

The Great Lakes College of Toronto
Since 1978

School Course Calendar



2020-2021

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SCHOOL GOALS AND PHILOSOPHY

SCHOOL GOALS

1. To provide an academic program that meets the academic needs and goals of each student.
2. To assist all students to achieve their high school educational goals and meet the entrance requirements for entry to post-secondary education.
3. To provide students with the necessary guidance and support to enable them to make an effective transition from The Great Lakes College of Toronto (GLCT) to university or college admission.
4. To provide students with the motivation and guidance to be responsible and mature concerning their academic studies and to society
5. To ensure that every student remains in secondary school until they have earned their Ontario Secondary School Diploma.

SCHOOL PHILOSOPHY

The administration along with the teaching and support staff at GLCT is committed to providing the highest quality instruction of the Ontario curriculum, following the Ontario Ministry of Education approved secondary school curriculum guidelines and adhere strictly to the Ministry's student assessment and evaluation policies.

Students are encouraged to reach their highest academic potential. As an international school with students from different countries, every student must be strongly encouraged to achieve high school graduation, enter a university or college program, and achieve success in their post-secondary program. Our teaching staff is committed to aiding students not only educationally but also in their development of the skills necessary to function effectively and independently, as members of a working group or team and as a group or team leader.

THE ONTARIO SECONDARY SCHOOL DIPLOMA PROGRAM

INTRODUCTION

The Ontario Secondary School Diploma (OSSD) program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. It prepares students for further education and work and helps them to become independent, productive, and responsible members of society.

The program typically extends over four school years and upon the successful completion of the program, students are awarded the OSSD, which officially acknowledges the earning of a minimum of 30 credits, the completion of 40 hours of community involvement activities, and meeting the provincial secondary school literacy requirement. Students from other education jurisdictions outside Ontario and Canada are given credits towards the OSSD for the courses they have taken and activities they have completed in their home schools, following a careful examination by the principal, of their official school and government transcripts that they present at the time they enter GLCT. The Ministry of Education requires that all students in Ontario must remain in secondary school until they reach the age of eighteen, or obtained an OSSD, or have previously completed high school graduation in their home country.

All courses offered at GLCT have been developed following the Ontario Ministry of Education curriculum policies and procedures and focus on students gaining entrance to university or college.

IMPORTANCE OF A SECONDARY SCHOOL EDUCATION

In this ever-increasing and complex world, it is more essential than ever before that every young person complete a secondary school education before leaving school to enter the world of work. Secondary school graduation is viewed by an ever-increasing percentage of society as the basic requirement to enter virtually every career. Ontario's secondary school courses have been developed to meet the needs of students who wish to pursue university or college studies, enter the workplace or broaden their knowledge and skills in areas that reflect their interests, and prepare them for active and rewarding participation in society. With this variety of course purposes and subject areas, along with the school's commitment and efforts to meet the needs and interests of each student, all students should be able to achieve high school graduation. Further, it is a provincial government requirement that every student in Ontario must remain in secondary school until either reaching the age of eighteen or obtaining an Ontario Secondary School Diploma (OSSD). For the international students who attend GLCT and especially those who have not previously completed secondary school in their home country, they must obtain an OSSD if they are to realize their goal of entering a Canadian college or university.

THE CREDIT SYSTEM

A credit is granted in recognition of the successful completion (final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of 110 hours of classroom instruction. Half credits are granted for courses that are offered for a minimum of 55 hours of classroom instruction.

To grant a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include the interaction between the teacher and the student and assigned individual or group work (other than homework), related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities.

COMPULSORY CREDITS (TOTAL 18)

- 4 credits in English (1 credit per grade)
The Ontario Secondary School Literacy Course may be used to meet the Grade 11 or 12 English compulsory requirement
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts
- 1 credit in Health & Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies
- 1 additional credit in English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

- 1 additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education
- 1 additional credit in French as a Second Language, science (Grade 11 or 12), computer studies, technological education, cooperative education

OPTIONAL CREDITS (TOTAL 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. These credits are to be selected from available courses in the school course calendar.

ONTARIO CREDIT COURSES AND COURSE CODES

All Ontario credit courses have a common course code system, e.g. ENG3U, SCH4U, etc.

