



**TAIE International Institute**

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## **GUIDE TO STUDENT SUCCESS**

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**School Course Calendar  
2019-2020**

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Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential.

*– John Maxwell*

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## WELCOME TO TAIE

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| *“Success comes in cans; failure comes in cant’s” – Wilfred Peterson* |

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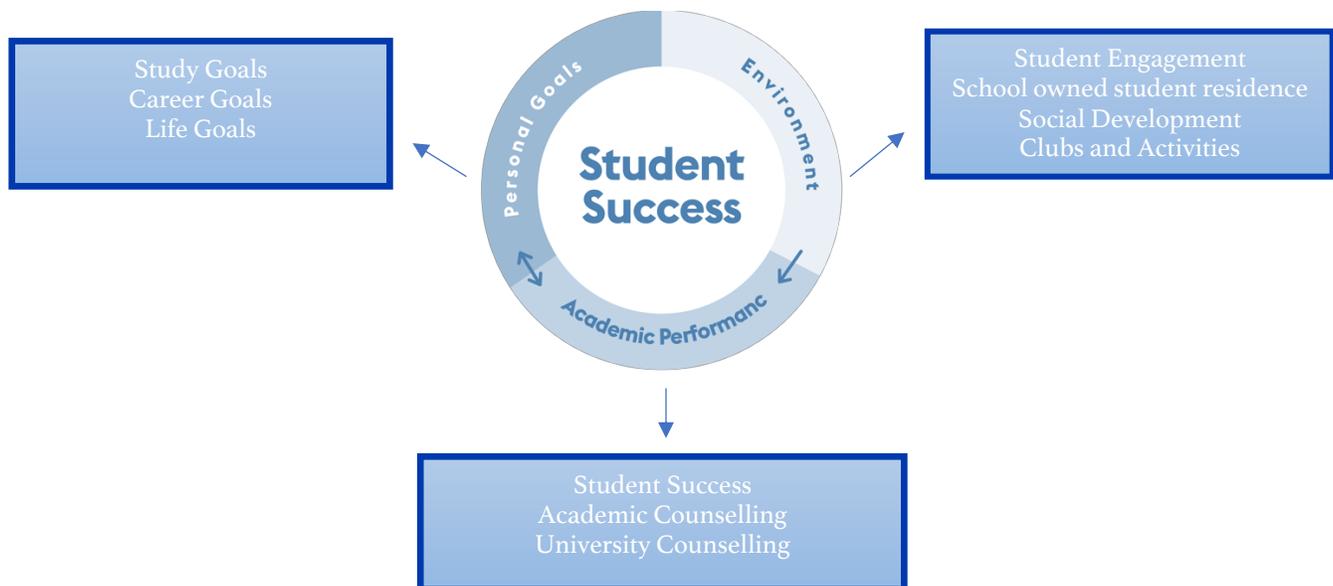
## Welcome to TAIE

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TAIE International Institute was founded in 1998. An international school that provides English as a Second Language (ESL) courses, the Ontario Secondary School Diploma (OSSD) and University Preparation Courses (UPC). TAIE offers this unique learning opportunity directly in the heart of Canada's most vibrant, dynamic and diverse cities; Toronto, Ontario. We welcome students from diverse backgrounds and provide them an inclusive environment that keeps them closer to their roots yet provide them with international experience and exposure.

For 20 years TAIE kept "Student Success" at the core of everything.

We believe in providing a 360-degree learning and growing environment with the following fundamental support elements at the heart of it:



To provide a holistic "Student Success Attitude" that helps nurture beliefs, develops a strong character with courage, and enables students to carve their goals and to live their dreams. We are committed to creating a positive difference in the lives of International Students.

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## TAIE's Purpose

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TAIE is truly proud to offer the opportunity for international students to come to Canada and immerse themselves in our comprehensive English-based study programs, while also experiencing the social advantages which Canadian values provide. Successful Graduates of TAIE earn the Ontario Secondary School Graduation Diploma, and with the assistance of our Administration, Teachers, Guidance and Career Counselors, will have the opportunity for further studies in one of Canada's famed Universities or an institute of higher learning in other parts of the world.

TAIE is a Canadian School. Through its organizational design it offers the opportunity for an accelerated Ontario Educational Program. For those students who exhibit the necessary knowledge, skills and, above all, those attitudinal attributes of desire, devotion and discipline, the ability to complete their Ontario Secondary School Graduation Diploma will be more quickly realized.

To assist students, regardless of their individual skill level, TAIE is committed to promoting "Student Success". The measure of Student Success is not only academic, but also includes the development of personal and ethical dimensions. Our program encourages Student Success by employing a balanced curriculum in which students grow academically, socially and physically according to the needs of each. On-going assessment and monitoring create valid and reliable appraisals which provide opportunities for students to be corrected, re-focused and guided to success. To this end, our Student Success Centre is tailored to support committed students as they seamlessly transition through the various phases of our academic program - ESL Learning, English Language Enhancement and University/College Preparation Studies.

Student Success Support is offered through academic preparation, career path guidance, individual counseling and opportunities to pursue person interests through clubs and student-based activities. Student Success at TAIE involves supporting the *whole* person!

