG4U English	Grade 12 University Preparation Courses for University Application
	10	MHF4U Advanced Functions	
	11	MCV4U Calculus and Vectors	
	12	MDM4U Data Management	
	13-14	Choose 2 out of the 6 BAT4M Financial Accounting Principles BOH4M Business Leadership BBB4M International Business Fundamentals SCH4U Chemistry SPH4U Physics, or ☐ SBI4U Biology	

3.4 C – 3-Year University Pathway Program

Starting Point and Term

Students enrol in the program as 3-year full-time after completion of Grade 9.

Objective

For students intending to:

- Earn Ontario Secondary School Diploma (OSSD)
- Apply for top universities in Canada and meet early admission; or apply for top universities in US, UK, Singapore or Hong Kong.

Academics

22 OSSD credit courses

English Proficiency Requirement

A score at the ESLCO level, or above, while entering program at Grade 10

Other Requirements

- SAT is required for top 40 US universities

University Application Timeline

This program is able to meet the February early admission timeline for all universities in Canada, or January timeline for US and UK, or March timeline for Singapore and Hong Kong.

Course List

Grade	No	Course	Notes
Grade 10 (8 credits)	1	ESLCO ESL Level C	TOEFL /IELTS preparation
	2	ESLDO ESL Level D	
	3	ESLEO ESL Level E	
	4	MPM2D Principles of Mathematics	
	5	SNC2D Science	
	6	BBI2O Introduction to Business	
	7	ENG2D English	
	8	MCR3U Functions	
Grade 11 (8 credits)	9	ENG3U English	TOEFL /IELTS /SAT Preparation
	10	AWQ3M Media Arts	
	11	GWL3O Designing Your Future	
	12-16	BAF3M Introduction to Financial Accounting BMI3C Marketing SCH3U Chemistry SPH3U Physics, or SBI3U Biology	
Grade 12 (6 credits)	17	ENG4U English	Grade 12 University Preparation Courses for University Application
	18	MHF4U Advanced Functions	
	19	MCV4U Calculus and Vectors	
	21-22	Choose 3 out of the 8 MDM4U Mathematics of Data Management BAT4M Financial Accounting Principles BOH4M Business Leadership BBB4M International Business Fundamentals AWQ4M Media Arts SCH4U Chemistry SPH4U Physics, or SBI4U Biology	

For University Pathway Programs (A, B and C), please notice the information below.

Student Course Selection

Students select courses based on university program requirements, academic strength, personal interests and alignment with skill development needs and future career goals.

Other Requirements for OSSD

In order to meet the Ontario Secondary School Diploma requirements set out by the Ontario Ministry of Education, in addition to completing the above list of credit courses, students need to meet Ontario Literacy requirement and complete the required hours of community involvement. Please see [Ontario Literacy Requirement](#) and [Community Involvement](#).

3.5 Foundation Program

The Foundation Program is an ideal program for students planning to go to high school in Canada, US, UK and Australia. Students in the Foundation Program have the option to transfer to University Pathway Programs.

The Foundation Program serves three purposes for students planning to move to a North American high school program:

1. Improve students' English proficiency level to allow them to take grade-appropriate academic courses and be involved in school social activities.
2. Develop learning skills which are missed in the China high school education system, but critical to succeed in North American high schools, such as conducting effective research, analyzing information, formulating opinions, using case studies, essay writing, presentation skills, public speaking, project work, group assignments, etc.
3. Adapt to the North American education philosophy, academic evaluation criteria and learning approaches.

There are a total of 4 OSSD credit courses covered in the Foundation Program.

OSSD Foundation Program (4 Credits)		
Students start part-time anytime at Gr. 8/9/10		
Schedule as weekend class or Summer/Winter class	Required (2)	Recommended (2)
	<ul style="list-style-type: none">• ESLDO ESL Level D• ESLEO ESL Level E	<ul style="list-style-type: none">• MPM1D or MPM2D Math (Gr.9 or 10)• BBI2O Introduction to Business (Gr.10)

3.6 Individual Course

ESL, optional English, Grade 9/10 courses and some Grade 11/12 courses are open for individual course enrolment.