1. The first 3 characters represent the course name, e.g. ENG (English), MAT (Mathematics)
2. The 4th character indicates the year
3. The last character – level of difficulty
 - U – University Preparation
 - M – University/College Preparation
 - O – Open
 - D – Academic
 - P – Applied

In grades 9 and 10, there are 3 types of courses: Academic; Applied; Open. In grades 11 and 12 there are 5 types of courses: College Preparation; University Preparation; University/College Preparation; Workplace Preparation; Open.

TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

Since GLCT’s international students are focused on preparation to enter university or college, we do not offer courses at the “applied” level (P). ESL, along with Grade 9 and 10 courses at GLCT is offered at the “open” level (O) or “academic” level (D). Grade 11 and 12 courses are offered at the “university preparation” level (U) or the “university/college preparation” level (M).

REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

To earn an Ontario Secondary School Diploma, a student must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must meet the provincial secondary literacy requirement, which is either the successful completion of The Ontario Secondary School Literacy Test or upon failing this test the successful completion of the Ontario Secondary School Literacy Course. Besides, students must complete 40 hours of community involvement activities.

For students transferring to GLCT from a school outside Canada, the principal will examine the individual student’s official transcript of courses successfully completed; determine the equivalency of the student’s previous learning related to the requirements for the OSSD. Based on this determination students are informed of the number of compulsory and optional credits still to be earned, before the OSSD may be awarded. The maximum number of credits that can be awarded by the principal is 26, and 1 of the remaining 4 credits that students must take is the compulsory Grade 12 English. However, since most international students entering GLCT intend to apply to a Canadian university, they are granted a maximum of 24 credits as they must successfully complete 6 Grade 12 University Preparation or University/College Preparation courses to qualify for university admission. These six courses, including Grade 12 English, are based on the specific university or college course requirements for the programs that

the students wish to enter. The principal will reduce the number of hours of community involvement activities required, based on the number of high school years successfully completed in another educational jurisdiction. However, a minimum of 10 hours of community involvement activities will be required for all international students.

REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

This certificate will be granted upon request to students who leave school before earning the Ontario Secondary School Diploma and who have proof that they have earned a minimum of 14 credits distributed as follows:

- Seven Compulsory Courses – 2 credits in English; 1 credit in Canadian Geography or History; 1 credit in Mathematics; 1 credit in Science; 1 credit in Health/Physical Education; 1 credit in the Arts, Computer Studies or Technological Education
- Seven Optional Credits – credits selected by the student from other available courses

The principal may substitute up to 3 compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Any substitution must be made to promote and enhance student learning or to respond to special needs and interests. Students should be aware that an OSSC does not qualify them to enter college or university unless they take further courses or enter as an adult student as defined by post-secondary institutions.

REQUIREMENTS FOR 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 is a 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, but who do not qualify for either the OSSC or the OSSD.

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 Certificate and the Ontario Secondary School Diploma may later be granted if the student meets the appropriate requirements.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript is an official and comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript is kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon every student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the Ontario Student Record (OSR) folder. Copies will be provided at any time upon request by a college, university, the Ontario University Application Centre, or the individual student.

The transcript will contain for Grades 9 & 10 will contain all Grade 9 & 10 courses the student has successfully completed, with percentage grades obtained and credits earned. All Grade 11 and 12 courses completed or attempted by the student, with percentage of grades obtained and credits earned, will be recorded on the transcript. Further, the transcript will provide details on those Grade 11 and 12 courses that are re-taken for a second time to improve the mark. No mark

or indication of a course taken, and withdrawal will be recorded, if a student withdraws from a Grade 11 or 12 courses within five instructional days, following the issue of the first report card. If a student withdraws from a course after five instructional days, following the issue of the first report card, the withdrawal is noted on the OST and the student's percentage grade at that time is recorded on the OST.

Where a student takes a course for a second time, an "R" is entered opposite the course with the lower percentage grade and the credit is assigned to the higher mark.

ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, and diploma requirements met, along with other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation. Students have the right to examine the contents of their OSR at any time. Parent/guardian accessibility is encouraged.

