School Course Calendar

A. School

1.1 and 1.3 School Goal and Philosophy

The vision of Ontario Virtual School is to empower all learners, through the use of technology to experience scholastic success. We strive to promote students to achieve their highest academic potential at a pace and timing that best supports their personal learning style. Research has demonstrated the tremendous importance and value of completing secondary education, not only for the individual but also for the community and other stakeholders. OVS is committed to working with students, and parents to enable all learners to accomplish their goals towards completing an Ontario Secondary School Diploma (OSSD).

1.2 Our Commitment

Each teenager has his or her own unique interests, goals and strengths. Yet, every student should have the same opportunity to succeed and graduate from high school. Bill 52, The Education Amendment Act, Learning to Age 18, 2006, mandates that teenagers must remain in school until the age of 18 however, every student learns in his or her own way. This is where Ontario Virtual School can play a significant role in the lives of many. OVS values the importance of successfully completing a secondary education and offers students an alternative means of achieving that.

1.4 School Organization

Ontario Virtual School operates on a continuous entry and exit model where there is no defined start date or end date. It is therefore the students' responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason). OVS is proud to announce that we support student learning 12 months of the year. As such we do not have pre-defined reporting dates. Upon completion of half the course, students will be provided with a Provincial midterm report card, and upon completion of the course the student (day school and/or post-secondary institutions and/or application centers if applicable) will receive a copy of the final report card.

1.5-1 Rights and Responsibilities of Students, Parents & Staff

Students have the right to:

know the summative assessment methods that will be used to assess their achievement to determine their grade in the course i.e. a rubric or marking scheme timely feedback on the quality of their work their performance information about the Ministry assessment & evaluation policy information regarding the consequences for academic dishonesty

Students are responsible for:

providing evidence of their achievement academic honesty work to the best of their ability work to teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

Teachers have the right to:

expect students to be active participants in their learning student assignments on time final deadlines for the submission of work professional judgment when assessing and evaluating student achievement expect students to be academically honest

Teachers are responsible for:

providing multiple and varied opportunities for students to demonstrate their learning providing instruction and support to enable students to learn and practice good time management skills monitoring and maintaining a record of late assignments to be used in assessing learning skills and providing feedback to students and parents and returning student work in a timely manner so that students can improve their work to students the course expectations, the use of the achievement chart, category weightings the method of determining a grade in the course and the Ministry assessment/evaluation policy clear timelines which may include "windows" for work submission and/or collaborating with their students regarding timeline sand clearly communicating assignment due dates to students the meaning of academic honesty and methods for citing references. informing students and parents regarding how students can receive support for their learning during the course parents/guardians informed regarding the progress of their child and how they can support their child's success facilitating a mutually agreed upon method of communicating with parents

Parents/guardians have the right to:

be informed regarding course requirements, assessment & evaluation methods, due dates and timelines for work submission information about their child's performance access to their child's course to get a first- hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time. a face to face interview (parents night) with their child's teacher

communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement

Cheating and Plagiarism

"Learning is enhanced when students think independently and honestly". It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honor in all course activities. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Plagiarism is defined by OVS as

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;

The use of direct quotations, or of material paraphrased and/or summarized by the writer;

The submission of an assignment that has been written in part or in whole by someone else as one's own; and

The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.

Cheating is defined by OVS as

The buying and/or selling of assignments, or exam/test questions;

Submission of the same piece of work in more than one course without the permission of the teacher;

The preparation of an assignment by someone else other than the stated writer;

Allowing one's assignment to be copied by someone else;

Providing another student your assignment;

The unauthorized giving or receiving of information or assistance during an examination or a test.

Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire Ontario Virtual School community. Therefore, maintaining academic integrity is imperative. Whether intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be

subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

Appropriate Computer Use Policy

Learning Management System (LMS) at the Ontario Virtual School is designed for educational purposes only. All use of any LMS tool within course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

1.5-2 Student Achievement

The Assessment and Evaluation Policy for Ontario Virtual School is consistent with Ministry policy and reflects the vision that Ontario Virtual School has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

Course evaluation will be divided into two parts:

70% is based on cumulative evidence of summative evaluations undertaken throughout the semester; -30% is based on final evaluations which will take place in the final third of the course. Final evaluations may or may not include an exam depending on individual course curriculum policy documents. At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%. All courses will be evaluated according to the following breakdown:

Term work: 70% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Final Summatives 30% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Although each course will have the same breakdown, individual courses may have subject specific summative tasks that will be used to determine the student's grade. Please refer to the course outline as it is presented in your courses for more details.

Second Chance Protocol

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher's discretion and professional opinion on when to exercise this option.

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

Requesting Course Changing

Course transfer policy: A student who registers and is enrolled into a course for less than a week and does not complete an assessment in the course, may request to be transferred to another course. Students will only be granted one course transfer per enrollment. All course transfer requests must come within one week of the initial enrollment. The decision of the OVS Principal will be considered final in all cases involving student requests for course transfers.

Reporting Student Achievement

Ontario Virtual School will use the Provincial Report Card, Grades 9-12, for formal written reports sent home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects

achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

Learning Skills

The following Learning Skills guideline will be used by online teachers when assessing students Learning Skills:

Learning Skills and Habits	Sample Behaviors
Responsibility	**The Student** • Fulfill responsibilities and commitments within the learning environment; • Completes and submits class work, homework, and assignments according to the agreed-upon timelines; • Take responsibilities for and manages own behavior.
Organization	**The Student** • Devises and follows a plan and process for completing work and tasks; • Establishes priorities and manages time to complete tasks and achieve goals; • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	**The Student** • Independently monitors, assess, and revises plans to complete tasks and meet goals; • Uses class time appropriately to complete tasks; • Follows instructions with minimal supervision
Collaboration	**The Student** • Accepts various roles and an equitable share of work in a group; • Responds positively to the ideas, opinions, values, and traditions of others; • Builds healthy peer-to-peer relationship through personal and media-assisted interactions; • Works with others to resolve conflicts and build consensus to achieve group goals; • Share information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiate	**The Student** • Looks for and acts on new ideas and opportunities for learning; • Demonstrates the capacity for innovation and a willingness to take risks;

- Demonstrates curiosity and interest in learning;
- Approaches new tasks with a positive attitude;
- Recognizes and advocates appropriately for the rights of self and others.

Self-Regulation   **The Student**

- Set own individual goals and monitors progress towards achieving them;
- Seek clarification or assistance when needed;
- Assesses and reflects critically on own strengths, need, and interests;
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- Perseveres and makes an effort when responding to challenges.

1.5-3 Attendance

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program.

Attendance for record keeping purposes will be based on the number of completed lessons. For example, if a course has 20 different lessons to complete and the student has completed 16 of these, the attendance register would indicate that the student was in attendance 80% of the 110 hours per credit course. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 12 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation

1.6 School's Code of Conduct

Ontario Virtual School will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Ontario Virtual School community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive,

harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the OVS Principal. Consequences may include, counseling, parental involvement, suspension, expulsions and/ or the involvement of the authorities.

B. Diploma and Certificates

2.1 Compulsory Credit Requirements

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 18 are prescribed and 12 credits are optional. In addition, students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement.

Compulsory credits are:

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

Plus one credit from each of the following groups:

- 1 additional credit (group 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, or Canadian and world studies, or guidance and career education, or cooperative education***
- 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
- 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education***

2.2 Optional Credits

In addition to the 18 compulsory credits described above, students must also complete an additional 12 Optional Credits.

2.3-1 OSSLT

One of the provincial requirements of all OSSD graduates is the successful completion of the Ontario Secondary School Literacy Test (or equivalent). Students are requested to make arrangements with their respective day school or local School Board to complete the provincial literacy requirements. OVS does not administer the OSSLT

2.3-2 OSSLC

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

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation.

Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

2.3-3 Special Provisions

Ontario Virtual School does not provide accommodations, special provisions, deferrals and exemptions with respect to the OSSLC

2.4 Community Involvement

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Students who are taking courses only through Ontario Virtual School and are not enrolled in any other school or program will be required to submit their record of community involvement if they have not yet completed the required 40 hours. Please see the list below of approved activities:

Activities approved:

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

Eligible Activities include:

Elementary Schools
- assist with school events, assist School Councils, activities for children;

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

Animal Care
- volunteering in a zoo, animal shelter, or on a farm; ***Arts and Culture***

- volunteering in galleries, libraries, community productions;

Charitable Organizations
- assisting with special events, programs, clerical tasks;

Child/Youth Programs
- assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

Community Organizations
- assisting with special events, food banks, community support services, shelters, clerical tasks;

Community Service for Individuals
- assisting community members in need;

Environmental Projects
- flower/tree planting, beautification projects, recycling projects, recycling depot;

Health Agencies
- volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

Law Enforcement Agencies
- volunteering for activities sponsored by the police;

Political Organizations
- activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities

Religious Organizations
- assisting with programs, special events;

Senior Citizens
- assisting in seniors' residences, providing services for seniors in the community;

Sports and Recreation
- coaching, organizing special events, assisting with projects/events; or

Service Focused Club Activities
- those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

If an eligible activity also falls within the definition of ineligible activities, the activity will be deemed ineligible.

 An ineligible activity is an activity that:

- involves any work for a for-profit organization;
- is a requirement of a class or course in which the student is enrolled;
- takes place during the time allotted for the instructional program on a school day with the exception of an activity that takes place during the student's lunch breaks or "spare" periods, which is permissible;
- takes place in a logging or mining environment, if the student is under 16 years of age;
- takes place in a factory, if the student is under 15 years of age;
- takes place in a workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home or personal
- involves a court-ordered program;

OVS is also required to provide students with a record keeping form they will need to track and log the community involvement hours, which once complete will be kept in the student's OSR. Students are responsible for fulfilling this requirement on their own time. Click here for the form to record community service hours. Please contact the Principal of Ontario Virtual School if you have any further questions regarding community involvement as a prerequisite for the OSSD. If a student is unsure whether their intended community activity will satisfy the requirements, students and parents are requested to forward the notification of planned community involvement activity to the Principal prior to commencing. Click here for the notification of planned community involvement form.

2.5 Prerequisites, Exemptions, and Substitutions

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in Math is the Grade 10 academic course in Math. A student who has completed a course of one type in a particular subject and grade that does not

meet a stated prerequisite for a course in the same subject in the next grade but has completed a transfer course is equally eligible to take the requested course providing once again that supporting documentation is forwarded to OVS. In unique situations, mature students that do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of Ontario Virtual School. The requesting student will have an opportunity to explain their circumstances. An example of such a case would be a student who has been out of any school system for more than one year. If you wish to apply for such consideration please send an email to info@ontariovirtualschool.ca outlining the following information as well as forwarding your most recent transcript by email or fax 416 840-4911:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

Ontario Virtual School will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Educations OSSD graduation requirements.

Please download and complete the form below to be considered for prerequisite exemptions.

Prerequisite Exemption Form

2.6 Reach Ahead

Under certain conditions, elementary students may "reach ahead" to take secondary school courses. The principal of a student's elementary school and the principal of a secondary school may decide, with parental consent, that it is appropriate for the student to enroll in one or more secondary courses. In such a case, the principal assumes responsibility for evaluating the student's achievement and for granting and recording credits. (Ontario Schools, S. 2.5.2.1)

Elementary students who are eligible to "reach ahead" must also include the following with their registration:

- Reach Ahead Enrollment Request – Form located below

- Letter of recommendation from student's current school principal

Most recent school report card

https://www.ontariovirtualschool.ca/about-us/elementary-students/

C. Curriculum

3.1 The Ontario Secondary School Certificate

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

Compulsory credits (total of 7)

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

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

3.2 The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

3.3 Credit definition

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

3.4 Definition of Types of Courses

Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic.** All elective courses will be taken at the **open** level.