Course List

No	Code	Course
1	ESLBO	ESL Level B
2	ESLCO	ESL Level C
3	ESLDO	ESL Level D
4	ESLEO	ESL Level E
5	EPS3O	English: Presentation Skills
6	ENG1D	Grade 9 English
7	MPM1D	Grade 9 Principles of Mathematics

8	SNC2D	Grade 10 Science
9	MPM2D	Grade 10 Principles of Mathematics
10	ENG2D	Grade 10 English
11	BBI2O	Grade 10 Introduction to Business
12	MCR3U	Grade 11 Functions
13	BAF3M	Grade 11 Introduction to Financial Accounting
14	BMI3C	Grade 11 Marketing
15	GWL3O	Grade 11 Designing Your Future

4 Changes to Academic Programs

4.1 Transferring from Foundation Program/Individual Course(s) to University Pathway Program

Students wishing to transfer from Foundation Program/Individual Course(s) to University Pathway Program are requested to provide the following documents:

- New Rosedale Program and Course Selection Form;
- An English translation of the up-to-date official school transcripts for courses and grades earned in Middle School and High School with school seals.

Students wishing to take the University Pathway Program as full-time are provided with Prior Learning Assessment and Recognition (PLAR) by Rosedale Academy to transfer their China education credits.

4.2 Withdrawal from a Course

In order to withdraw from a course, students and parent/guardians are asked to complete the Course Withdrawal Form.

4.2.1 Grades 9 and 10

Withdrawals from Grade 9 and 10 courses are not recorded on the Ontario School Transcript (OST).

4.2.2 Grades 11 and 12

Universities require full disclosure of a student's academic progress. In order to meet this requirement:

- Withdrawals occurring **within 5 days of the issuing of the mid-term report card** will result in the mark not being recorded on the Ontario Student Transcript (OST) and not appearing on the student's university application.
- Withdrawals from a Grade 11 or 12 course **after 5 days of the issuing of the mid-term report card** result in the course and mark being recorded on the Ontario Student Transcript (OST) and the student's university application.

4.3 Retaking a Course

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

In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

4.4 Withdrawing from a Program

When a student withdraws from a program, a Program Withdrawal Form must be completed and signed by the student and his or her parent/guardian. The form must then be emailed to the Rosedale Academic Administration Team who will confirm acceptance of the form and process the document. Only when the Rosedale Academic Administration Team has contacted the student or parent/guardian to confirm withdrawal from a program is a student considered withdrawn.

4.5 Additional Credit Course

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

4.6 Not-for-credit course

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

Students in Grades 7 or 8 may take ESL courses as not-for-credit.

5 Academic Administration

5.1 Ontario Education Number (OEN)

The OEN is a student identification number that will be assigned by the Ministry of Education to elementary and secondary students across the province. The number, which is unique to every student, will be used as the key identifier on a student's school records, and will follow the student through his or her elementary, secondary and post-secondary education. The OEN is nine digits long (eight digits, plus a check digit), randomly assigned, and tied to stable information about the student (name, gender, date of birth). For a sample of an OEN, please visit [Appendix C](#).

Each registered student in Rosedale Academy will receive an OEN at registration.

5.2 Final Evaluation and Credits

Evaluation refers to the process of judging and grading the quality of student work. A student's final mark, in the form of a percentage grade, is based on his or her most consistent effort with special emphasis on his or her most recent work.

- This mark is determined by the Rosedale Toronto Teacher who will consult the onsite Rosedale Global Teacher regarding assessment of the student's learning skills.
- 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.

5.3 Report Cards

Twice per course Rosedale Academy will issue an Ontario Ministry of Education report card for each student. The report card includes the student's Ontario Education Number, the student's percentage grades, the teachers' descriptive comments and reports on the student's learning skills.

- Learning skills assessments will be determined collaboratively by the Rosedale Toronto Teacher and the onsite Rosedale Global Teacher.
- 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.
- A sample report card is found in [Appendix D](#).