### Multi-cultural family

TAIE is a big family with members from all over the world. Our multicultural students meet and exchange the ideas, technologies and resources. This enriches the community academically, socially, psychologically and in all areas of life. Every student is special in TAIE. Our educational system is designed to make international students thrive in a friendly, and naturally blessed environment. We prepare our students to take the centre stage by providing opportunities to enter some of the best universities in the world.

### TAIE's Student Support Centre

As part of the TAIE admissions and orientation process, school personnel review the academic background, English proficiency, aptitudes and interests of all students, taking into consideration information from parents. TAIE strives to design and monitor an individualized study plans that will allow students to achieve Student Success in their desired career paths. During the school year, our guidance counselors assist students according to the guidelines and requirements of the Ontario Education System.

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## ONTARIO EDUCATION SYSTEM

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| *“There are no shortcuts to any place worth going.” – Beverly Sillis* |

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## The Ontario Education System

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The Province of Ontario has one of the most comprehensive and highly developed educational systems in North America. Students usually begin school at age 4 and spend eight years in Elementary School (Grades 1 – 8) and four years in Secondary School (Grades 9 – 12). Secondary School graduates are awarded the Ontario Secondary School Diploma (OSSD). In Ontario, students are required to remain in secondary school until the age of 18 or until they have obtained an OSSD.

Detailed information about Ontario’s education program can be found in *Ontario Schools – Kindergarten to Grade 12: Policy and Program Requirements*  
<http://www.edu.gov.on.ca/eng/document/policy/os/index.html>

### THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

Requirements for the Ontario Secondary School Diploma (OSSD)	
Total Credits To Graduate	30
Compulsory Course Credits	18
Elective Course Credit	12
Ontario Secondary School Literacy Test	Successful Completion
Community Involvement Hours	40 hours

#### Compulsory Credits (18)

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

Plus one credit from each of the following groups:

- **1 additional credit (group 1):** in English, or French as a second language,\*\* or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*\*
- **1 additional credit (group 2):** in health and physical education, or the arts, or business studies, or French as a second language,\*\* or cooperative education\*\*\*

- **1 additional credit (group 3):** in science (Grade 11 or 12), or technological education, or French as a second language,\*\* or computer studies, or cooperative education\*\*\*

In addition to the compulsory credits, students must complete:

- 1) 12 optional credits
- 2) 40 hours of community involvement activities
- 3) The provincial literacy requirement

\* Additional OSSD requirements (As stated above)

### **1 – The 40-hour Community Involvement Requirement**

As part of the OSSD requirement students must complete a minimum of 40 hours of community- involvement activities. Through their involvement students will develop a better understanding of civic responsibility and the contributions they can make in their community. At TAIE, foreign students will have their past educational records individually assessed in order to determine the number of community involvement hours needed to fulfill the requirements of the OSSD.

At TAIE, students will plan and select their community involvement activities from an approved list provided by the school and in consultation with guidance counselor. The Community Involvement Package containing the required forms, a list of approved community activities and information of related policies and procedures is distributed to and discussed with each student by the guidance counselor.

Activities must take place outside the student’s scheduled course time, that is, during lunch time or before or after classes. Students do not receive course credit nor will they be paid for their involvement in community activities. Examples of acceptable activities include volunteering at a charitable organization, peer tutoring, coaching and helping senior citizens. A full list of approved activities is available from the guidance counselor. Students must provide documentation to the school from the sponsoring community organization that the required hours have been achieved. Successful completion of this requirement will be noted on the student’s Ontario Student Transcript (OST).

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\*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.

## **2. The Secondary School Literacy Graduation Requirements**

In order to be eligible to receive the Ontario Secondary School Diploma (OSSD), all students must meet the provincial literacy requirement. Most students will meet this expectation in one of two ways: successful completion of The Ontario Secondary Literacy Test (OSSLT) or successful completion of The Ontario Secondary School Literacy Course (OSSLC). As noted in the Ministry document,

The (secondary school literacy graduation) requirement is based on the expectations of reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life. (Ontario Schools: K to Grade 12, p 56 – link below)

At TAIE, students will first attempt the OSSLT, which is offered in the spring of every school year. TAIE makes available OSSLT preparation materials and resources for interested students. Should a student be unsuccessful on the OSSLT, he/she will have the opportunity to take the OSSLC.

Information on The Secondary School Graduation Requirement can be found in Section 6.1.3 of this document: <http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

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

The OSSLT is administered through the Education Quality and Accountability Office once each calendar year, usually towards the end of March. Only successful completion will be noted on the student's Ontario Student Transcript (OST) – no mark is recorded. Once successful, students are not permitted to take the test again.

Accommodations, special provisions, deferrals, and exemptions:  
Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2.

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

A student who has taken the OSSLT and has failed, can have the permission to take the OSSLC.

“The reading and writing competencies required by the OSSLT form the instructional and assessment core” of this course. Students who pass this credit course are deemed to have met the literacy requirement for the graduation diploma. At TAIE, the OSSLC is offered in the month of June.

Accommodations: for students with identified special needs, accommodations specified in his or her Individual Education Plan (IEP)

## **Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)**

Eligibility: at least one unsuccessful attempt at the OSSLT.

Note: This course may be used as a compulsory English at the Grade 12 level but may not be used as a substitution for another compulsory course.

Students who complete the course successfully will meet the provincial literacy requirement for graduation.

## **The Ontario Student Record (OSR) and Reporting to Parents**

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and this record moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act.

