



Institute of Canadian Education | ICE

205-140 La Rose Av, Toronto, Ontario, Canada

416-628-8169

www.iceducation.ca

Greetings

Welcome to Institute of Canadian Education (ICE). Our school provides an online high school environment where students are equipped for higher education. Creative thinking skills that will enable you to apply knowledge and information in a variety of situations to solve problems involving a wide range of factors and issues;

- The motivation and ability to continue to learn and develop new skills throughout life;
- Values and social skills that will allow you to participate fully in a society whose composition, structure, and needs are constantly changing;
- Preparing you for future studies in the world's leading universities and colleges

The calendar provides information about the Ontario High school education system as well as an outline of available courses and policies at Institute of Canadian Education. This will enable you to make sound decisions about important course and program selections. However, it is not the only source of information. Our teachers and administrators can also provide valuable assistance in matters related to your course selections, and program and career planning. As such, you are always encouraged to seek advice and assistance from our teaching and administrative professionals.



1. ICE Philosophy

1.1 School Philosophy and Overall Goals:

ICE high Schools offer much more than a classroom and a teacher. They are agents of socialization; providers of knowledge, moral values, and self-confidence; and vehicles to success. We recognize that quality education consists of many elements, including the following: academic development, character development and values education, activities to foster a sense of responsibility toward community, the formation of friendships including those across cultures, and a code of conduct which instills self-respect, self-discipline, and honesty. Underlying the total program should be recognition of individual differences. ICE, through its programs, encourages and inspires students to think logically, creatively, and effectively for the benefit of themselves and society at large.

1.2 Our Overall Goal:

Institute of Canadian Education will strive for excellence in education, promote lifelong learning, and ensure an atmosphere in which students can reach their full potential, and guide students as they become adaptable and responsible citizens in an ever changing world.

1.3 Attendance Policy:

The Ontario Ministry of Education identifies attendance as an important component of the evaluation of student achievement. Class attendance is compulsory for all students. Any absences will be logged by school officials. Student are encouraged to sign in multiple times a day to keep their schedule as well as priorities organized. When a student has failed to log in for more than 48 hours, an email notification will be sent form administration to the parents.

a) Reporting Absences:

Students under the age of 18 must have their parents/guardians notify the school **if they are planning on not signing on for 48 hours or more**. Parents/guardians may also call in or provide a written note explaining the absence. Students that are over the 18 are required to provide a doctor's note for any extended absence or risk withdrawal for non-attendance. School officials will keep a log of all absences and explanations of those absences. Students are expected to catch-up with any course work that they have missed during their absence.



b) Consequences of Frequent Absences:

Parents/guardians will be notified if a student has failed to sign on for more than 48 hours. Unexplained absences totaling to 5 or more is unacceptable. Parents/guardians will be notified if a student's success, based on the Principal's judgment, is jeopardized by such absences. A meeting (online or via telephone) between school officials, the student, and the student's guardians will be held to explain the consequences of the absences and to discuss steps to improve. Consequences include:

- Withdrawal from the course (*see, Course Withdrawals, Sec. 3.7, pg. 21*)
- Possible failure of the course and loss of credit

1.4 Code of Conduct:

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at Institute of Canadian Education, whether you are studying on campus or online. The rules apply everywhere.

All members of the high school community at ICE are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Any type of verbal abuse or any such behavior of that sort is unacceptable.

Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. At Institute of Canadian Education, we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility.

1.5 Safe School Policy:

Institute of Canadian Education promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment in class or online. All students, parents, teachers and staff have the right to be safe and to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and oneself.



2. Diploma and Certificate

2.1 Diploma Requirements

Students in the Ontario educational system are expected to develop as mature, well versed individuals with a wide range of experiences and knowledge. As such, successful completion of Ontario Secondary School Diploma involves the completion of multiple facets of experiential and educational requirements in and outside of the school environment. The following are the requirements for the OSSD:

- 18 compulsory credits from 11 different topic areas
- 12 optional/elective credits to supplement a student's educational gains
- The provincial literacy requirement
- 40 hours community involvement inside or outside of the school

Each of these four requirements must be completed before the OSSD can be granted to any student. Details for each of the diploma requirements follow.