5.4 Ontario Student Transcript (OST)

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

- The credits that a student has earned towards the graduation diploma will be recorded on the Ontario Student Transcript (OST).
- Copies of this certified and sealed document are available to students on request and are sent to university admissions offices as required.
- Any course completed, withdrawn from or failed will appear on a student transcript along with the marks earned in each course.
- A sample transcript is found in [Appendix E](#).

5.5 Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for a student registered in a school in Ontario and it tracks a student's educational progress through schools in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school.

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

5.6 Ontario Secondary School Diploma (OSSD)

Courses at Rosedale Academy are based on the Secondary School Diploma system designed and managed by the Ontario Ministry of Education. On successful completion of the diploma, students are able to graduate and attend post-secondary programs. More information is available in [Section 2: Requirements for the Ontario Secondary School Diploma \(OSSD\)](#). Also see sample diploma in [Appendix F](#).

5.6.1 Administration of the OSSLT

- Rosedale Academy Guidance Counsellors are responsible for registering all eligible students with the Education Quality and Accountability Office (EQAO). Where appropriate, students will be identified as English Language Learners. Each student will be assigned an identification number by EQAO.
- Students who are English Language Learners will complete the OSSLT in March of either their Grade 11 or 12 year at Rosedale Academy. All students write the test on the same day at the same time.

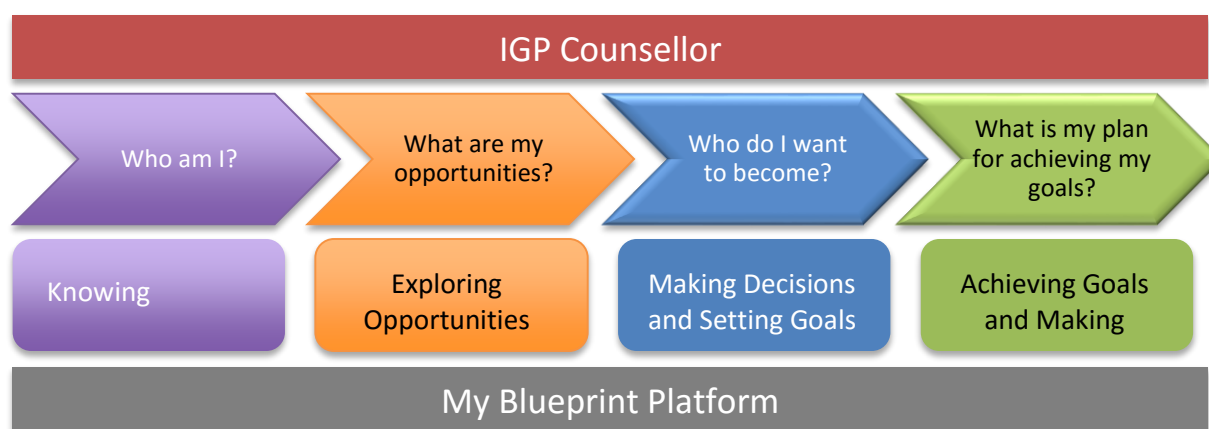
- Rosedale Global Teachers are required to prepare the students for the test utilizing practice materials provided by EQAO and Rosedale Academy.
- Security and test administration protocols required by the EQAO must be adhered to. Rosedale Academy will provide these protocols each year.
- Rosedale Global Teachers are responsible for the administration of the OSSLT, the supervision of students writing the test and supervising the packaging and return of the completed tests.
- OSSLT results are released by EQAO in June each year.
- If students are unsuccessful on the OSSLT, they will be required to take the Ontario Secondary School Literacy Course in order to meet the literacy requirement for graduation.

6 Individual Growth Plan (IGP)

Rosedale Academy provides an opportunity for students to complete an Individual Growth Plan (IGP), while being supported by the overseas campus IGP Counsellor and by Rosedale Academic Administration Team. The goals of the IGP are to ensure that students develop the knowledge and skills they need to make informed educational and career/life choices, set long- and short-term goals for their future and develop their academic, personal and career-related skills.