Academic Level: "D"

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Level: "P"

Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Locally Developed Level: "L"

Locally Developed courses focus on the most essential concepts of a discipline.   These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school.

Open Courses: "O"

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level **courses** are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Course Level Description for Grade 11 and 12 Courses:

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school - workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one other following five levels:

University/College Courses: "M"

Courses designed to prepare students for entrance to college and university programs following high school.

College Courses: "C"

Courses designed to prepare students for entrance to college programs following high school.

Workplace Courses: "E"

Courses designed for students planning to enter the workplace directly following high school.

Open Courses: "O"

Courses that are not specific to any particular post secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

University Courses: "U"

Courses designed to prepare students for entrance to university programs following high school.

3.5 Course Coding System

The design of the Ontario education system at the secondary level is framed on the concept of students earning credits, both mandatory and optional credits. The course coding of all programs offered through OVS employ a 5-character system that is established and recognized by the Ministry of Education; for example:

$M_1C_2V_34_4U_5$

The first digit indicates the major area of study for the course; for example, M-mathematics, S-science, E-english the second and third digit serves as the course descriptor within the subject area; CV- calculus and vectors, BI-biology the forth digit signifies the grade level; 1 is grade 9, 2 is grade 10, 3 is grade 11 and 4 is grade 12 The fifth and last digit is used to denote the intensity by which the course will be delivered. In grade 9 & 10 options include D representing academic, P for applied and O for open level courses. In grade 11 & 12, this digit is geared towards the post-secondary destination: U is university, C is for college and M represents courses open to university or college.

At Ontario Virtual School, we offer a variety of D, P, M, C, E, O and U level courses. These courses are sufficient to satisfy both the required and elective components towards the OSSD.

3.6 Description of Courses

Grade 9 Courses

Course Code	Course Description
BTT1O	This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Prerequisite: None
CGC1D	This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographical thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: None
CGC1P	This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. Prerequisite: None
ENG1D	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
FSF1D	This course emphasizes further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Prerequisite: Minimum of 600 hours of French instruction, or equivalent from Elementary School

FSF1P	This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent
MPM1D	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.
MFM1P	This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
SNC1D	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 skill 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
SNC1P	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 skill 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

Course Code	Course Description
AVI2O	This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
BTT2O	This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.
CHC2D	This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
CHC2P	This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
ENG2D	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

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.
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
SNC2P	This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
CHV2O	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
GLC2O	This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Course Code	Course Description
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: None
CHW3M	This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions. Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied
ENG3C	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course Prerequisite: English, Grade 10, Applied
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 analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of form. 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
ENG3E	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course Prerequisite: English, Grade 10, Applied
GWL3O	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
HRT3M	This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.
MCF3M	This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied
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: Principals of Mathematics, Grade 10 Academic
PPZ3C	This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. Prerequisite: None
SBI3C	This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

SBI3U	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 diversity of living things, evolution, genetic processes, animals and plants. 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: Science, SNC2D, Grade 10, ACADEMIC
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, SNC2D, Grade 10, Academic
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 analyse 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

Course Code	Course Description
AWQ4M	This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others.
BBB4M	The Business Studies 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 post-secondary programs in business, including international business, marketing and management.
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 students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
CGR4M	This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment
CGW4U	This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.
CHY4U	This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process,

	including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.
CIA4U	This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgements, and present their findings
CLN4U	This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways. The online learning platform will facilitate effective research, communication, and collaboration
EBT4O	This course emphasizes the practical writing and communication skills that are needed in the world of business and technology. Students will analyze the characteristics of effective models of business and technical communications, gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make an oral and visual presentation.
ENG4C	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs
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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

