

**Capital International Academy**  
**SCHOOL COURSE CALENDAR**  
Capital International Academy  
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## **About Capital International Academy**

Capital International Academy is an Ontario private high school offering online high school credits as well as in-class courses. All courses offered by Capital International Academy provide students with an opportunity to earn credits towards their Ontario Secondary School. With several OSSD courses available online and in-class, Capital International Academy can complement a student's current course schedule or form the foundation of high school studies. CIA's online courses provide the opportunity to complete or upgrade credits from anywhere at any time of the day or night. Online high school education is an alternative learning option that may be useful for many types of students who need alternate scheduling and flexibility. Students can combine online courses with their regular school timetable to meet their needs and maximize their potential or work from a location outside of Ontario. Capital International Academy strives to provide high quality effective education and preparation for admittance to Ontario and other post-secondary education institutions.

## **How Capital International Academy Courses Work**

Capital International Academy's campus is located in Ottawa, Ontario, Canada and our distance courses are offered and accessed online through a computer using Internet access. Each full credit course is 110 hours and students may take up to 12 months to complete a course. Students may work at their own individual pace. If a student needs to extend the 12 month timeline for the course, additional fees may apply. All assignments, tests, discussion postings, projects, logs, final examinations must be completed prior to the one year anniversary of the start date of the course. Upon registration, students will receive access to the learning platform which contains the required course assignments, discussion boards and instructions regarding submitting assignments and communicating with teachers. Teachers will respond to students within 2 business days and evaluation assignments are returned to students within 5-7 business days. Opportunities for students to have face-to-face time with a teacher may be provided. Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned learning activities in order to earn a full course credit or complete 55 hours of planned learning activities in order to earn a half credit. When students log on, tracking takes place and a log is created which indicates which pages, times and durations of visits. The learning log creates a formal record of student attendance and assignment submission in each course. Teachers may follow up with students if they have not checked in for more than 14 days.

*For students completing online courses:*

### **Online Course System Requirements**

In addition to an up-to-date PC with a high speed connection, the following is recommended:

#### **Software Requirements:**

- Microsoft Operating System;
- Latest version of Internet Explorer or Firefox Internet Browser Requirements. We recommend that students who are using an Apple computer access courses using Firefox.

#### **Hardware Requirements:**

- Dual-core PC with a minimum of 2GB of RAM;

- 20GB of free disk space (or higher);
- Monitor, keyboard, mouse, sound card, speakers;
- Headset with microphone (required for some courses);
- High-speed internet connection (56KB or higher);
- Scanner or camera (for submitting work completed by hand).
- capacity to record student voice and picture and submit as a file

### **Acceptable Use of Technology Policy**

Students will practice safe, legal, and responsible use of information and technology. *Capital International Academy* prohibits any unlawful activities as outlined below. Each occurrence will be investigated and may result in the dismissal of the student from the course.

The following are considered unacceptable uses:

- sharing access to usernames and passwords or accessing other students' usernames and passwords;
- participating in any activity which compromises computer security such as hacking;
- causing any disruption of the course website;
- committing any defamatory action which harms or insults the reputation of another person;
- sending any messages that cause people to fear for their safety or for the safety of others;
- spreading computer viruses with intent to harm;
- sending messages or statements that promote hatred or violence against any one person or any identifiable groups
- sending abusive, sexist, racist or obscene material or messages;
- committing any Copyright Infringement: no aspect of *Capital International Academy's* Intellectual Property or Trademarks may be reproduced in any form or by any means, except as expressly permitted by *Capital International Academy's* prior written consent.

### **SCHOOL CODE OF CONDUCT**

Capital International Academy is committed to providing a safe and healthy learning and working environment by promoting respect, civility, responsible citizenship, and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. Capital International Academy's Code of Conduct was developed in accordance with its policies and procedures, the *Education Act*, and the Provincial Code of Conduct. Capital International Academy's Code of Conduct also reflects the values and expectations of the city of Ottawa, the province of Ontario and Canada.