6.1 Individual Growth Plan (IGP) Process

With guidance from IGP Counsellor and support of My Blueprint platform, students go through a four-step inquiry process built on four questions linked to the four areas of learning in education and career/life planning – Knowing Yourself; Exploring Opportunities; Making Decisions and Setting Goals; and Achieving Goals and Making Transitions.



This process is ongoing and cyclical, with students regularly returning to the four questions, equipped with a greater knowledge of themselves and their opportunities and a growing understanding of how they can successfully shape their future.

Students will be given the opportunity to review evidence of their learning in education and career/life planning, based on their IGP, in collaboration with IGP Counsellor and, where possible, their parents. The review is conducted in a variety of ways, including individual meeting with IGP Counsellor or an IGP Counsellor-led student and parents conference. Through this collaborative process, IGP Counsellor and parents gain insight into the options students are considering, the challenges they face, the learning opportunities they have identified, and the plans they have started to develop. The review process also gives IGP Counsellor and parents an opportunity to actively support the student and to contribute ideas about learning opportunities that are available (or could be made available) to the student.

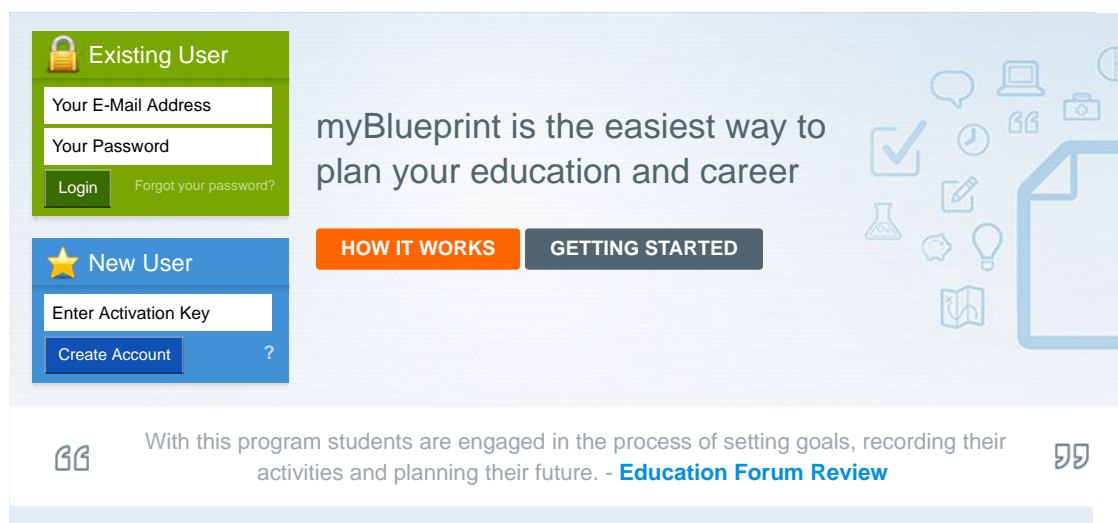
IGP Counsellor also keeps independent communications with parents via scheduled meetings and regular reporting. Parents receive updates from IGP Counsellor on students' academic performance, school life, career/university program planning, etc. and refer to IGP Counsellor for any concern or query if they have.

6.2 Guides to My Blueprint

My Blueprint is an effective on-line tool to plan students' education and career. Supported by this platform, students are engaged in the process of setting goals, recording their activities and planning their future.

6.2.1 Log in

Follow www.myblueprint.ca to access My Blueprint and use "rosedaleacademy" as the activation key to create an account as a student. The account will not be valid until it is approved by Rosedale Academy.