2.2 Compulsory Credits:

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

- 4 Credits in English (1 credit per grade)
- 3 Credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 Credits in Sciences
- 1 Credit in Arts
- 1 Credit in Canadian Geography (Grade 9)
- 1 Credit in Canadian History (Grade 10)
- 1 Credit in French as second language
- 1 Credit in Health and Physical Education
- 0.5 Credit in Career Studies
- 0.5 Credit in Civics



2.3 Optional Credits:

- In addition to the 18 compulsory credits, students must earn 12 optional credits.

2.4 a) Prerequisite Courses:

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At ICE, students are required to complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

b) Waving Prerequisites:

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make their decision in consultation with the parent and appropriate school staff. The principal's decision is final and there is not further avenue of appeal. As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination.

2.5 Provincial Literacy Requirement:

The Ontario Ministry of Education requires that all students demonstrate a standard level of literacy in the English language. ICE complies with this requirement by demanding a successful completion of either the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

The test of reading and writing skills must be written by all grade ten students, and must be successfully completed to obtain a secondary school Diploma. It can be written more than once and must be successfully completed by Grade 12. Deferral can be granted to students who did not successfully complete grade 9 English or students who are registered in English as a Second Language. Students who are granted a deferral must write the test at the next scheduled sitting.

Note: Students who have been eligible to write the test twice and who have failed it at least once may take the Ontario Secondary School Literacy Course (OLC40) in place of the test. Principals have the discretion to enroll a student in the OSSLC before he/she has had a second opportunity to take the OSSLT.



2.6 40 Hours Community Involvement:

In order to achieve their diploma, students must complete and document a minimum of 40 hours of community involvement activities. Students may start their community hours as early as the summer before entering their first year of high school. It is recommended that grade 8 students intending to enroll at ICE should pick up a community hours service form.

2.7 Community Involvement Activities:

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. (Note: The 40 hours is completed over a four year period. Students who are enrolled for less than four years will complete community service hours as approved by the Principal. For example, a student who is taking secondary courses for one year would be expected to complete ten hours of community service.)

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community. Community involvement is also a valuable opportunity for foreign students to improve their oral English speaking skills and gain a better understanding of Canadian culture.

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

Institute of Canadian Education must ensure that all participants, including students and community sponsors, are adequately covered by school insurance. Students will select one or more community involvement activities in consultation with their parent(s)/guardian(s). The selection of activities should take into account the age, maturity and ability of the student, the location and environment of the proposed activity, and the need for any special training,



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equipment and preparation. The safety of the student is paramount. It should be noted that students **will not** be paid for performing any community involvement activity.

Institute of Canadian Education is responsible for the implementation of community involvement activities through the school. The following is a list of approved activities, along with a list of the activities that the Ministry of Education and Training has stated are ineligible. ICE will not approve student participation in any activities that are on the Ministry's list of ineligible activities.

List of Eligible Activities

- Working and/or assisting with activities for the elderly (senior citizens)
- Working and/or assisting with persons who are physically or mentally challenged
- Coaching an athletic team in the community, or assisting with the management of the team
- Helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, Food Banks
- Working with the Boy Scouts of Canada or Girl Guides of Canada, Daily Bread Food Bank, Children's Aid Society
- Volunteer work in any health care setting (hospital)
- Working with any organization recognized as helping to make the city a safer or more environmentally sound place
- Volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society,

List of Ineligible Activities

- Is a requirement of a class or course in which the student is enrolled (e.g. co-operative education portion of a course, job shadowing, and work experience).
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.
- Takes place in a logging or mining environment, if the student is under sixteen years or age.
- Takes place in a factory, if the student is under fifteen years of age.
- Takes place in a workplace other than a factory, if the student is under fourteen 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



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- Campaign Against Child Poverty, United Way
- Volunteering at the Humane Society or Veterinary Clinic
- Volunteering to help in a not-for-profit community activity that is approved by the Principal
- procedure to another person.
- Involves the handling of substances classed as “designated substances” under the Occupational Health and Safety Act.



3. The Curriculum

3.1. The Ontario Credit System:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. In granting credits the Principal shall ensure that the following conditions have been met, therefore fulfilling the intention of a definition of an Ontario Secondary School credit:

- The course has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.
- The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course.
- The course required the satisfactory completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned.
- The Principal, on behalf of the Ministry of Education, grants the credit.