The OSR folder contains achievement results, report cards, a copy of the Ontario Student Transcript (OST), and other information conducive to the instruction of the student. All students, and parents of students under the age of eighteen have access to OSRs. Any parent or student wishing to view the contents of the OSR folder should make an appointment with the Principal.

Students' achievement is also reported on the TAIE Website and all students, and parents of students under 18 have private access to this information. Students over 18 are encouraged to give the password to their parents so they can view their son's or daughter's progress, including study plan and grade report card.

The full policy document – Ontario Student Record (OSR) Guideline, 2000 – can be found at: <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

## **The Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school. The credits that a student has earned towards fulfillment of the requirements for graduation will be recorded on the OST.

Full disclosure policy: All Grade 11 and 12 courses in which a student is registered five days after the mid-term report will be recorded on the OST whether or not the course has been successfully completed. Should a student choose to withdraw from a course after the five days, a 'W' will be entered in the 'Credit' column. The student's percentage grade on the date of withdrawal is recorded in the 'Percentage Grade' column. Students who repeat a Grade 11 or 12 course for which they have previously received a credit will have all marks recorded on the OST, but only one credit will be earned. A notation of 'R' will be noted on the OST in the credit column. Data entry for W and R notations will be made at the end of each TAIE semester.

Other information that appears on the transcript includes: personal information (full name, date of birth, and sex), other course information (dates of course, grade level), and other school and academic information (OEN student number, TAIE student number, date of entry

to the school, number of equivalent credits granted and number of compulsory credit equivalencies granted, and date of issue of the Transcript.)

Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and for the provincial literacy requirement (achievement of the OSSLT or OSSLC) will be noted.

The full policy document – The Ontario Student Transcript Manual, 2010 – can be found at: <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>

### **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, provided that they have earned a minimum of 14 credits distributed as follows: 7 compulsory and 7 optional credits.

The 7 compulsory credits are:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography or Canadian History
- 1 credit in the Arts or Technological Studies
- 1 credit in Health and Physical Education

### **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate will be accompanied by the student's Ontario Student Transcript (OST). A student who has received this certificate and who returns to school to complete additional credit or non-credit courses will have the OST updated accordingly but will not receive a new Certificate of Accomplishment.

#### **Post-Secondary Academic Programs**

The province of Ontario has many colleges of applied arts and technology and a large number of universities. All of the universities offer an excellent education at the undergraduate level and most offer Master's and Doctoral programs. Degrees from these universities are recognized worldwide.

In general, Canadian universities require that students present the OSSD, including at least six Grade 12 university preparation courses (4U or 4M codes), one of which must be ENG4U. A student's overall average is an important consideration for university admission and is calculated using the ENG4U marks and the student's next best five marks. Be advised that specific university undergraduate programs will indicate specific prerequisite requirements that must be included when calculating the admission average. Students and parents are advised to carefully read the admissions requirements for each university and program and to consult with the guidance counselors about their post-secondary plans.

OSSD candidates are also eligible to be considered for entrance to an Ontario Community and colleges and universities in the United States. Students whose first language is not English must also have a minimum average score of 6.5 on IELTS to be considered for college or university entrance. Some colleges and universities offer other English Proficiency Tests. The province of Ontario has no quota system for admission of overseas students; however, individual colleges and universities may have such a system in place. There are no entrance examinations for admission to accredited undergraduate programs at colleges and universities in Canada. Colleges in the United States may require the ACT or SAT as part of the student's admission profile.

### **General Guide to Undergraduate University Admission**

**ARTS, HUMANITIES and SOCIAL SCIENCE** [math for some social science programs]

ENG<sub>4U</sub> + 5 additional 4U/4M credits

**BUSINESS and COMMERCE**

ENG<sub>4U</sub> + MCV<sub>4U</sub>, MHF<sub>4U</sub> + 3 additional credits

**COMPUTER SCIENCE** check specific university requirements]

ENG<sub>4U</sub> + MCV<sub>4U</sub>, MHF<sub>4U</sub> + ICS<sub>4U</sub> strongly recommended + 2 additional credits

**ENGINEERING and APPLIED SCIENCE**

ENG<sub>4U</sub> + MCV<sub>4U</sub>, MHF<sub>4U</sub>, SCH<sub>4U</sub>, SPH<sub>4U</sub> + 1 additional credit

**SCIENCE PROGRAM**

ENG<sub>4U</sub> + MCV<sub>4U</sub>, MHF<sub>4U</sub> + 2 sciences (biology recommended) + 1 additional credit

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## ACADEMIC PROGRAMS

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| *“Only those who dare to fail greatly can ever achieve greatly.” – Robert F. Kennedy* |

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## Academic Programs

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TAIE offers year-round education based on 6 semesters throughout the calendar year. English-as-a-Second Language (ESL) courses are usually six hours/session and are four weeks (half a semester) in duration. Grade 9, 10, 11 and 12 courses are usually three hours/session and are eight weeks (one semester) in duration. Courses are timetabled in three-hour blocks in the morning, afternoon and evening.

English-language proficiency preparation courses and testing are available at additional cost. These include: the Canadian Academic English Language Assessment (CAEL) and the International English Language Testing System (IELTS).

TAIE offers courses that prepare students for entrance to colleges and universities. Ontario credit courses are provided at the Grade 12 level in a variety of subject areas.