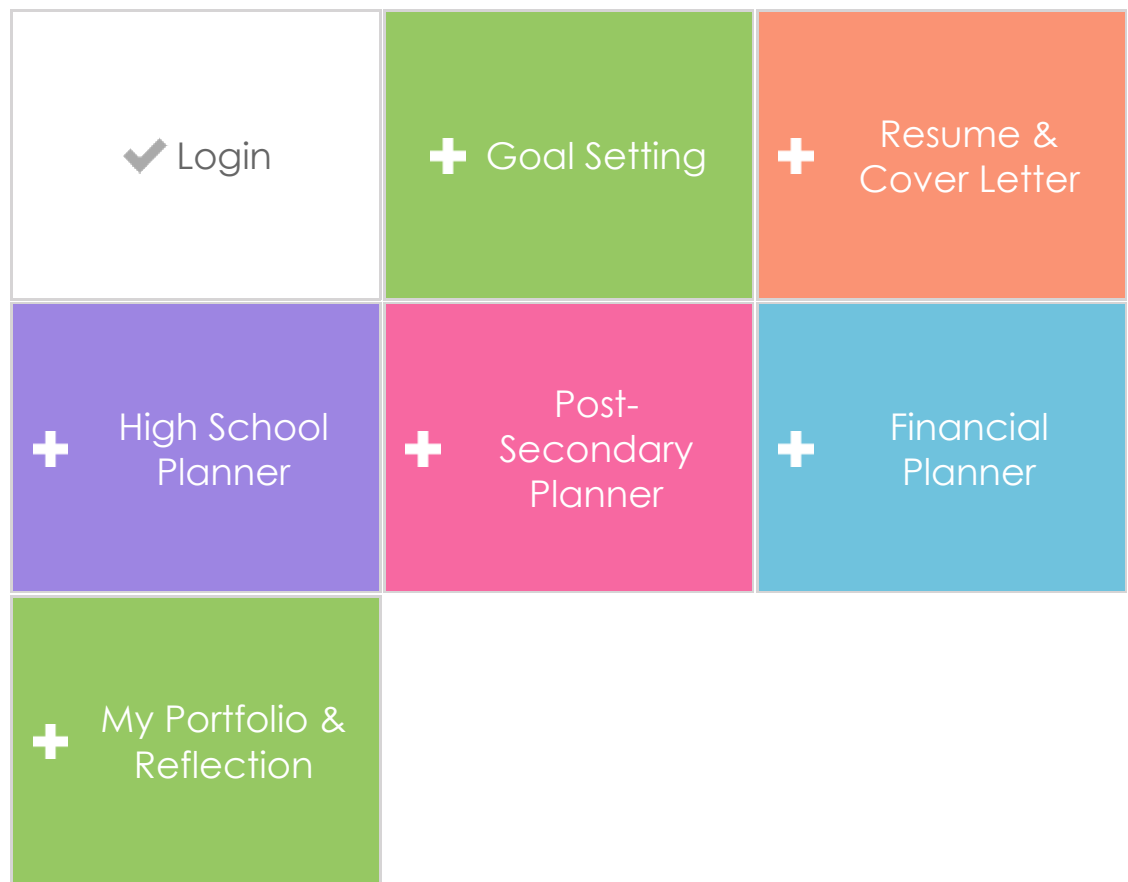
The screenshot displays the My Blueprint website interface. On the left, there are two main sections: 'Existing User' and 'New User'. The 'Existing User' section includes a green header with a lock icon, a text input for 'Your E-Mail Address', another for 'Your Password', a green 'Login' button, and a link for 'Forgot your password?'. The 'New User' section has a blue header with a star icon, a text input for 'Enter Activation Key', and a blue 'Create Account' button with a question mark. To the right of these sections, the text 'myBlueprint is the easiest way to plan your education and career' is displayed. Below this text are two buttons: 'HOW IT WORKS' (orange) and 'GETTING STARTED' (dark grey). The background features various educational icons like a laptop, clock, lightbulb, and books. At the bottom, a quote is presented: 'With this program students are engaged in the process of setting goals, recording their activities and planning their future. - Education Forum Review', flanked by quotation marks.

6.2.2 Key modules

All the key steps of IGP process are supported by modules of My Blueprint, which include:

- Career Spectrum: To help students understand their own learning styles, personality, interests, knowledge, motivations and compatibility.
- Goal Setting: To help students focus on what they want to achieve.
- High School Planner: To help students design individual secondary school course structure to meet graduation requirements and admission requirements of the post-secondary program they are interested in.