For students 18+ years of age, parents/guardians must have their son/daughter's written permission to access the OSR. Where a student graduates or withdraws from GLCT and does not enter another Ministry inspected the school in Ontario, the OSR is placed in a Retired/Graduated file and is maintained for 55 years. The Current and Retired/Graduated files are always kept in a locked and secure place.

The OSR as an ongoing school record and will be transferred in its original form from GLCT if the student transfers to another Ministry inspected high school within Ontario. Transfer of all of the original material in the OSR occurs by Priority Post when GLCT receives a written request from the receiving school, which must be an Ontario public board school, or a Ministry inspected private school. If a student transfers outside the province of Ontario, a copy of the OSR may be transferred with written parental consent, or the written consent of the student if 18 years of age or older.

PRIOR LEARNING ASSESSMENT AND RECOGNITION .

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, both inside and outside the traditional classroom. The Ministry of Education allows schools to implement this process. GLCT does not provide for this assessment based on learning acquired outside the classroom. However, for the prior schooling obtained in each student's home country the principal grants equivalency credits, including the number of compulsory and optional credits still to be earned and the number of hours of community involvement activities, based on transcripts and previous reports provided by the student and following Ministry guidelines.

GLCT's PLAR Guidelines:

Since we have international students coming from different countries all over the world, guidance Counselor reviews the report card from the student's home country, presented by the students upon at the time of their arrival. Each student has also given ASSESSMENT tests for Math and English. Teachers mark them and after reviewing collectively the report card and Assessment results, the Guidance Counselor in consultation with the Principal grants the equivalent credits as per the Ministry Guidelines. It is recorded and kept in the student's OSR as evidence.

MINISTRY INFORMATION:

Context/Background Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students can obtain credits for prior learning. Under the direction of the principal, students can have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the Ontario Secondary School Diploma (OSSD). The PLAR process involves two components: “challenge” and “equivalency.” The course comparison information is for use in the PLAR “equivalency” process; the process for assessing credentials from other jurisdictions.

PLAR Credit Equivalency for Regular Day School Students

Students enrolled in Ontario secondary schools as regular day school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal in the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned. See Policy /Program Memorandum No.129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, 2001.

PLAR Credit Equivalency for Mature Students

For mature students enrolled in Ontario secondary schools, requirements concerning the application of the PLAR “equivalency” process differ from those for regular day school students because of the broader life experience of mature students. The “equivalency” process for mature students involves individual assessment for the purpose of granting Grade 9 or 10 credits, and/or assessment and credentials and other appropriate documentation from jurisdictions outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later. See Policy /Program Memorandum Mp.132, Prior Learning Assessment and

The following rubric could be useful in guiding decisions for granting credit equivalency:

Very Limited Relationship: many overall expectations are missing; the student may be very challenged in subsequent courses that build from this course.

Considerable Relationship: several overall expectations are not met, but generally thorough coverage of expectations is evident in the course or its prerequisite courses.

Strong Relationship: all or almost all overall expectations are met, thorough coverage of expectations is evident in the course or its prerequisite courses.

Information on Course Comparison Charts.

The charted data for each course includes:

- course name and course code
- dates of implementation
- number of hours of instruction
- additional course information, e.g., prerequisites required, if any
- course description, e.g., key concepts and skills
- strands/major concepts
- approach to assessment and evaluation

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The Ontario Secondary School Literacy Test is based on the Ontario curriculum expectations for language and communication up to and including grade 9 and tests students' reading and writing skills. Students must pass the test, or if they fail the test at least once they may take the Ontario Secondary School Literacy Course to meet the Ministry's literacy requirement to be eligible to graduate and receive the OSSD. Students who do not complete the test successfully will receive remedial help to prepare them to retake the test. Students' transcripts will contain a record of whether or not they completed this requirement. Students will normally take the test in grade 10. However, deferrals may be granted to some students. ESL students, for example, are allowed to defer taking the test until they have reached an appropriate level of proficiency in English. Accommodations will be made for students receiving special education programs and services. Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students transferring into an Ontario Secondary School and who wish to earn an OSSD must take the OSSLT and if they fail the test may either take the test a second time, which is one year from the first time they took the test, or successfully complete the Ontario Secondary School Literacy Test.