### Availability of Courses

TAIE makes every effort to deliver the courses listed. In some semesters additional courses will be added, and where there is insufficient enrolment in courses, TAIE reserves the right to cancel courses. Students in a cancelled course will consult with their guidance counselor to select an alternate course that is in keeping with their overall educational goals.

### Course Outlines

At TAIE, students and parents have access to all up-to-date copies of course outlines, which are retained in the Main Office. Students and/or parents wishing to examine any course outlines should make an appointment to do so through the Principal. The Ontario curriculum policy documents may be accessed on this link:

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

### Prerequisites

All subjects listed indicate the Ministry's approved prerequisite. TAIE respects prerequisites. In some situations, the Principal may waive prerequisites where the students are deemed to have completed equivalent background. Each student's situation will be individually assessed, and documentation will be kept on file with the guidance counselor.

### Definition of a Credit

A credit is a means of recognition of the successful (a final mark of 50% or higher) completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted by the Principal of a secondary school on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. "A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the

curriculum policy documents.” Scheduled time means “time during which students participate in planned learning activities designed to lead to the achievement of the course curriculum expectations; this does not include homework time.

Definition of Course

### **Definition of a Course**

“A course of study” is defined as a set of learning activities that enable students to attain the expectations related to the course that are developed from the Ministry curriculum policy.

### **Course Codes**

Ontario courses are identified by three letters followed by a number and a letter. The first three characters indicate the subject area and course and are taken from the Ministry list of common course codes and designate the subject area. The fourth character denotes the grade level and the fifth character denotes the course type.

**Types of Courses – Grade 9 and 10** (traditionally, TAIE does not offer Grade 9 and 10 courses.)

#### **D – Academic Courses**

Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

#### **P – Applied Courses**

Applied courses develop students’ knowledge and skills by emphasizing practical experiences and real-life, familiar examples.

### **Types of Courses – Grade 11 and 12**

#### **Offered as needed:**

#### **C – College Preparation Courses**

College Preparation courses equip students with knowledge and skills to meet entrance requirements to most college programs and for admission to many apprenticeship and other training programs.

#### **Not offered at TAIE:**

#### **E – Workplace Preparation Courses**

Workplace Preparation courses equip students with knowledge and skills for direct entry into the workplace and for admission to many apprenticeship and training programs.

#### **Offered at TAIE:**

#### **M – University/College Preparation Courses**

University/College Preparation courses equip students with knowledge and skills to meet entrance requirements for college or university and prepare for related careers.

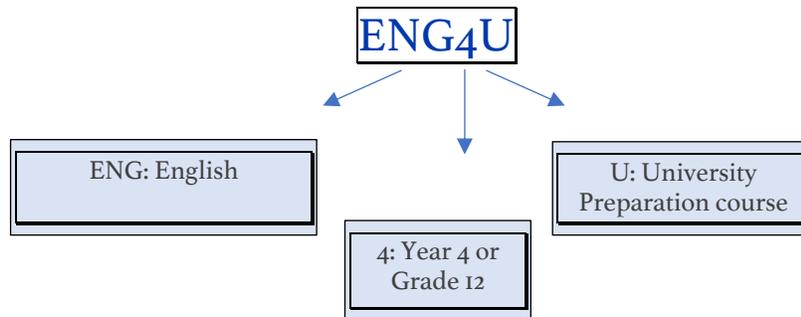
#### **O – Open Courses**

Open courses are appropriate for all students regardless of post-secondary destination.

## U – University Preparation Courses

University Preparation courses equip students with knowledge and skills to meet entrance requirements for university and prepare for related careers.

For example, ENG4U means English for Grade 12 students preparing to enter university.



### Grade levels:

- 1 – Year 1 or Grade 9
- 2 – Year 2 or Grade 10
- 3 – Year 3 or Grade 11
- 4 – Year 4 or Grade 12

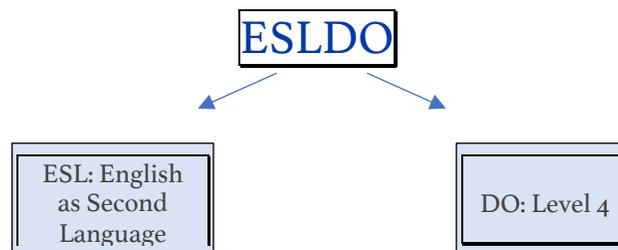
### Course types:

- O – Open
- C – College
- M – University/College Preparation
- U – University Preparation

English as a Second Language (ESL) courses are all offered at the Open (O) academic level and follow a slightly different coding system:

**A – LEVEL 1    B – LEVEL 2    C – LEVEL 3    D – LEVEL 4    E – LEVEL 5**

For example, ESLDO means English as a Second Language, Level 4.



## Substitution for Compulsory Courses

In order to ensure that all students can qualify for the secondary school diploma, substitutions may be made for up to three compulsory courses. The courses used for substitution must be taken from the list of compulsory courses. Two half-credit courses may be used to substitute for one compulsory credit requirement (= one substitution); one full-credit course may be

used to substitute for the two half-credit requirements of civics and career studies (= one substitution). A substitution is made only if the student's educational interests are best served by the substitution to promote and enhance student learning and/or to respond to special needs and interests. Each student's situation is individually assessed, and the decision is the responsibility of the school principal. The documentation is kept on file with the guidance counsellor and the substitution is noted on the student's OST.