**The standards of behaviour outlined in Capital International Academy's Code of Conduct shall apply to all members of the school community, including students, parents and guardians, teachers and other school staff, Directors, volunteers, and visitors:**

Integrity and respect are the foundations for how *Capital International Academy* operates. All members of our school community must communicate in an honest and respectful manner in order to promote and encourage the best learning and working environment for all. Personal and academic integrity are most important. *Capital International Academy is committed to the*

*protection and well-being of all students and staff. As part of this commitment, our school has a zero tolerance policy on harassment, intimidation, threatening behaviours (verbal or otherwise) and/or conduct injurious to the moral tone of the school. Profanity, harassment or aggressive behaviours are not acceptable and may result in student suspension or expulsion.*

### **Academic Integrity**

Academic integrity is being truthful in one's schooling. Cheating and plagiarism are the main failings. Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of *assessment of learning*, cheating is defined as the deviation from the behaviour expected in an *assessment of learning* situation. Some examples are:

- copying another student's homework
  - using another student's work on any *assessment of learning*
  - bringing unauthorized notes or notations into an *assessment of learning*
  - asking for or giving someone an answer during an *assessment of learning*
  - unauthorized use of electronic media during an *assessment of learning*
  - presenting *assessment of learning* that have been completed by someone else as one's own
- Plagiarism is the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work (Growing Success 2010 p.151). It can take many forms, including:
- submitting an *assessment of learning* written by someone else, e.g., buying an essay, downloading an essay, someone else completing the *assessment of learning*, copying or using work or homework done by another;
  - piecing together material from one or several sources and adding only linking words or sentences;
  - quoting or paraphrasing material without citing the source, including, books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
  - copying and pasting from the Internet or other electronic sites without citing the source;
  - omitting quotation marks for direct quotations even if the sources have been cited.
- There are severe and potentially permanent consequences for a lack of academic integrity:
- loss of credibility (reputation);
  - mark penalty up to 100% (awarded zero) on the assessment in question;

### **Parents' Responsibilities**

Studies have shown that student performance improves when parents take an active role in their children's education. *Capital International Academy* encourages parents to help monitor their children's progress by responding to the regular feedback received from the school. As well, both parents and students are encouraged to consult with school staff and guidance regarding course selections and consistency with goals for post-secondary studies. Parents and students are also encouraged to consult the Ontario Ministry of Education website and other sources for additional information on best resources and supports for students' future goals.

## **Attendance**

### **Day School:**

Students are expected to have adequate justification for any absence. Absence interrupts the learning process and may negatively affect student achievement. Missed classes may also affect the student's ability to be successful on assessments of learning.

- Attendance will be taken each period;
- Every absence will be followed up by a telephone call home (if student is under 18 years);
- Teachers will address concerns with the individual student and / or school administration;
- If a pattern begins to develop, teachers will contact parents (of students under 18) to discuss ways of improving attendance;
- Each course requires 110 hours of in-class instruction. If the number of absences exceeds ten per cent, a credit for the course shall be withheld until additional scheduled teaching hours to address expectations make up the excessive time missed;
- *Assessments of learning* that are missed because of an absence must be made up as soon as the student returns to school. Otherwise, the mark may be entered as a zero;
- All vacations should be taken during the designated holiday periods. Parents planning extended leaves for their children outside these vacation times should be aware that such leave will put academic success at risk;
- All students leaving school during the day must have parental permission to sign out.

### **Online Courses:**

#### **Attendance**

Attendance is logged for all students but not recorded for marks in any courses. Absences are not recorded. If a student does not log into his or her course, he or she cannot complete course requirements and cannot receive credit. Students create their own individual, personal schedules in order to meet their own personal goals. Students have up to 12 months to complete their courses and have the option of paying for course extensions. Students choose when to complete their coursework. Online credit courses indicate that at least 110 hours of coursework is required and time requirements per unit are outlined however this does not include additional time that students may take to spend on projects or to prepare for tests or examinations. We fully acknowledge that students learn at different paces, and therefore, we do not monitor the log ins or time spent on courses or in any way penalize students for time spent. Course progress is determined by the students' completion of the course lessons, forums, and assessments. Teacher tracks student activity through regular and ongoing communication through the learning platform or other means if necessary. If students' login records appear to be detrimental to their school success, teachers may contact students and/or parents to discuss requirements for academic success.