3.2. Types of Secondary School Courses:

The curriculum for secondary school is organized into several types of courses with different instructional levels. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests and goals. In Grades 9 and 10, three types of courses are offered in order to develop key skills for students. Courses in Grades 11 and 12 consist of four different instructional types which are designed to prepare students for their specific postsecondary destination.

3.2.1 Types of Courses in Grade 9 and 10:

- Academic Courses** are designed to cover the essential concepts of a subject and explore related material as well. Students will develop knowledge and skills in the subject through both theory and practical applications. The emphasis on academic courses is on theory and abstract thinking as a basis for future learning and problem solving.
- Applied Courses** cover the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical



applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students are given more opportunities to experience hands-on applications of concepts studied.

- c) **Open Courses** in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare for their studies in Grades 11 and 12 and for productive participation in society.

3.2.2 Types of Courses in Grades 11 and 12:

- a) **University Preparation courses** are designed to equip students with the knowledge and skills necessary to meet the requirements for university programs. Courses emphasize theoretical aspects of the subject and also consider related applications.
- b) **University/College Preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. They focus on both theory and practical applications.

3.3 Course Descriptions

The courses described in this booklet will be offered each year subject to sufficient enrolment, unless otherwise indicated. It is possible that courses will be over-subscribed, in which case not every student will be able to obtain his/her first choices.

3.3.1 English Department:

a) English, Grade 9 Academic (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 analyze literary text 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



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b) English, Grade 10, Academic

(ENG2D)

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

Prerequisite: English, Grade 9, Academic or Applied

c) English, Grade 11, University Preparation

(ENG3U)

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

Prerequisite: English, Grade 10 Academic

d) English, Grade 12, University Preparation

(ENG4U)

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

Prerequisite: English, Grade 11, University Preparation



3.4.2. Mathematics Department:

a) Principles of Mathematics, Grade 9, Academic

(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.

Prerequisite: None

b) Principles of Mathematics, Grade 10

(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: Principles of Mathematics, Grade 9, Academic

c) Functions, Grade 11, 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



d) Advanced Functions, Grade 12, 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

e) Calculus & Vectors, Grade 12, 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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

f) Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for 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.

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

3.4.3. Science Department:

a) Science, Grade 9, Academic (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 skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

b) 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

c) Chemistry, Grade 11, University Preparation (SCH3U)

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



Prerequisite: Science, Grade 10, Academic

d) Biology, Grade 11, University Preparation (SBI3U)

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

Prerequisite: Science, Grade 10, Academic

e) Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to 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.

Prerequisite: Physics, Grade 11, University Preparation

f) Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: Chemistry, Grade 11, University Preparation



g) Biology, Grade 12, University Preparation

(SBI4U)

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

Prerequisite: Biology, Grade 11, University Preparation

3.4.4. Canadian and World Studies Department:

a) Civics and Citizenship, Grade 10, Open

(CHV20)

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.

Prerequisite: None

3.4.5. Health and Physical Education (Revised, 2015):

a) Healthy Active Living Education, Grade 9

(PPL10)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None



b) Healthy Active Living Education, Grade 10

(PPL20)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

c) Healthy Active Living Education, Grade 11

(PPL30)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

d) Healthy Active Living Education, Grade 12

(PPL40)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None



3.4.6. Guidance and Career Education:

a) Career Studies, Grade 10, Open

(GLC20)

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.

Prerequisite: None

3.5. Course Outlines & Student Access

Course outlines are developed for all secondary courses offered. Students will be provided with a course description and evaluation breakdown at the commencement of each course. In addition, students have access to the entire course outline found in the main office. They must advise their instructor in writing of their request and are allowed access under Principal supervision. Course outlines are not to leave school property with students.

Students may also gain access to the Ontario curriculum documents that their courses are derived from either in person at ICE, or online at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

3.6. Cooperative Education/Job Shadowing

At this time, ECHC cannot offer cooperative education.

3.7. Course Withdrawals

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a grade 11 or 12 course after five instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Note: Parent/guardian permission (where necessary) and approval of the Principal will be required in requests for withdrawal from a course. If the teacher and Principal believe that a student is too far behind in course work due to frequent absences by the issue of the first report card, they may be withdrawn from the course.