### **Course Changes**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar. At TAIE, course changes are noted in student's study plan and kept in a file at the guidance department.

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 any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses by registering with the guidance counsellor.

### **Course Withdrawals**

Students wishing to withdraw from a course must do so in consultation with their teacher and guidance counselor. The last day upon which a student may withdraw from a Grade 11 or 12 course without it being noted on the student's OST is the fourth day of class following the mid-term report card. Please note that in accordance with ministry guidelines, should a student receives permission to withdraw from a Grade 11 or 12 course after the fourth class day following the mid-term report card, the percentage mark at the time of the withdrawal will be indicated on the OST and a "W" will appear in the "credit earned" column of the OSST.

### **Prior Learning Assessment and Recognition (PLAR)**

There are two components to prior learning assessment and recognition: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the individual assessment of credentials from other jurisdictions.

Prior Learning Assessment and Recognition will allow students to challenge and earn a maximum of 4 credits towards the Ontario Secondary School Diploma, with no more than 2 in one subject area. Students may challenge for credit in only grade 10, 11 and 12.

Due to the special needs of TAIE International Institute's Students, only one of the two components of PLAR (determining equivalency) is implemented at this school.

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## **COURSE DESCRIPTIONS**

**AUGUST 2019 to JULY 2020**

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| *“The expert in anything was once a beginner.” – Helen Hayes* |

## The Arts – Visual / Media Arts/ Music

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
11	AVI3M 1 Credit	Visual Arts	Open	Students will explore a range of subjects and mediums with an emphasis on technique development in their studio projects. Aspects of Western art history will be studied and students will formalize their written and research skills through analyzing and critiquing art from the past as well as their own work of art.
12	AVI4M 1 Credit	Visual Arts	AVI3M	Students will produce practical works of art based on theory and stylistic changes in Western art as well as other parts of the world. Students will explore Western Art history with the focus on Modern and Contemporary art.
11	ASM3O 1 Credit	Media Arts	Open	This Course enables students to create media art works using available and emerging technologies such as computers animation, imaging and video and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process.
10	ASM2O 1 Credit	Media Arts University/College	None	This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.
12	AMU4U 1 credit	Music	AMU3M	This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
11	AMU3M	Music	Grade 9 Music	This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

## The Arts – Drama

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
11	ADA3M 1 Credit	Dramatic Arts University/College	Open	This course requires students to put together and perform dramatic presentations that deal with a variety of issues from the past and present. Students will analyze, interpret and perform works of drama from various authors, genres and cultures. Students will study various conventions of their presentations, create an original work and analyze and perform the functions of playwright, director, actor, technician, audience and adjudicator. A public performance will be produced and performed.
12	ADA4M 1 Credit	Dramatic Arts University/College	ADA3M	This course requires students to experiment with forms and conventions in dramatic literature, and to create, script, and present originals and adapted works. Students will do research on dramatic forms, conventions, themes and theories of acting and directing from different historical periods. Greek, Roman, Medieval, Renaissance, Elizabethan, Restoration, 19th Century and modern 20th Century (Canadian). Students will focus on applying all theatre skills developed in earlier grades to a major Theatre Production.
10	ADA2O Credit 1	Drama University/College	None	This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

## Business Studies

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
10	<b>BB12O</b> 1 Credit	Intro. To Business	Open	This Course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business.
11	<b>BAF3M</b> 1 Credit	Introduction to Financial Accounting	Open	This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connection between financial analysis, control and decision making in the management of a business.
12	<b>BBB4M</b> 1 Credit	Intro. To International Business	Open	This course provides an overview of the importance of international business and trade in the global economy and explores the factor that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution and managing international business effectively.
12	<b>BAT4M</b> 1 Credit	Financial Accounting Principal	BAF3M	This course introduces students to advanced accounting principles that will prepare them for postsecondary school studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands student's knowledge of sources of financing.
11	<b>BTA3O</b> 1 Credit	Information and Communication Technology	None	This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

## Canadian And World Studies

### Civics

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
10	<b>CHV2O</b> 0.5 Credit	<b>Civics</b>	<b>None</b>	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.
10	<b>GLC2O</b> 0.5 Credit	<b>Career Studies</b>	<b>None</b>	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.

### Economics

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
12	<b>CIA4U</b> 1 Credit	<b>Analyzing Current Economics Issues</b>	Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities	This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

## Geography

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
12	<b>CGW4U</b> 1 Credit	Canadian and World Issues: A Geographic Analysis	Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities	In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

## History

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
12	<b>CHI4U</b> 1 Credit	Canada: History, Identity, and Culture	Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities	This course traces the history of Canada, with a focus on the evolution of our national identity and culture. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of Canadian identity and heritage. Students will develop their sense of Canada's national identity and how and why it has changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

## Computer Sciences

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
11	<b>ICS3U</b> 1 Credit	Introduction to Computer Science	None	This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer

				science, and global career trends in computer-related fields.
II	<b>ICS4U</b> <b>1 Credit</b>	Computer Sciences	ICS20	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

### English

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
9	<b>ENG2D</b> <b>1 Credit</b>	English	Grade 9 English, Academic or Applied	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.
II	<b>ENG3U</b> <b>1 Credit</b>	English	Grade 10 English, Academic	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.
12	<b>ENG4U</b> <b>1 Credit</b>	English	English, Grade 11, University Preparation	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will