EWC4U	This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
FSF4U	This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
HHS4U	This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.
HSB4U	This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
HZT4U	This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy
ICS4U	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for

	effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
MAP4C	This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades
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.
MCT4C	This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.
MDM4U	This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods of organizing and analyzing 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.
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.
OLC4O	To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skillfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literary demands they will face in their post – secondary endeavors. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation. The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as a part of the English program to provide students with intensive support in achieving the required reading and writing competencies. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional assessment core of the course.
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.
SCH4C	This course enables you to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. You will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
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.
SPH4C	This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from

	their investigations. Students will also consider the impact of technological applications of physics on society and the environment
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 analyze, 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

3.7 Courses of Study

Summary course profiles specific to Ontario Virtual School can be found at https://www.ontariovirtualschool.ca/courses/. If you wish to preview our detailed outlines of courses of study please email info@ontariovirtualschool with your request and arrangements will be made to have it emailed to you.

3.8 Ontario Curriculum Policy Documents

The courses offered at Ontario Virtual School have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry website, http://www.edu.gov.on.ca/eng/curriculum/secondary/

3.9 Experiential Learning

While OVS recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands on experiences; we do not offer co-op based courses at this time.

3.10 Withdrawing from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from the Ontario Virtual School (OVS) will result in the mark **not** being recorded on the OST.
- a 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.

3.11 Changing Course Type

Students do have the opportunity in some cases to change the course type. However, each subject area has specific criteria to permit such changes. To discuss your unique situation, please send an email to info@ontariovirtualschool.ca outlining the following information as well as forwarding your most recent transcript by email or fax 416 840-4911:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

3.12 Prior Learning Assessment and Recognition (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested in writing to the Principal of Ontario Virtual School. The requesting student will have an opportunity to explain their circumstances. If you wish to apply for such consideration please send us an email outlining the following information as well as forwarding your most recent transcript by email or fax 416 840-4911:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

The Principal will review the application and schedule an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

3.13 Other Ways of Earning Credits

There are many different ways that students can earn high school credits outside of Ontario Virtual School. Registration for these courses require approval from the guidance department. These opportunities include; eLearning, ILC, continuing education courses from public school boards.

3.14 Examination Policies

The final exam is typically a paper-pen evaluation written at a mutually agreed time, date, and location. The final exam will be proctored, meaning a suitable adult with a dedicated identifiable and authentic email address will supervise you writing the final exam. This process ensures the security and integrity of the exam. Any person related or affiliated to the student in a personal way cannot serve as an exam supervisor.

3.15 Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

If a student is enrolled in one or more OVS courses and is also registered either full time or part time in another Ontario secondary school, the OSR will be held by the school where the student is taking the most courses. Please note that OVS is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records. If a student has not graduated high school and is exclusively pursuing courses towards their OSSD from Ontario Virtual School, OVS will request, establish and manage the OSR as per the Education Act. Items such as copies of report cards, IEP documentation, community involvement and results of the Ontario Secondary School Literacy test are examples of records kept in an Ontario Student Record.

3.16 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full time or part time through another school, that school will house the OST. Ontario Virtual School is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through OVS. When students complete a course through OVS, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the students overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to info@ontariovirtualschool clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

D. Supports and Resources

4.1 School Services

Ontario Virtual School recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving to their academic potential. OVS is committed to aiding students in all aspects of their lives, and employs a qualified and experienced guidance counsellor. Please feel free to contact info@ontariovirtualschool.ca if you are interested in having our counsellor contact you.

Ontario Virtual School recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving to their academic potential. OVS is committed to aiding students in all aspects of their lives, and employs a qualified and experienced guidance counselor.

Please feel free to contact us if you are interested in having our councilor contact you.

Ontario Virtual School provides access to Career Cruising for all students whose OSR is held at OVS. This program allows students to plan their education, review their options for post-secondary programs, assist in the course selection process and explore other post graduate options.