### **Students' Responsibilities**

Students are expected to be punctual and arrive with all the materials necessary for the day's classes. This includes at least pens, paper, textbook, and any supplementary material provided by the teacher.

## **STUDENTS' RESPONSIBILITIES:**

### **Student Code of Conduct**

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Capital International Academy Code of Conduct was developed in accordance with its policies and procedures, the *Education Act*, and the Provincial Code of Conduct. Capital International Academy Code of Conduct also reflects the values and expectations of the city of Ottawa.

The standards of behaviour outlined in Capital International Academy Code of Conduct shall apply to all members of the school community, including students, parents and guardians, teachers and other school staff, Directors, volunteers, and visitors:

- on school property;
- while traveling on a school bus that is under contract to the school;
- in-school sports activities;
- in off-site school-sponsored activities; or
- in circumstances where engaging in an activity will have an affect on the school climate.

All members of the school community are expected to maintain the following standards of behaviour:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one and other with dignity and respect at all times, and especially when there is a disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, gender, gender identity, family or marital status, sexual orientation, creed (faith), socio-economic status, same sex partnership status, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

### **Homework**

Homework is a learning activity associated with the in-school program which is completed outside the classroom. Its purposes are to:

- Supplement and support in-school experiences through related out-of-class activities;
- Encourage the development of self-discipline and good work habits;
- Help develop positive attitudes towards independent study and lifelong learning;
- Acquaint parents with students' in-school learning;
- Assist students in preparing for subsequent planned learning.

## **Deadlines**

Deadlines exist in the post-secondary and workplace worlds. In school, deadlines formally end one unit so another may begin, thereby facilitating focus. To effectively prepare students for post-secondary challenges, deadlines will be enforced. Meeting deadlines demonstrates effective time management skills, however humans are imperfect. Each has different coping abilities if the unexpected occurs. Any student faced with the possibility of not meeting a deadline should make the teacher aware as soon as possible, and state the reason(s) and be prepared to suggest possible solutions.

## **Missed Classes**

If absent, the student is responsible for finding out what was missed and getting caught up. If a student knows about an impending absence, s/he should coordinate with the teacher(s) affected. A student must expect to take a make-up *assessment of learning* the first class back. While online, the student must “attend” the lessons. Attendance in the lessons is tracked by the platform and is a requirement before being able to write the final examination of a course.

## **Late and Missed *Assessments of Learning***

Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. Emphasis on punctuality is designed to motivate and facilitate completion of work and demonstration of learning. To that end teachers are expected to, where practicable, establish deadlines for the submission of assignments for evaluation, preferably in collaboration with students.

Marks will not be deducted for late submissions; the stress of having both past and current undertakings is enough of a penalty, but there may be a date after which submissions will not be accepted, and a zero results. Such a date will be clearly communicated to both student(s) and parent(s).

Students who know ahead of time that they will miss an *assessment of learning* are expected to discuss the situation beforehand with the subject teacher and negotiate a mutually satisfactory resolution which may include additional and/or alternative opportunities to fulfill the requirement.

Students who miss an *assessment of learning* for an unauthorized reason may lose the opportunity to complete the task, and be awarded a mark of zero.

Students who are absent on the day of an *assessment of learning* for reasons such as illness, field trip, or suspension, are responsible for:

- The work covered and assignments given during the class;
- Due assignments handed in the next day back unless previously negotiated with the teacher;

- Completing the *assessment of learning* the next day back unless previously negotiated with the teacher.

A legitimate prolonged absence of more than two days requires the student to make arrangements with subject teachers immediately upon returning for alternative dates for missed *assessment of learning*.

### **Cellular phones and electronic devices**

All personal communication devices must be powered off and stored out of view during class.