- Post-Secondary Planner: To enable students to review and compare detailed information of post-secondary programs, including admission requirements, length, expenses, etc.
- Occupation Planner: To provide students information on positions of interest, including key responsibilities, average wage rate, employment trend, recruitment requirements, matches to the student's individual profiles, etc.
- Job Finder: To find real-world job postings that relate to students' occupations of interest.
- Resume & Cover Letter: To help students develop resumes and cover letters to be applied in various scenarios.
- Financial Planner: To provide students with the information that they need to smartly budget their money for post-secondary education.



For more details of Individual Growth Plan (IGP), please refer to *Rosedale Academy Individual Growth Plan Handbook*.

7 Rosedale Academy Academic and Operational Policies

7.1 Standards of Behaviour

By enrolling at Rosedale Academy, students automatically assume the obligation to comply with the provisions of Academic and Operational Policies. Central to the Policies is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Policies.

Academic and Operational Policies apply to all members of the Rosedale Academy and overseas campuses: students, faculty, parents, administration and others, whether on school property, in student residences or at school-authorized events or activities.

All members of Rosedale Academy and overseas campuses must:

- Comply with Academic and Operational Policies;
- 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, creed, sex, age, 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 the need of others to work in an environment that is conducive to learning and teaching.

7.2 Academic Honesty

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

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

Students failing to adhere to academic honesty may be disciplined as follows: receiving a warning; a mark of zero for the work submitted; dismissal from the course; suspension or permanent dismissal from Rosedale Academy.

7.2.1 Cheating

Any deceit in academic work is cheating. It includes (but is not necessarily limited to): viewing or using tests or examinations without permission of the teacher; bringing and using notes, electronic or online translators, or other unauthorized aids in an evaluation or examination; giving unauthorized aid to another student, sharing or allowing another student to copy or use one's test, exam, essay or homework; theft of the test or examination; receiving excessive help with homework, take-home assignments, essays, etc., from a tutor, parent or fellow students.

7.2.2 Plagiarism

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

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.

7.3 Mutual Respect Policy

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

Discrimination

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

Harassment

Harassment is a form of discrimination and is against the law. It may be physical, verbal, written or visual and may include use of the Internet. Harassment does not necessarily need to target a

specific student or individual. A single act or expression can constitute harassment, for example, if it is a serious violation.

Bullying

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technology).

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

- If it is safe to do so, tell the person to stop;
- Write down what happened; include names, how often it has happened, time, date, location, any witness, who else you have told and if you know of anyone else who may have experienced similar conduct; and
- If you are a student, talk with your IGP Counsellor to determine the appropriate next step;
- If you are unsure if what you witnessed and/or experienced is considered discrimination, harassment or bullying or if you are not comfortable telling the person to stop, talk with your IGP Counsellor. All reports are taken very seriously and will be handled in a timely and respectful way for everyone involved.
- For any reason, if you do not wish to go to the IGP Counsellor, report the incident to an adult you trust, either at home or at school.

7.4 Technology

7.4.1 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 school. As members of the Rosedale community, students are expected to act responsibly and to follow the school's guidelines, policies, and procedures 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 email that requests personal information from you to the principal. Do not attempt to damage or violate the security provisions of the learning management system;
- Do not log in anonymously or as another user.

7.4.2 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

APPENDICES

Appendix A: Diploma Requirements: Compulsory Credits and Optional Credits

Note: Students who begin full-time studies with Rosedale Academy in Grade 9 must meet all of the following requirements in order to earn an Ontario Secondary School Diploma (OSSD). Students who begin with a part-time program or who begin full-time studies after Grade 9 will have modified 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>	

Appendix B: Course Descriptions

English as a Second Language

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

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

Prerequisite: ESLDO or Rosedale English Language Test

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

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

Prerequisite: ESLCO or Rosedale English Language Test

Grade 12 Courses

International Business Fundamentals, University/College Preparation (BBB4M)

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

Prerequisite: There is no prerequisite for this course

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

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

Prerequisite: There is no prerequisite for this course

Financial Accounting Principles, University/College Preparation (BAT4M)

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

English, University Preparation (ENG4U)

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

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

Ontario Secondary School Literacy Course (OLC4O)

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

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

Prerequisite: There is no prerequisite for this course.