3.8. Waiving Prerequisites:

“If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.” (*The Ontario Curriculum, Grades 9 – 12, Course Descriptions and Prerequisites, 2011*)

As such, ICE Canada will take the following measures before waiving a prerequisite:

- Obtain a letter from the parent or adult student requesting the waiver;
- Review the credit history of the student to understand the type of courses the student has taken;
- Consult the student, teacher, and parents, if applicable;
- If required, have the student assessed by the teacher to ensure adequate prior knowledge.

3.9. Prior Learning Assessment and Recognition (PLAR equivalency)

The principal can determine equivalency of credits which involves the assessment of credentials from other jurisdictions. All PLAR procedures are carried out under the direction of the Principal who grants credits and are in compliance with policies laid out by the Ministry of Education.

Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). Such strategies may include the evaluation of the student work including written assignments, laboratory work, and observation of student performance.

3.9.1. PLAR Challenge:

The PLAR challenge is a process where the students’ prior learning is evaluated. They are then granted a credit for a course developed from a provincial curriculum policy document. Students may request to challenge previous courses and, if successful, are granted an equivalency credit. A maximum of four (4) credits may be granted for grades 10, 11 and 12, with no more than two (2) in one subject area. At this time, Institute of Canadian Education does **not offer the challenge process** to any student.



4. Assessment, Evaluation, and Examination

4.1 Assessment, Evaluation:

Assessment practices, which occur throughout every course, are integral to the success of our students. As they progress through a course, every student is expected to grow, not only in the subject matter, but as learners and members of a community. In line with new Ministry documents, including *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools*, assessments can be found in a variety of forms. This multifaceted method to assessment of student progress and achievement can ensure that strengths are capitalized, weaknesses are recognized, and that equity and fairness is found in all course proceedings. There are three main methods of assessment, which are outlined below.

a) **Assessment for learning:**

Assessment for learning is often done at the beginning of a semester, term or unit of study. It may also be done when there is evidence of individual class difficulties. Although it may be used for anecdotal reporting, it shall never be used as part of a student's mark.

b) **Assessment as learning:**

Assessment as learning is conducted continuously throughout the course in an effort to improve instruction and learning. Its aim is to make both students and teachers aware of the objectives to be achieved and the progress being made towards that end. It includes traditional methods of teacher-conducted evaluation, student self-evaluation, and peer-student evaluation.

c) **Assessment of learning:**

Assessment of learning occurs at the conclusion of an activity, unit of work, term or course. Along with the formative evaluation, it is used to determine student achievement and program effectiveness. The results of this combined assessment of a student's achievement are used for the purpose of reporting and to ascertain the degree of realization of course expectations.



The proper and consistent use of all of these assessment techniques will be the responsibility of each teacher for every course. Every student will be given the opportunity to reach their full potential in a course through the assessment of each aspect of their learning experience. These assessments will also aid in a more conducive learning environment, and will contribute to the final evaluations and reporting of course marks.

4.2 Evaluation:

Evaluation is an on-going, systematic process of determining the extent to which educational expectations are achieved. There are three important principles implied in this definition:

1. Evaluation is a planned, structured endeavor, intended to determine a student's achievement, and as a need for possible modification.
2. Evaluation is conducted within the context of the expectations identified for the program, course, unit or lesson.
3. Evaluation will include the assessment of the student's knowledge and understanding, thinking and inquiry, communication and application skills.

We assess and evaluate students for a variety of reasons:

- to determine if the student has achieved course expectations
- to determine the knowledge and skills the students have acquired
- to observe the development of students' attitudes and appreciation of the subject
- to assess the skills, interests, abilities, difficulties and level of achievement of an individual, group or class
- to determine how well students apply their knowledge or demonstrate skills when asked to use them in real-life or simulated experience
- to summarize an activity, topic or unit of work
- to provide a basis for extra help where needed

We also use assessment and evaluation:

- to find a basis for designing a program for the individual, group or class
- to determine where the curriculum needs improvement
- to determine how effective the teaching process or methodology has been
- to gather information on the quality of the learning environment
- to assist the teacher in planning the direction of future study
- to identify the most useful information to communicate to students and parents



4.3 Evaluation Policy:

1. The evaluation methods and techniques will reflect the expectations as stated in the course of study for each subject area.
2. At the beginning of every course, students will receive a written outline of how they are to be evaluated.
3. Assessment and evaluation will be comprehensive, will focus on the overall expectations of each course and will involve a wide array of assessment strategies.
4. Each course will have a comprehensive evaluation plan, which may be requested by parents and/or students. Each evaluation plan must have a statement of the evaluation policy, including:
 - weighing of course work (70%) and final examination (30%)
 - provision for modification for students with special needs
 - methods of differentiating styles of evaluation.
5. Effective use of language will be rewarded in the evaluation process, when language is a component of the students' work.
6. Students may request information about their marks and progress from their teachers at any time.
7. Attendance is an essential component in achieving academic success. Consequently, a student may be withdrawn from a course due to poor attendance. For a student to remain in the course, an interview with the Principal will be required.