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools. 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. Students, who have been eligible to write the OSSLT twice and who have been unsuccessful at least once, are eligible to take the course. Besides, 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.

Students with special education needs and students who have progressed through an English as a Second Language program will receive specific accommodations at the time when the test is written. The credit earned for the successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement. However, the credit earned does not meet the university's compulsory entrance requirement for a credit in Grade 12 English at the University Preparation level.

COMMUNITY INVOLVEMENT

Community involvement requirement of 40 hours over the Grade 9 – 12 years, is to be completed outside the students' normal instructional hours in school. Students will maintain and provide a record of their community involvement activities using the forms provided by the school. Full completion of the forms, including the required signatures, is the responsibility of the individual student. The dates and times that students participated in this program must be recorded and confirmed by the sponsoring organization or supervisors. The guidance counselor will provide the necessary forms to document the performance of the community involvement and will include a list of the community involvement activities that the school considers acceptable and a list of those activities that are designated ineligible. Further, the guidance counselor will decide whether the student's activities have met the requirements as stipulated by

the Ministry of Education. For those students transferring to GLCT after completing two or more years in a secondary school program outside the province of Ontario, the principal will determine the number of hours of community involvement still required.

SUBSTITUTION FOR COMPULSORY COURSES

Should there be a need for the substitution of a compulsory course, the principal may substitute up to 3 compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Any substitution must be made to promote and enhance student learning or to respond to special needs and interests. Further, GLCT follows the Ministry requirements as outlined in Section 6.2 of the Ministry document, “Ontario Schools”.

STUDENT ATTENDANCE

Regular attendance is necessary for success in any learning process. The Ontario Ministry of Education requires that students complete a minimum of 110 hours of classroom instruction for each secondary school course credit. Persistent absenteeism makes it impossible for students to meet the curriculum expectations of their courses and may result in either low marks or subject failure. Valid reasons for each absence must be presented to the teacher upon the student’s return to class. Teachers are required to advise the office of students whose record of absenteeism is negatively affecting their academic standing. Students with more than five absences in a semester will be counseled by the administration and should the pattern of absences continue, the students’ parents will be informed.

LATE ASSIGNMENTS

For all substantial assignments, subject teachers will in collaboration with their students establish a deadline for the submission of the completed assignment. Where a student misses the due date, the teacher will still accept the assignment for up to 5 school days. Late marks may be deducted on these late assignments. Where extenuating circumstances legitimately prevent a student from meeting a due date the teacher may grant an additional day or days to submit the assignment. Late and missed assignments will be noted on the report card as part of the evaluation of a student’s development of learning skills and work habits.

ACADEMIC HONESTY

Students must be academically honest in all their assignments, tests, examinations, and any other work that has been designated by the teacher for evaluation. Students found to be academically dishonest, i.e., cheating and plagiarism will receive a mark of zero on that particular evaluation, and their parents/guardians will be advised. Cheating is the act of violating the rules as outlined by the teacher concerning essays, projects, tests, exams, quizzes, etc. Such action will result in a mark of zero and parents will be contacted. Plagiarism is the act of using another person’s ideas, expressions or representations in your work without acknowledging the sources. Where a teacher suspects plagiarism the student will be asked to provide proof to the teacher that the work is original and if the student fails to provide such proof or the proof is unconvincing the teacher will assign a mark of zero to the work. If the teacher determines that the plagiarism is unintentional and of a relatively minor nature, the teacher at his or her discretion may allow the student to re-work or re-do the assignment as opposed to assigning a mark of zero. Detailed GLCT guidelines have been developed related to academic honesty, cheating, and plagiarism.

SCHOOL YEAR ORGANIZATION

The Great Lakes College of Toronto offers courses over three semesters (fall, winter, and summer). The fall and winter semesters are divided into two separate terms, thereby enabling students to begin and complete courses at five different times over the school year. In Semester One the school day is divided into five periods, with each period ninety minutes in length. In Semesters Two and Three the school day consists of six periods with each period seventy-five minutes in length. Student reports are prepared and distributed at the mid-point and end of each semester. Marks, teacher comments, lates, and absences, are indicated on these reports for each course. Special progress reports are generated at any time at the request of parents or school officials.