### **School Dress Code**

The Dress Code does not apply to religious or cultural attire. Clothes must be clean and odor free. Inappropriate dress at Capital International Academy includes:

- any representation that suggests gang affiliation;
- any representation of violence, profanity, or discrimination of any kind;
- attire that demeans an identifiable individual or group;
- attire that is deemed too distracting to staff or students.

Failure to comply with the Dress Code may trigger interventions.

### **Progressive Discipline**

If a student breaches the code of conduct, progressive discipline techniques will be applied. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate actions and to promote positive behaviours. If inappropriate actions occur, disciplinary measures will be applied that shift the focus from being solely punitive to being corrective and supportive. A range of interventions, supports, and consequences may be employed to include learning opportunities to reinforce positive behaviour while helping students to make better choices.

**Interventions** may include:

- Time Out
- Discussion with a teacher, member of the support staff, vice-principal or principal
- Attendance / performance/ behaviour contracts
- Reflection Sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Peer mediation
- Individual or group counseling
- Written or oral apology
- Detention
- Restitution for damage or stolen property
- Community service
- Restorative justice practices

- Suspension
- Police involvement (\* Principal **may** call police; \*\* Principal **must** call police)
- Expulsion

The behaviours for which the Principal may consider suspension of a student include:

- a) \* Uttering a threat to inflict serious bodily harm on another person by stating a willingness to cause death or serious bodily harm to a person. The term “threat” does not apply to situations in which no real threat was intended.
- b) \* Possessing alcohol or illegal drugs.
- c) Being under the influence of alcohol.
- d) Swearing in a non-educational context.
- e) \* Committing an act of vandalism that causes extensive damage to school property or to property located on the premises.
- f) Bullying: is typically a form of repeated, persistent and aggressive behaviour that is directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in the context where there is a real or perceived power imbalance.
- g) Use of tobacco on school grounds.
- h) Theft.
- i) \* Aid / incite harmful behaviour.
- j) \* Physical assault is the intentional application of force directly or indirectly in any degree at all, to a person without the person’s consent.
- k) \* Being under the influence of illegal drugs.
- l) \* Sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct is known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes an environment in which sexist or homophobic jokes and materials are allowed. Harassment is often, but not always, persistent, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.
- m) \*\* Racial harassment means engaging in a course of vexatious comments or conduct pertaining to a person’s race which is known, or is reasonably known, to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used, at present, to designate social categories into which societies divide people according to such characteristics.
- n) Fighting.
- o) \* Possession or misuse of any harmful substance.
- p) \*\* Hate-motivated violence. Hate material includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or animosity against an identifiable group and/or their property. The incitement of hatred or bias-motivated incidents against an identifiable group may include persons distinguished by their race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or other similar factor.

q) \*\* Extortion is using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.

r) \*\* Distribution of hate material

s) \* Inappropriate use of electronic communications/media is the intentional use of an electronic device or communication medium, such as, but not limited to, all features of a phone, a cell phone, digital camera, blackberry, e-mails, school hotlines, Web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively affect the well-being of another person and/or the learning environment in accordance with the definition of harassment (as set out above) and/or

t) An act considered by the Principal to be a breach of the School's Code of Conduct.

The behaviours for which the Principal may expel a student include:

a) \*\* Possessing a weapon, including a firearm means anything used, designed to be used or intended for use in causing death or injury to any person, or to threaten or intimidate any person. It can include objects which can be used as weapons. Objects such as a pen, or a screwdriver, if displayed to threaten or intimidate, become weapons under this definition. Weapon includes a firearm and any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm, any barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable to causing serious bodily injury or death.

b) \*\* Using a weapon to cause or to threaten bodily harm to another person

c) \*\* Physically assaulting another person that causes bodily harm requiring treatment by a medical practitioner. Bodily harm refers to any hurt or injury that lasts and is not slight which interferes with the health or comfort of the person, and includes (but is not limited to) injuries that receive medical attention. Any cut that requires stitches or any broken or fractured bone should be considered a serious injury. Serious injury could also include multiple minor injuries.