				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.
11	<b>EPS3O</b> <b>1 Credit</b>	English	Grade 10 English	This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interview and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.
12	<b>ENG4C</b> <b>1 Credit</b>	English	EPS3O	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 informational and graphic texts from various countries and cultures; interpret and evaluate literary texts from various countries and cultures; and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity, and developing greater control in writing. The course is intended to prepare students for college or the workplace.
12	<b>OLC4O</b> <b>1 Credit</b>	The Ontario Secondary School Literacy Course		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. 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 literacy portfolio containing a record of their reading experiences and samples

## English As Second Language

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
LEVEL 1	<b>ESLAO 1 Credit</b>	English as Second Language	Open	This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.
LEVEL 2	<b>ESLBO 1 Credit</b>	English as Second Language	Open	This course extends students' listening, speaking, reading, and writing skills in English for every day and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.
LEVEL 3	<b>ESLCO 1 Credit</b>	English as Second Language	ESL Level 2 or equivalent	This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.
LEVEL 4	<b>ESLDO 1 Credit</b>	English as Second Language	ESL Level 3 or equivalent	This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills

				required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.
LEVEL 5	<b>ESLEO 1 Credit</b>	English as Second Language	ESL Level 4 or equivalent	This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. * 'Equivalent' may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

## Mathematics

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
10	<b>MPM2D 1 Credit</b>	Principles of Mathematics	Grade 9 Mathematics	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. .
11	<b>MCR3U 1 Credit</b>	Functions	MPM2D	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.
II	<b>MHF4U</b> <b>1 Credit</b>	Advance Functions	MCR3U	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.
12	<b>MCV4U</b> <b>1 Credit</b>	Calculus and Vectors	<b>MHF4U must be taken prior to, or concurrently with this course.</b>	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.
II	<b>MDM4U</b> <b>1 Credit</b>	Mathematics of Data Management	MHF4U	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.

## Sciences:

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
10	<b>SNC2D</b> 1 Credit	Science	Grade 9 Science	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.

## Biology

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
II	<b>SBI3U</b> 1 Credit	Biology	SNC2D	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.
II	<b>SBI4U</b> 1 Credit	Biology	Biology, Grade II, University Preparation	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.

## Chemistry

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
II	<b>SCH3U</b> 1 Credit	Chemistry	Science, Grade 10, Academic	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 behavior 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.
12	<b>SCH4U</b> <b>1 Credit</b>	Chemistry	SCH3U	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.

### Physics

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
11	<b>SPH3U</b> <b>1 Credit</b>	Physics	SNC2D	This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
12	<b>SCH4U</b> <b>1 Credit</b>	Physics	SPH3U	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.

## Social Sciences and Humanities

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
11	<b>HSP3U 1 Credit</b>	Introduction to Anthropology, Psychology, and Sociology	The Grade 10 <i>academic</i> course in English or the Grade 10 <i>academic</i> history course (Canadian and World Studies)	This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

## Family Studies

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
12	<b>HHS4U 1 Credit</b>	Families in Canada	Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World	This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.
12	<b>HFA4U 1 Credit</b>	Nutrition and Health	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies	This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

## Philosophy

GRADE	COURSE	DESCRIPTOR	PREREQUISITE	COURSE DESCRIPTION
12	<b>HZT4U 1 Credit</b>	Philosophy: Questions and Theories	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and	This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches:

			World Studies	metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). * Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
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### Experiential Learning Programs

Experiential learning programs provide students with unique opportunities in a workplace setting – such as job shadowing and job twinning – to connect their in-class learning to career exploration. Further cooperative education programs allow students to earn secondary school credits through the completion of a community work placement. At the present time, TAIE does not offer experiential learning programs as defined above.

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**ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT**

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| *“Success is a sum of small efforts being repeated day in and day out.” – Robert Collier* |

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## Assessment and Evaluation of Student Achievement

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Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. **The primary purpose of assessment is to improve student learning.** The Ministry of Education provides criteria that describe how student learning is assessed, evaluated and reported. Detailed information can be found in the policy document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

As described in the document, “assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. Assessment *for* learning is evidence used by teachers and learners to determine what students know and can do in order to plan next steps to assist students to set and make progress toward their learning goals. Assessment *as* learning is evidence gathered and used by students to monitor their own progress and make adjustments towards achieving their learning goals.

Assessment *of* learning is evidence “used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the bases of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers and others.”

(*Growing Success*, Table 4.1, p. 31)

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

A student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

ACHIEVEMENT LEVEL	% MARK RANGE	ACHIEVEMENT LEVEL	% MARK RANGE
4+ - A+	95-100	2+ - C+	67-69
4 - A	87-94	2 - C	63-66
4- - A-	80-86	2- - C-	60-62
3+ - B+	77-79	1+ - D+	57-59
3 - B	73-76	1 - D	53-56
3- - B-	70-72	1- - D-	50-52

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. All students are required to be present for final examinations. A medical note must be presented if a student is ill. In the absence of medical documentation, a mark of zero will be earned for the missed final examination.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*.