STUDENT ASSESSMENT AND EVALUATION

STUDENT ASSESSMENT

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course and its primary purpose is to improve student learning. Assessment involves assessment FOR learning, assessment AS learning, and assessment OF learning. Assessment OF learning (evaluation) is the process of interpreting and judging the quality of students' work based on established criteria. Students will be given multiple opportunities to demonstrate achievement of curriculum expectations. It should be noted that learning skills and work habits are as important to student achievement as the acquisition of curriculum expectations. They are reported in the appropriate section of the report card, using the descriptors: excellent; good; satisfactory; needs improvement. Teachers obtain assessment information in a variety of ways including formal and informal observations, discussions, learning conversations, questioning, conferences, homework, group tasks, demonstrations, projects, portfolios, performances, peer and self-assessments, essays, tests, and examinations.

STUDENT EVALUATION

Evaluation is the process of integrating and synthesizing summative assessment information from a variety of sources and using this information to make judgments about how well students have achieved the curriculum expectations and to place a value on the student's achievement of the expectations about the achievement chart provided in the Ministry Curriculum documents. Teachers will collect meaningful information that will help form instructional decisions, promote student engagement, and improve student learning.

Teachers, therefore, use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including students with special education needs, including those who are learning English, the language of instruction;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan the next steps for their learning.

FINAL EXAMINATIONS

- Students are required to write final examinations in all courses at the end of each semester
- In addition to the final examination a student may be required to complete a course culminating activity, e.g. project, ISU
- The final examination and/or culminating activity will be 30% of the final mark for the course and the remaining 70% of the final mark will be for the student's term work.

TERM WORK

The term work will be 70% of the final mark. This mark will be based on evaluations of homework, assignments tests, mid-semester examination, quizzes, lab reports, and class participation, etc. Students will be allowed to 'make up' legitimately missed assignments, tests, projects.

REPORTING STUDENT ACHIEVEMENT

INTRODUCTION

An achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practices and a framework within which student achievement is assessed and evaluated.

- The chart is organized into four broad categories: Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections. The Names of the categories vary from one discipline to another, reflecting differences in the disciplines.
- The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve; as a guide for gathering assessment information; enable teachers to make consistent judgments about the quality of student work; and provide clear feedback to students.
- The achievement chart allows GLCT teachers to use a provincial standard when assessing and evaluating their students' achievement. A variety of materials are made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

REPORT CARDS PROCEDURES,

During the course of a semester, students and their parents will receive a mid-semester report and a final report. The mid-semester report will include a percentage mark for each subject, along with teacher comments. At the end of the semester, final examinations are held in each subject. The final report will reflect the final course mark for the semester and will also indicate the total number of credits the students has earned in the semester. The final mark for each course, which is reflected on the report and the Ontario Student Transcript, consists of 70% for term work and 30% for a final examination and/or culminating activity.

COURSES

COURSE PREREQUISITES

Most courses extend or build upon the knowledge and skills developed in another course(s). The course that provides the required background and training becomes the prerequisite for the course. If a course has a prerequisite, it will be noted following the course description. The prerequisite course must be successfully completed before the student may register in the next course. In the course descriptions that follow the prerequisite is noted at the end of each course description.

COURSE AND COURSE TYPE CHANGES

Students may change or drop a course within 5 days of starting a course. The course fees are refunded if the course is dropped during this period, while after the 5 days there will be no refund and the tuition paid for the course is forfeited. Since each course at GLCT is offered at one level only, a student can't change the course type.