d) \*\* Committing a sexual assault. A sexual assault occurs where a person, without consent, intentionally applies force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

e) \*\* Trafficking in weapons or in illegal drugs means to sell, administer, transfer, transport, send or deliver any harmful substance, illicit drug or narcotic as set out in the *Controlled Drugs and Substances Act*.

f) \*\* Committing robbery. A robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.

g) Giving alcohol to a minor.

h) \* Possession of explosive substance includes anything capable of causing the sudden release of potentially harmful force and/or

i) An act deemed by the Principal to be a serious breach of the Code of Conduct.

Absence without adequate justification will trigger an intervention.

### **Requirements for the Ontario Secondary School Diploma (OSSD)**

Almost every job today requires some extent of computer, numeracy, and literacy skills. In order to improve one's well-being and quality of life, the completion of an OSSD for career or post-secondary purposes is highly valued. In addition, Ontario legislation states that a person must be enrolled in secondary school until the age of 18 or until having earned an OSSD.

To obtain an OSSD, a student must earn a total of 30 credits, 18 of which are compulsory:

- 4 credits in English (1 credit per grade)\*
- 1 credit in French as a second language
- 3 credits in mathematics (at least one in Gr. 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
- .5 credits in civics
- .5 credits in career studies

**Plus one credit from each of the following groups:**

**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 co-operative education.\*\*\*

**Group 2:** additional credit in health and physical education, or the arts, or business studies, or French as a second language,\*\* or cooperative education.\*\*\*

**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.\*\*\**

**In addition, students must complete:**

- 12 optional credits†
  - complete 40 hours of community involvement activities
  - successfully complete the provincial secondary school literacy requirement
- \*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course.
- \*\*In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from *either* group 2 *or* group 3.
- \*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits.
- †The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

### **Other ways to Obtain credit**

Students may obtain credits by taking cooperative education credits. Cooperative education is defined as wide ranging, rigorous learning opportunities connected to communities outside of the school.

### **How students can learn beyond the classroom**

Students can learn about the world of work by exploring different careers and industries through:

- workplace tours
- job shadowing
- mentoring
- cooperative education
- school-work transitions
- Ontario Youth Apprenticeship Program.

**CIA does not currently offer Cooperative credits.**

### **Course Prerequisites**

In order for a student to experience success in a course, background knowledge and skills are required. Students are required to have the necessary course prerequisites before being eligible to complete the course. Students are responsible for ensuring they have obtained the necessary prerequisite for a course. "If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived" (MOE, 2011a, S. 7.2.3). Students, who do not have a course prerequisite, yet can provide reasonable evidence of prior equivalent study or work experiences may apply for a prerequisite exemption or obtain a letter of permission from their local school to obtain an exemption from a prerequisite. Students will be required to submit their school grades and all relevant work/school experience before their request is reviewed. Students who enroll in a course for which they do not have a prerequisite, and who have not obtained an exemption from the prerequisite or Letter of Permission to waive the prerequisite, may be removed from their course at any time. No tuition refund shall be granted.

### **Substitutions for Compulsory Courses**

Substitutions may be made for a limited number of compulsory credits, using courses from the remaining courses that meet the compulsory credit requirements that are offered by the school. To meet individual students' needs, principals may replace **up to three compulsory courses** (or the equivalent in half courses). A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Each substitution will be noted on the student's Ontario Student Transcript. Co-operative Education credits may not be used as a substitute for compulsory credits. Capital International Academy does not make these substitutions.

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

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in section 6.1.3.1. of *Ontario Schools, Kindergarten to grade 12 (OS K-12)*. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test (s 6.1.3.1 *OS K-12*), the Ontario Secondary School Literacy Course (OSSLC) (s 6.1.3.2 *OS K-12*), or the adjudication process. Capital International Academy does not offer adjudication. Mature students have the option to enrol directly in the OSSLC without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT. A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

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

The OSSLT is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are not granted by Capital International Academy.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it. Students who are English language learners may be entitled to special provisions.