### **Assessment and Evaluation Strategies**

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- Address both what the students learn and how well they learn;
- Are based on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each discipline;
- Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- Are fair to all students;
- Ensure that each student is given clear directions for improvement;
- Promote students' abilities to assess their own and others' learning and to set specific goals;
- Include the use of samples of students' work that provide evidence of their achievement;
- Are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

## A Note on Content Standards and Performance Standards

Within a course of study, assessment and evaluation will be based on both the *content standards* and the *performance standards*.

The **content standards** describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. The overall and specific expectations of each course represent the mandated curriculum – the content standards.

The **performance standards** are outlined in the achievement charts for each subject or discipline. The **achievement chart** for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The **achievement chart** identifies four categories of knowledge and skills as follows:

- **Knowledge and Understanding:** subject-specific content and the comprehension of its meaning
- **Thinking:** the use of critical and creative thinking skills and/or processes
- **Communication:** the conveying of meaning through various forms
- **Application:** the use of knowledge and skills to make connections within and between various contexts

## Reporting Student Achievement

During the course of a semester, each student receives a mid-term report and a final report. The mid-term report includes a percentage mark based on all components of the evaluation process and the teacher meets individually with students to discuss strengths, areas for improvement and next steps. At the end of the semester, final evaluations are given in each subject.

Report cards are issued at the end of each semester and record the student's marks, anecdotal comments from the teacher, and credit achieved. To enable parents who are overseas to monitor their child's progress, TAIE makes use of a confidential online database accessible through the TAIE Website. Parents may view such records as performance on homework assignments, examination grades, and attendance. The area is password protected for privacy and confidentiality.

Please refer to information contained under Ontario Student Transcript (OST) – earlier in this document – for full details on Ontario requirements for the reporting of course achievement and progress toward the OSSD.

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ADDITIONAL INFORMATION

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| *“You always pass failure on the way to success.” – Mickey Rooney* |

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## **Additional Information**

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### **Academic Honesty Policy**

TAIE takes very seriously academic integrity. Students' understanding of expectations in this regard prepares them well for higher learning and life. TAIE expects students to work diligently and to give an honest effort to all assignments and assessment activities. The definitions below and consequences for plagiarism and cheating are explained carefully to all students by each teacher in every course.

#### **Plagiarism consists of, but is not limited to:**

- Misrepresenting another person's or text's work as your own. For example, copying another student's paper, copying and pasting information from a text or Website and presenting them as your own, or purchasing works from another author and submitting them as your own work;
- Patching together blocks of text from another source, perhaps with slight modification;
- Paraphrasing or summarizing information from a source without citation;
- Quoting sources without proper use of quotation marks;
- Translating works from other sources into English and submitting them as your own; and
- Using the intellectual property of another without acknowledging the source.

#### **Consequences for plagiarism:**

- First offence: discussion with teacher, explanation of plagiarism, warning; depending on extent – opportunity to redo the assignment for full value OR opportunity to complete an alternate assignment for full value OR opportunity to redo the assignment for a maximum value of 50% of the earned mark.
- Second offence: a mark of zero will be assigned for the plagiarized assignment.

#### **Cheating consists of, but is not limited to:**

- Making use of unauthorized notes, electronic or other aids during a test or exam;
- Copying from, or sharing information with another student during a test or exam;
- Giving unauthorized aid to another student such as allowing a peer to copy or use your test, exam, homework or paper; and
- Receiving extensive assistance with written assignments and presentations from a tutor, student, parent or other adult.

#### **Consequences for cheating:**

- First offence on a test or assignment: discussion with teacher, warning, opportunity to redo an alternate test or assignment
- Second offence on a test or assignment: a mark of zero will be awarded

- Cheating on a final oral or written evaluation: a mark of zero will be awarded

### **Late Assignment/Missed Assessment Policy**

TAIE supports students in developing transferable skills that will serve them well in their high school and post-secondary school studies, and in the workplace. These include time management, project planning, the importance of meeting scheduled assignment timelines, and attendance at all scheduled assessment and evaluation activities. Teachers support students in this endeavour by clearly communicating expectations, publishing assessment dates and assignment due dates, and by providing check-in points along the way for major assignments and projects.

**Late assignments:** The teacher will first conference with the student to ascertain reasons for the past due assignment and with prior notice of the late assignment will negotiate with the student a new due date to take place within two days of the original due date. The teacher may, at his/her discretion, penalize the student 5%/day up to a maximum of 20% for the late assignment and/or prepare an alternate assignment for the student. After five days, the teacher may, at his/her discretion, accept the late assignment to a maximum value of 50% of the earned mark or, in the event of the student's failure to attend a teacher-student conference, refuse to accept the late assignment.

**Missed tests and presentations:** Students who miss a test or presentation with a valid reason will take the test or deliver the presentation during the first scheduled opportunity at their return to class. The teachers may, at his/her discretion prepare an alternate test. Students who are absent from a scheduled test or presentation without prior notice and/or without a valid reason will receive a mark of zero on the assessment piece.

**Missed final evaluation:** Students who miss a final oral or written evaluation will receive a mark of zero unless a medical note is received or there is documentation on extenuating, valid circumstances that prevented the student from being in attendance at the scheduled time.

### **Attendance Policy**

Regular and consistent attendance is important to ensure success. Studies have shown that students who attend class regularly and punctually achieve higher marks. Ontario students are required to attend school full-time until the age of 18. Further, each Ontario course with a credit value of 1 is designed to have 110 hours of in-class instructional time.