COURSES OFFERED AT THE GREAT LAKES COLLEGE OF TORONTO

ARTS

Drama	Gr. 9, Open Prerequisite: None	(ADA1O)
Dramatic Arts	Gr. 12 University/College Preparation Prerequisite: ADA3M	(ADA4M)
Media Arts	Gr. 12 University/College Preparation Prerequisite: Media Arts, Grade 11, University/College Preparation	(ASM4M)
Visual Arts	Gr. 9 Open Prerequisite: None	(AVI1O)
Visual Arts	Gr. 10 Open Prerequisite: None	(AVI2O)
Visual Arts	Gr. 11 University/College Preparation Prerequisite: Visual Arts, Grade 9 or 10 Open	(AVI3M)
Visual Arts	Gr. 12 University/College Preparation Prerequisite: Visual Arts, Grade 11 University/College Preparation or Open	(AVI4M)

BUSINESS STUDIES

Information and Communication Technology in Business	Gr. 9 Open Prerequisite: None	(BTT1O)
Information and Communication Technology in Business	Gr. 10 Open Prerequisite: None	(BTT2O)
Financial Accounting Fundamentals:	Gr. 11 University/College Preparation Prerequisite: None	(BAF3M)
Financial Accounting. Principles:	Gr. 12 University/College Prep Prerequisite: BAF3M	(BAT4M)
International Business:	International Business Prerequisite: None	(BBB4M)

CANADIAN AND WORLD STUDIES

Issues in Canadian Geography	Grade 9 Academic Prerequisite: None	(CGC1D)
Canadian History since World I	Grade 10 Academic Prerequisite: None	(CHC2D)
Civics	Grade 10, Open Prerequisite: None	(CHV2O)
Canadian and World Issues	A Geographic Analysis Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	(CGW4U)
World History, The West and The World	Grade 12 University Preparation Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	(CHY4U)
Analyzing Current Economic Issues	Gr. 12 University Preparation Prerequisite: Any university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	(CIA4U)
Canadian and World Politics	Gr. 12 University Preparation Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	(CPW4U)

COMPUTER STUDIES

Computer Science	Grade 12 University Preparation Prerequisite: ICS3U	(ICS4U)
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ENGLISH AS A SECOND LANGUAGE

Level 1	(ESLAO) Prerequisite: None
Level 2	(ESLBO) Prerequisite: ESLAO
Level 3	(ESLCO) Prerequisite: ESLBO
Level 4	(ESLDO) Prerequisite: ESLCO
Level 5	(ESLEO) Prerequisite: ESLDO

ENGLISH

English:	Gr. 9 Academic Prerequisite: None	(ENG1D)
English:	Gr. 10 Academic Prerequisite: ENG1D or ENG1P or ESLDO	(ENG2D)
English:	Gr. 11 University Preparation Prerequisite: ENG2D	(ENG3U)
English:	Gr. 12 University Preparation Prerequisite: ENG3U	(ENG4U)
The Writer's Craft:	Gr. 12 University Preparation Prerequisite: ENG3U	(EWC4U)
Ont. Sec. School Lit. Course:	Gr. 12, Open Prerequisite: Failed OSSLT	(OLC4O)

GUIDANCE AND CAREER EDUCATION

Career Studies	Grade 10 Open Prerequisite: None	(GLC2O)
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HEALTH AND PHYSICAL EDUCATION

Health Active Living Education **Grade 9, Open** **(PPL10)**
Prerequisite: None

MATHEMATICS

Principles of Mathematics **Grade 9, Academic** **(MPM1D)**
Prerequisite: None

Principles of Mathematics **Grade 10, Academic** **(MPM2D)**
Prerequisite: MPM1D

Functions, Grade 11 **University Preparation** **(MCR3U)**
Prerequisite: MPM 2D

Advanced Functions **Grade 12 University Preparation** **(MHF4U)**
Prerequisite: MCR3U

Calculus and Vectors **Grade 12 University Preparation** **(MCV4U)**
Prerequisite: MHF4U or taking MHF4U concurrently with MCV4U

Mathematics of Data Management **Grade 12 University Preparation** **(MDM4U)**
Prerequisite: MCR 3U

SOCIAL SCIENCES AND HUMANITIES

Nutrition and Health **Grade 12, University Preparation** **(HFA4U)**
Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities

SCIENCES

Science **Grade 9 Academic** **(SNC1D)**
Prerequisite: None

Science **Grade 10 Academic** **(SNC2D)**
Prerequisite: SNC1D

Biology **Grade 11 University Preparation** **(SBI3U)**
Prerequisite: SNC2D

Biology **Grade 12 University Preparation** **(SBI4U)**
Prerequisite: SBI3U

Chemistry **Grade 11 University Preparation** **(SCH3U)**
Prerequisite: SNC2D

Chemistry **Grade 12 University Preparation** **(SCH4U)**
Prerequisite: SCH3U

Physics **Grade 11 University Preparation** **(SPH3U)**
Prerequisite: SNC2D

Physics **Grade 12 University Preparation** **(SPH4U)**
Prerequisite: SPH3U

E-LEARNING

GLCT believes Learning in classroom is more personal and interacting, therefore focused on imparting in-person learnings throughout until the COVID-19 Pandemic hit us. Due to the circumstances swiftly moved to e-learning using the Microsoft Teams as the platform of teaching/ learning. The following courses are being offered through synchronous teaching/learning: CGW4U, MHF4U, SBI3U, and SBI4U.

ACCESS TO MINISTRY POLICY GUIDELINES & OUTLINES OF COURSES OF STUDY

Students and their parents/guardians have full access to the Ministry of Education Curriculum Policy Documents and the GLCT Courses of Study that is based on the Ministry Policy Documents. These Ministry documents and the GLCT Courses of Study are shared with each student at the beginning of the semester. All course outlines can be found in the binder located in

the main office. Moreover, all course outlines can be accessed digitally from “GLCT Student” team.

Ontario curriculum policy documents: <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

COURSE DESCRIPTIONS

A) ARTS

DRAMATIC ARTS, GRADE 12 UNIVERSITY/COLLEGE

ADA10

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

DRAMATIC ARTS, GRADE 12 UNIVERSITY/COLLEGE

ADA4M

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 analyze 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

MEDIA ARTS, GRADE 12, UNIVERSITY/COLLEGE

ASM4M

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation

VISUAL ARTS, GRADE 9, OPEN

AVI10

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

VISUAL ARTS, GRADE 10, OPEN

AVI20

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the

creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE **AVI3M**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that includes drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form, e.g., photography, video, computer graphics, information design.

Prerequisite: Visual Arts, Grade 9 or 10, Open

VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE **AVI4M**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

B) BUSINESS STUDIES

INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS **BTT10**
GRADE 9, OPEN

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Prerequisite: None

INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS **BTT20**
GRADE 10, OPEN

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Prerequisite: None

FINANCIAL ACCOUNTING FUNDAMENTALS **BAF3M**
GRADE 11 UNIVERSITY/COLLEGE

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, ethics and current issues in accounting.

Prerequisite: None

**FINANCIAL ACCOUNTING PRINCIPLES
GRADE 12, UNIVERSITY/COLLEGE**

BAT4M

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

**INTERNATIONAL BUSINESS FUNDAMENTALS
GRADE 12, UNIVERSITY/COLLEGE**

BBB4M

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

Prerequisite: None

C) CANADIAN AND WORLD STUDIES

ISSUES IN CANADIAN GEOGRAPHY, GRADE 10 OPEN

CGC1D

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10 OPEN

CHC2D

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

CIVICS, GRADE 10, OPEN**CHV20**

Politics is about how societies are governed, how public policy is developed, and how power is distributed. Civics is a branch of politics that focuses on the rights and responsibilities associated with citizenship, the role of governments, and how people can get involved in the political process and take action on issues of civic importance. The study of civics supports students in becoming informed, engaged, and active citizens in the various communities to which they belong, whether at the local, national, or global level.

Prerequisite: None

**CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS,
GRADE 12, UNIVERSITY PREPARATION****CGW4U**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills for geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities.

**WORLD HISTORY: THE WEST AND THE WORLD
GRADE 12, UNIVERSITY PREPARATION****CHY4U**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities

ANALYZING CURRENT ECONOMIC ISSUES**CIA4U**

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 trade-offs, growth, and sustainability and related economic issues.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**CANADIAN AND WORLD POLITICS, GRADE 12, UNIVERSITY
PREPARATION****CPW4U**

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical

thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities

D) COMPUTER STUDIES

COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION ICS4U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: ICS3U

E) ENGLISH-AS-A-SECOND LANGUAGE

ENGLISH-AS-A-SECOND LANGUAGE LEVEL 1 ESLAO

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.