### ***The Ontario Secondary School Literacy Course (OSSLC)***

Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the

student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

### **Accommodations, special provisions, deferrals, exemptions**

Public school boards must provide accommodations that enable students with special education need to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Public school boards may grant eligible students an exemption from the literacy graduation requirement; Capital International Academy does not. Information about accommodations, special provisions, deferrals, and exemptions is available from the Education Quality and Accountability Office, *Ontario Secondary School Literacy Test (OSSLT): Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* available on the EQAO website, at [www.eqao.com](http://www.eqao.com), under Educator Resources, or by writing to: Education Quality and Accountability Office, 2 Carlton Street, Suite 1200 Toronto, Ontario M5B 2M9.

### **Requirements for the Ontario Secondary School Certificate (OSSC)**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, 7 of which satisfy the compulsory credit requirements.

OSSC Compulsory Credits (total of 7) include:

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

OSSC Optional Credits (total of 7 ) include:

- 7 credits selected by the student from available courses

### **Requirements for the Ontario 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 (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements. Capital International Academy does not issue a Certificate of Accomplishment.

### **Definition of a Credit**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the Principal of a secondary school on behalf of the Minister of Education.

### **Types of Courses**

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. There is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Because the courses are different, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

### **Grade 9 and 10 Courses**

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

1. Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
2. Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
3. Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. (MOE, 2011a, S. 7.2.1)

## Grade 11 and 12 Courses

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

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

**2. 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.**

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

4. Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. \*\*\*not currently available at Capital International Academy.

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

### Course Coding

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

D = Academic

C = College Preparation

U = University Preparation

O = Open

P = Applied

M = University/College Preparation

For example, ENG4U is a university preparation course.

### The Course Coding System

Each course is assigned a five-character code by the Ministry of Education.

Code Characters	Explanation	Example - ENG2D
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Subject discipline of the course in letters	"ENG" represents English
4 <sup>th</sup>	Grade level as a number: 1--Grade 9 2--Grade 10 3--Grade 11 4--Grade 12	2 .....Grade 10

5th	Type of course as a letter: D....Academic O....Open M....University/College U.... University	D .....Academic
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In the case of ESL/ELD, and classical/international language courses, the 4<sup>th</sup> character (A,B,C,D,E) refers to a level of proficiency i.e. ESLBO is grade 10.

### Community Involvement Requirements

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. The school principal must approve all proposed activities that students intend to participate in, for the purpose of obtaining their 40 hours of community involvement. Students will plan and select their community involvement activities in consultation with a parent or guardian if they are under the age of 18. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the principal by the student. 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, and a signed acknowledgement by the person (or a representative of the organization) involved. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. (MOE, 2011a, S. 6.1.4)

Capital International Academy provides the necessary forms for students to document their community hours as well as a list of eligible and ineligible activities as per the Ontario Ministry of Education.

### The Prior Learning Assessment and Recognition (PLAR) Process

Prior Learning Assessment and Recognition (PLAR) may recognize and credit learning that has occurred outside Ontario schools. The student’s knowledge is evaluated against the expectations outlined in provincial curriculum documents in order to determine whether a credit in the subject should be awarded to the student without the student enrolling in and attending a course. PLAR has “equivalency” and “challenge”; Capital International Academy does not accept PLAR challenges. Equivalency is the process of assessing credentials from other jurisdictions. International students may be deemed to require as few as 4-6 credits to qualify for an OSSD.

### **Senior Course Withdrawal**

Students in Grades 11 or 12 who wish to withdraw from a course must do so within 5 days following the issuance of the mid-term report card if they wish no mention of the course on their transcript. A Grade 11-12 course dropped after this time will have any marks earned recorded on the OST. This is full disclosure.

### **Changing Courses**

Students who wish to change courses after the semester has begun may only do so with permission from the subject teacher and principal. The requests must occur before five class periods have passed.