### **Responsibilities**

At TAIE, everyone has a responsibility to help students attend class on time every day.

#### **Students have a responsibility to:**

- Attend all classes, unless excused due to illness or with the permission of an administrator

- Arrive on time for all classes give their best effort in each and every class, as this is directly correlated with student achievement and preparedness for post-secondary studies

**Teachers have a responsibility to:**

- Keep an accurate record of late and absences, including notation of the reason
- Talk with students about the importance of regular daily attendance
- Refer students with ongoing attendance problems to the vice-principal and principal

**Administrators have a responsibility to:**

- Ensure that students understand the consequences of unexcused lates and absences
- Offer information and strategies to help students attend regularly
- Advise the student that his/her credit is in jeopardy due to lack of regular attendance
- Counsel the student to withdraw from a course due to chronic attendance issues
- Communicate with parents and/or guardians when there are concerns for the student’s health and well-being

**Recording of Absences and Lates**

The school day is divided into 6 periods:

**Morning Classes**

Period 1	9:00 to 10:30
Period 2	10:40 to 12:10
Period 3	12:50 to 2:30
Period 4	2:40 to 4:00

**Evening Classes**

Period 5	5:00 to 6:30
Period 6	6:40 to 8:10

1 unexcused absence from a period = 1 class absence.

Late = arriving after the commencement of class. The teacher reserves the right to record an absence if the student arrives excessively late to benefit from the instruction.

*Message to students: There are many people at TAIE to assist you in meeting the school’s and Ontario’s expectations for students. We care about you and want you to do well so that you can be prepared for post-secondary studies and life. Please let us know how we can help!*

**Procedures**

Students with 1 to 4 class absences will be invited to discuss their absenteeism and suggestions for improvement with their subject teacher.

Students with 5 absences will meet with the vice-principal and/or principal to discuss reasons for their absenteeism and strategies for improvement. The class absences will be reviewed, and the student will be advised that the course credit is in danger due to lack of regular attendance.

The principal, vice-principal or designated school official will communicate with the student's parent and/or guardian outlining the record of absences and lates, intervention and support strategies taken to date, and next steps.

Should additional absences accrue and/or should an adult student fail to respond to an invitation to meet with the vice-principal/principal or to provide a satisfactory response to the above intervention, the Principal may at his/her discretion, withdraw the student from the course.

### **Code of Conduct**

TAIE has established a Code of Conduct that contributes to a positive living, learning and working environment. All students are expected to exhibit:

- Full participation in learning activities designed for each course
- Respect for teachers and any classroom regulations established by teachers
- Respect for fellow students and their needs in the educational process
- Support for the school's operating regulations
- Regard for school property and the property of others
- Acceptance of the academic requirements established by TAIE for earning credits
- Respect for and compliance with federal, provincial and municipal laws
- Respect for internationally recognized human rights; fair treatment of others regardless of race, citizenship, religion, gender, sexual orientation, age or disability

Violation of any of the above standards will result in disciplinary action to be decided upon by the Principal in consultation with the Vice-Principal.

The following offenses will result in immediate suspension from the school:

- Swearing at any authority figure
- Being in possession of or under the influence of alcohol
- Physical aggression

The uttering of a threat, physical assault, sexual harassment, sexual assault, weapons possession, or illegal drug possession will result in immediate suspension from the school and will incur police involvement, as per police/school protocol.

### **Dress Code**

Although TAIE does not require uniforms, students are expected to dress appropriately for a school setting. Students should wear slacks or a skirt, a shirt or blouse, and proper footwear. Jeans and T-shirts are acceptable if clean, pressed and generally in good condition. In hot

weather, shorts are acceptable, as are athletic shoes. Inappropriate dress includes ragged cut-off jean shorts, tank tops, bare midriffs, slippers or beach sandals.

### **Leaves of Absence**

The school provides a safeguard to ensure that students on a study permit do not forfeit their rights owing to a misunderstanding of the Leave of Absence policy. Such a misunderstanding could result in their being rejected by the Canadian Embassy when they wish to return to TAIE. In order to qualify, students must:

- have attended a minimum of two continuous terms/semesters;
- have paid tuition fees for at least 4 courses (unless fewer are required for graduation);
- have a signed letter from parents or guardians approving the application;
- have a round-trip ticket (non-refundable); and
- submit an application for a Leave of Absence with at least two weeks' notice.

### **Transfer to Another School**

No international student at TAIE on a study permit can be admitted to another institution without the approval of Citizenship and Immigration Canada. Students at TAIE are expected to honor the commitment they make when applying for a study visa in Canada. Any breach of this commitment will be reported to Citizenship and Immigration Canada by TAIE officials.

### **Use of School Computers**

The following rules apply to student use of TAIE computers:

- The computers in the Student Computer Room are available for use as follows:
  - 1) 9:00 am to 10:00 pm, Monday to Saturday for TAIE students living in the dormitory
  - 2) 9:00 am to 5:00 pm, Monday to Saturday for TAIE students not living in the dormitory

Computers are for the use of TAIE students only. Computers can be used for academic purposes only. They are not to be used for playing online games.

The following activities are strictly prohibited and will result in severe and immediate disciplinary action: downloading any programs and online materials of a pornographic nature; online gambling; any form of harassment including promoting hate literature or any personally slanderous materials; or conducting any business that is illegal.

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Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.

– Christian D. Larson

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