Advanced Functions, University Preparation (MHF4U)

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

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

Calculus and Vectors, University Preparation (MCV4U)

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

Prerequisite: Advanced Functions, Grade 12, University Preparation

Mathematics of Data Management, University Preparation (MDM4U)

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

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

Chemistry, 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: Chemistry, Grade 11, University Preparation

Physics, University Preparation (SPH4U)

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

Prerequisite: Physics, Grade 11, University Preparation

Biology, 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: Biology, Grade 11, University Preparation

Grade 11 Courses

Introduction to Financial Accounting, University/College Preparation (BAF3M)

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.

Marketing: Goods, Services, Events, College Preparation (BMI3C)

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.

English, University Preparation (ENG3U)

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

Prerequisite: English, Grade 10, Academic

Functions, University Preparation (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining

equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Chemistry, University Preparation (SCH3U)

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

Prerequisite: Science, Grade 10, Academic

Physics, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy 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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Biology, University Preparation (SBI3U)

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

Prerequisite: Science, Grade 10, Academic

Designing Your Future, Open (GWL30)

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: There is no prerequisite for this course.

Grade 10 Courses

Introduction to Business, Open (BBI2O)

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

Prerequisite: There is no prerequisite for this course.

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

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


Prerequisite: Mathematics, Grade 9, Academic

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Science, Grade 9, Academic or Applied

Appendix C: Sample Ontario Education Number (OEN)



Ontario Education Number

User Name: Peter Milovanovic
User ID: milovanovicp

B87009 - BE Private Inspected
668726 - Rosedale Academy

You are in: [Make Inquiry](#) > [Search by name](#)

OEN: 333-943-009

STATUS: Active

Last	First	Second
Legal Name: [REDACTED]	[REDACTED]	
Preferred Name: [REDACTED]		
Name: [REDACTED]		
Date of Birth: 1996-[REDACTED]		Gender: Female

School of OEN Assignment

School: 668726 - Rosedale Academy ()

School Status: School Open

Board: B87009 - BE Private Inspected

Board Status: Board Open

Current Main School of Registration

School: 668726 - Rosedale Academy ()

Board: B87009 - BE Private Inspected

Other Student Information

Source Document: Passport

Disagreement(s)

MIN:

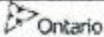
Information on this OEN

Created:	Changed:	Reason for Change:
2014-Nov-06	2014-Nov-06	
Status Changed:		Reason for OEN Status Change:
2014-Nov-06		Not Applicable

Information on Related OEN(s)


OEN:	Status:

Personal information is confidential and must be protected.



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Appendix D: Sample Report Card

 Ministry of Education		Provincial Report Card, Grades 9–12		Semester 1	Reporting Period 2	Date 2015-01-08
STUDENT: Sample Student		OEN: 952-833-895	Grade: 11	Homeroom: N/A	Principal: Peter Milovanovic	
Address: 28 Home Street, Big City, China				School Council Chair: N/A		
SCHOOL: Rosedale Academy		Telephone: 905 604 7533		BOARD:		
Address: 405 – 7100 Woodbine Avenue, Markham, ON		Fax: 905 604 4767		Email/Website: rosedaleacademy.com		

Courses	Reporting Period	Percentage Mark	Course Median	Learning Skills and Work Habits							Comments Strengths/Next Steps for Improvement	Attendance		
				Credit Earned	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Times Late	
Course Title: ESL Course Code: ESLD01 Teacher: Mr. Thompson <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	85			E	E	E	E	G	E	Sample student has shown great promise and capability in this course. She has produced consistently strong skills in writing and speaking. Keep up the good work!	0	45	0
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	Final	88	1		E	E	E	E	G	E		Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										Teacher requests an interview <input type="checkbox"/>			
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	Final											Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										Teacher requests an interview <input type="checkbox"/>			
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	Final											Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										Teacher requests an interview <input type="checkbox"/>			
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	Final											Teacher requests an interview <input type="checkbox"/>		