4.4 Examinations:

The final evaluation of a credit course will account for 30% of the total mark, unless a specific guideline indicates differently. Each examination will have components which assess knowledge and understanding, thinking and inquiry, communication and application skills.

a) Instructions for Examinations:

1. Notes are not to be brought into the examination room.
2. Textbooks should be brought into the examination room and placed on or below the desk to allow the teacher to collect them.
3. Coats are not to be taken into the examination room.
4. Students are expected to be in their seats in the examination room ten minutes before the start of the exam.



5. All students must remain for the full examination period unless otherwise directed by the teacher in charge.
6. If illness or family emergency makes attendance impossible, the school must be contacted before or during the exam. A medical certificate is required for illnesses.
7. If you arrive late for an examination, report directly to the office. If a student arrives before the end of the exam, they will be given the remaining time. If a student does not write the exam, the course will be recorded as incomplete: that is **no credit will be granted**.
8. Students with conflicts in exam times may request adjustments to their exam schedule by informing the Principal in advance of the exam dates.

b) Reporting Student Achievement:

Student achievement must be communicated formally to students by means of a report card. The report card provides a record of a student's achievement of the curriculum expectations. The percentage grade represents the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart of the discipline.

The final grade for each course is determined as follows:

- 70% will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% will be based on final evaluation in the form of an examination, performance, essay, and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Percentage grades below 50% indicate insufficient achievement of curriculum expectations and signal that additional learning is required before the student can achieve the expectations to a passing level. At the end of a course, a student who receives a grade below 50% will not receive credit for the course.



4.5 Ontario Student Record (OSR):

The Ontario Student Record (OSR) is a record of a student's educational progress in the Ontario school system. It is the Principal's duty to ensure that report cards, up-to-date Ontario Student Transcript (OST) and any additional information conducive to the improvement of the instruction of the student are kept in the student's OSR and stored in a secure and safe location.

Every student has the right to have access to his/her OSR. Parents/guardians also have the right of access to the student's OSR until the student becomes an adult (age 18).

ICE maintains the OSR of the students of all student enrolled at the institution. Part time students attending other regular day school maintain their OSR with their home schools. Their community involvement and literacy requirements must be completed at their regular day school.

Attendance and completion of the required number of course hours is mandatory in an online course, as would be in a day school course. As such, students are required to log in to the online system at the required times as well as keep a detailed hour log for their learning progress. ICE online courses have a policy and procedure for contacting students and the parents of the students who fail to log in, and extended absences or missed hours may result in a credit not being granted.

a) Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous Ministry document that records a student's successful completion of diploma requirements. This document is to be kept up-to-date and filed in the OSR.

As required by the Ministry of Education detailed record of students' results are kept. Student transcripts are provided to potential employers, Colleges, Universities or other schools. The Ministry of Education has mandated what is known as the "Full Disclosure Policy" applying to the Ontario Student Transcript (OST). Full disclosure of all course attempts including course failures and all other courses dropped any later than five (5) instructional days after the first provincial report card is issued in grades 11 and 12 is made on all Ontario Student Transcripts.



4.6 Plagiarism Policy:

Institute of Canadian Education has adopted a plagiarism policy. A zero mark will be assigned to any proven plagiarism. In some cases, such as repeat acts of plagiarism, the acts could result in expulsion from the school. A copy of this policy, along with the appropriate explanation, will be given to each student at the commencement of each course. It must be made clear to students that they are responsible for providing evidence of their learning and that there are consequences for cheating and plagiarizing.

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. ICE will work collaboratively with our community to develop strategies for helping students understand the gravity of such behavior and the importance of acknowledging the work of others.

4.7 Late and Missed Assignments

As per Growing Success: Assessment, Evaluation, and Reporting Procedure #104

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- Deducting marks for late assignments, up to and including the full value of the assignment.