Career Cruising is an industry-leading online career guidance and planning system. People of all ages use our tools to find the right career, explore education and training options, and build their own portfolio. Our add-on products extend Career Cruising's functionality, making it easier for schools to manage their course selection process, communities to meet their workforce development needs, and students to prepare for the SAT/ACT. Learn more about implementing Career Cruising at your school, library, or employment center on our "Products" page.

Ontario Prospects Guide to Career Planning is an annual career planning guide for students in Grades 7 to 12, educators, job counsellors and others seeking career information. Ontario Prospects celebrates and promotes student success in Ontario and includes information on self assessment, job search preparation, the labor market, and post secondary destinations.

Job Bank Canada View Canadian Job Opportunities

Ontario College Application Services

Ontario Universities' Application Center

Please feel free to contact us if you are interested in having our student support staff contact you.

E. Curriculum

5.1 Program Planning

Ontario Virtual School provides supplementary individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013" will not only help students succeed in school, but will also contribute to their success in the workplace.

Throughout their secondary school education, students in Ontario Virtual School courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

To this end, OVS:

•supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;

•provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;

•provides individual assistance and short-term counseling to students, when requested;

•provides current information on post-secondary programs and admission requirements to all of its college/university bound students;

•provides the opportunity for Grade 8 students to "Reach Ahead" to Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;

•provides access to Career Cruising for all students whose Ontario Student Record is held at Ontario Virtual School. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;

•communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;

•communicates directly with post-secondary institutions regarding student achievement.

5.2 English Language Learners

OVS supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;

Accommodations related to learning resources, such as

- extensive use of visual materials;
- use of adapted texts and bilingual dictionaries;
- use of dual-language materials;
- use of technology.

Accommodations related to assessment strategies, such as

- allowance of extra time;
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios);
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

Accommodations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling.

5.3 Resources

Ontario Virtual School is proud to offer a rich variety of online library and community resources listed below:

The Canadian Encyclopaedia has provided the most comprehensive, objective and accurate source of information on Canada for students, readers and scholars across Canada and throughout the world.

The Internet Public Library (ipl2) is a public service organization and a learning/teaching environment. To date, thousands of students and volunteer library and information science professionals have been involved in answering reference questions for our Ask an ipl2 Librarian service and in designing, building, creating and maintaining the ipl2's collections. It is through the efforts of these students and volunteers that the ipl2 continues to thrive to this day.

The Cambridge Online Dictionary. Cambridge University Press has been publishing dictionaries for learners of English since 1995. Cambridge Dictionaries Online has been offering these dictionaries completely free of charge since 1999.

Links to Learning is a list of web sites that directly support the Ontario curriculum for students in grades 9 to 12. The focus is on quality and not quantity.

Think Quest Contains over 7,000 websites created by students around the world who have participated in a Think Quest Competition.

Canadian Geographic is a comprehensive source of information on climate prosperity, discover videos, interactive features and learn more about how Canada can prosper in the face of global climate change.

Info Please has been providing authoritative answers to all kinds of factual questions since 1938- first as a popular radio quiz show, then starting in 1947 as an annual almanac, and since 1998. Many things have changed since 1938, but not our dedication to providing reliable information, in a way that engages and entertains.

Science.ca combines rich narrative biography with clear graphic explanation to describe Canada's greatest scientists and their achievements. The site is visited by thousands of students from across Canada every day, often as part of their provincial school curriculum. It currently receives 15 million hits per year, and over 1 million unique visits per year. The web site is operated by the GCS Research Society, a non-profit organization registered in British Columbia, Canada.

EasyBib (MLA citation creator) A Free Automatic Bibliography and Citation Maker Create a Works Cited instantly! 309,984,633 sources cited to date.

Please feel free to contact us if you are interested in having our student support staff contact you.

www.kidshealth.org is a website for students and parents which provides a rich balance of resources from a health perspective, both physical and mental wellbeing.

5.4 Special Education

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience.

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, and assistive technology) as outlined in the Ministry of Education's curriculum policy documents.