### **Changing Course Types**

A student may enroll in a different type of course in a given subject in Grade 10 than the type s/he completed in Grade 9, although doing so may require additional preparation, as recommended by the Principal. Mathematics is exceptional. The sole prerequisite for Grade 10 academic mathematics is Grade 9 academic mathematics, or the designated transfer course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken the prerequisite. If the student has not done so, s/he may take a prerequisite through summer school, night school, e-learning, an Independent Learning Centre, or independent study.

If the Principal believes that a student can be successful in a particular course without having the prerequisite, the Principal may waive the prerequisite.

### **Assessment and Evaluation Policy**

All assessment and evaluation is based upon the Ministry of Education documents *Growing Success* 2010 and Ontario Schools K-12 2011.

Assessment is based on a combination of class work, regular class tests and examinations. Examinations are written at the end of each semester. The final evaluation for all courses comprises 30% of the total grade. The remaining 70% is for summative assessment and evaluations conducted throughout the course.

Assessment and evaluation is based on the provincial expectations and achievement levels outlined in provincial curriculum documents. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades.

Assessment and evaluation includes the following four categories:

- knowledge and understanding
- thinking
- communication

- application

### Achievement Levels

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

### Final Course Grade for Grades 9 - 12

A final grade is determined as follows:

- 70% of the grade is based on assessments of learning conducted throughout the course (conversation- observation- or product-based);
- 30% of the grade is based on a final assessment of learning that must be completed towards the end of the course. It will be consistent with the assessment experienced throughout the course.

### Promotion Policy

Students will be granted credits for courses in which the final mark is 50% or higher. Most courses have a credit value of one.

### Reporting Student Progress

*Teachers alert parents if there is a concern about a student's performance or behavior.* Capital International Academy.

I has multiple and varied length semesters. Mid-term and final reports using the Provincial Report Card template are issued each semester. Copies of the reports are retained in the Ontario Student Record (OSR) folder.

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. 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 and development of the learning skills and work habits up to the end of the course. On the report cards for the final reporting period, the achievement recorded on the previous report is also shown, in order to provide parents with an overview of the student's achievement in each course.

### **Ontario Student Transcripts**

As required by the Ministry of Education detailed records of students' results are kept. These records are available to students and parents (if the student is under 18) upon request. Full disclosure of all courses attempted in grades 11 and 12 is made on all Ontario Student Transcripts.

### **Guidance Services**

Students are consulted about their educational plans and career alternatives and are encouraged to utilize the Guidance services available from Capital International Academy. The Principal provides guidance regarding post-secondary education options. As well, the school can facilitate students in accessing community resources the supplement and promote learning.

### **Computer Labs, Resource Centres, Libraries**

Capital International Academy has a computer lab for students to access online learning or complete course work. CIA does not have a library.

### **Course Offerings**

The courses described in this booklet will be offered each year subject to sufficient enrollment. Other courses may be available upon request. Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/) Copies of courses of study are available in the school office.

### ***Courses Offered / Described***

#### **Grade 11 English 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, ENG2D*

#### **Grade 11 Functions 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: Mathematics, Grade 10 - Academic MPM2D

### **Grade 12 English, University Preparation ENG4U**

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

Prerequisite: English, Grade 11, University Preparation ENG3U

### **Grade 12 Advanced Functions, University Preparation MHF4U**

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

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

### **Grade 12 Calculus and Vectors, University Preparation MCV4U**

This course builds on students' previous experience with functions and their developing understanding 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 Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

**Grade 12 Physics, University Preparation SPH4U**

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

*Prerequisite: Physics, Grade 11, University Preparation SPH3U*

**Grade 12 Chemistry, University Preparation SCH4U**

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

environment. Prerequisite: Chemistry, Grade 11, University Preparation SCH3U

**Grade 12, Biology, University Preparation SBI4U**

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

Prerequisite: Biology, Grade 11, University Preparation SBI3U

**Grade 12, Ontario Secondary School Literacy Course OSSLC**

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.

Prerequisite: 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.)

**Grade 12, Drama ADA3M**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite:** Drama, Grade 11, University/College Preparation