Principal's Signature ←

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

Appendix E: Sample Transcript


Ontario		Ministry of Education Ministère de l'Éducation		ONTARIO STUDENT TRANSCRIPT RELEVÉ DE NOTES DE L'ONTARIO		Date of Issue / Date de délivrance 4/23/2015		Page of / de	
Surname / Nom		Given Names / Prénoms		MIN / OEN / NIM / NISO		Student Number / Numéro matricule		Gender / Sexe	
STUDENT SAMPLE						20141010		M	
Name of District School Board / School Authority Nom du conseil scolaire de district / de l'administration scolaire		Number / Numéro		Name of School / Nom de l'école		Number / Numéro		Date of Entry / Date de l'admission	
INDEPENDENT				ROSEDALE ACADEMY				10/10/2014	
Date Year / Année	Month Mois	Course Grade/Level Année du cours/Niveau	Course Title / Titre du cours	Course Code Code du cours	Percentage Grade Note en pourcentage	Credit Crédit	Compulsory Obligatoire	Note Précisions	
10/10/201		11	EQUIVALENT CREDITS	PLE	EQV	22	16		
12/2014		11	ENGLISH AS A SECOND LANGUAGE	ESLDO	88	1			
02/2015		11	ENGLISH AS A SECOND LANGUAGE	ESLEO	87	1			
SUMMARY OF CREDITS / TOTAL DES CRÉDITS							24	16	
Community Involvement / Service communautaire		Provincial Secondary School Literacy Requirement / Exigence provinciale de compétences linguistiques		Specialized Program / Programme spécialisé					
<input type="checkbox"/> Completed / Terminé <input type="checkbox"/> N/A / S.O.		<input type="checkbox"/> Successfully Completed in English / Réussi en français <input type="checkbox"/> N/A / S.O.							
Diploma or Certificate / Diplôme ou certificat				Date of Issue / Date de délivrance		Authorization / Autorisé par			
				Year / Année Month / Mois					

The collection and maintenance of this information are authorized under the Education Act, R.S.O., 1990, c.E.2, s.266. Users of this information are supervisory officers and the principal and teachers of the school. This is the official record of the student's educational history. The contact person regarding the collection of this information is the principal of the school.

La collecte et la conservation de ces renseignements sont autorisées par la Loi sur l'éducation, L.R.O. de 1990, c.E.2, art. 266. Les renseignements qui y sont versés sont utilisés par les agents et agentes de supervision, le directeur ou la directrice de l'école et le personnel enseignant. C'est le dossier scolaire officiel de l'élève. Pour tout renseignement au sujet de la collecte de ces données, s'adresser à la direction de l'école.

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Appendix F: Sample Ontario Secondary School Diploma


Ontario

Ontario Secondary School Diploma
Diplôme d'études secondaires de l'Ontario

This Diploma is granted to
Ce diplôme est décerné à


a student of
élève de

who has fulfilled the requirements for the Ontario Secondary School Diploma
in accordance with the provisions of the Ministry of Education, Ontario
qui a rempli les exigences prescrites pour l'obtention du diplôme d'études secondaires de l'Ontario,
en vertu des dispositions du ministère de l'Éducation de l'Ontario

Dated at
Délivré à

the
ce

day of
jour de


Minister of Education / Ministre de l'Éducation

Principal of School / Directeur ou directrice de l'école


Ontario

Ontario Scholar
Mérite scolaire de l'Ontario

This award designates as an Ontario Scholar
Le Mérite scolaire de l'Ontario est décerné à l'élève

who has obtained an average of at least eighty percent in any six Grade 12 University Preparation,
University/College Preparation, College Preparation, Workplace Preparation, Open, Cooperative Education
or College-delivered Dual Credit courses; or Ontario Academic Courses.

qui a obtenu une moyenne d'au moins quatre-vingts pour cent dans six cours de 12^e année : cours préuniversitaires,
cours préuniversitaires/précollégiaux, cours précollégiaux, cours préemploi, cours ouverts, cours d'éducation coopérative,
cours à double reconnaissance de crédit offerts par un collège, cours préuniversitaires de l'Ontario.



Dated at Toronto this
Fait à Toronto ce

day of
jour du mois de


Minister of Education / Ministre de l'Éducation