Prerequisite: None

ENGLISH-AS-A-SECOND LANGUAGE LEVEL 2 ESLBO

This course extends student's listening, speaking, reading and writing skills in English for everyday 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.

Prerequisite: ESL Level 1 or equivalent

ENGLISH-AS-A-SECOND LANGUAGE LEVEL 3 ESLCO

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

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 courses.

Prerequisite: Grade 10 English, Academic

ENGLISH, GRADE 12, UNIVERSITY

ENG4U

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

Prerequisite: Grade 11 English, University Preparation

THE WRITER'S CRAFT, UNIVERSITY

EWC4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, University Preparation

ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12, OPEN

OLC40

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.

G) GUIDANCE AND CAREER EDUCATION

CAREER STUDIES, GRADE 10, OPEN

GLC20

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

H) HEALTH AND PHYSICAL EDUCATION

HEALTH ACTIVE LIVING EDUCATION

PPL10

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

Prerequisite: None

I) MATHEMATICS

PRINCIPLES OF MATHEMATICS, GRADE 9 ACADEMIC

MPM1D

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

PRINCIPLES OF MATHEMATICS, GRADE 10 ACADEMIC

MPM2D

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation.

Prerequisite: Principles of Mathematics, Grade 9 (Academic)

FUNCTIONS, GRADE 11, UNIVERSITY PREPARATION

MCR3U

This course introduces the mathematical concept of the function by extending students/experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse function; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

ADVANCED FUNCTIONS GRADE 12, UNIVERSITY PREPARATION

MHF4U

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

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

CALCULUS AND VECTORS

MCV4U

GRADE 12, UNIVERSITY PREPARATION

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

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

MATHEMATICS OF DATA MANAGEMENT

MDM4U

GRADE 12, UNIVERSITY PREPARATION

This course broadens student' 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 mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: MCR3U

J) SOCIAL SCIENCES AND HUMANITIES

NUTRITION AND HEALTH, GRADE 12, UNIVERSITY

HFA4U

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.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

K) SCIENCES

SCIENCE, GRADE 9, ACADEMIC

SNC1D

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

SCIENCE, GRADE 10, ACADEMIC

SNC2D

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

Prerequisite: Science, Grade 9, Academic (SNC1D)

BIOLOGY, GRADE 11, UNIVERSITY PREPARATION

SBI3U

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

Prerequisite: Science, Grade 10, Academic (SNC2D)

BIOLOGY, GRADE 12, UNIVERSITY PREPARATION

SBI4U

This course provides students with 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 life sciences and related fields.

Prerequisite: Grade 11 Biology, University Preparation

CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION

SCH3U

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the 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.

Prerequisite: Science, Grade 10, Academic (SNC2D)

CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION

SCH4U

This course enables students to develop an understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop their problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: Grade 11 Chemistry, University Preparation

PHYSICS, GRADE 11 UNIVERSITY PREPARATION

SPH3U

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. This will enhance their scientific investigation skills as they test the laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic (SNC 2D)

PHYSICS, GRADE 12, UNIVERSITY PREPARATION

SPH4U

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

Prerequisite: Grade 11 Physics, University Preparation

SCHOOL SUPPORT SERVICES

GUIDANCE AND CAREER COUNSELLING

Throughout their time at GLCT, students will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields, and learn to make appropriate educational and career choices. The guidance counselor, principal, and other administrative staff provide students with:

- Clear information regarding the student competencies required in each subject
- A range of career exploration activities within each curriculum
- An annual education plan for each student
- Individual assistance and short-term counseling
- Program of study advice
- Counseling on academic, vocational, and personal matters

- Encouragement to take advantage of tutoring that is provided in certain subject areas
- Assistance to devise strategies and supports for students, who are experiencing academic difficulties
- Assistance in applying for university or college admission and scholarships. The guidance office has a university and college course calendars and other pertinent information related to programs and admission requirements. The guidance staff and principal assist each student and his or her parents in their research to determine the university or college program the student wishes to enter, along with the universities or colleges that will best meet the student's career aspirations.
- Ongoing liaison with parents to deal with their concerns or questions

COURSE SELECTION FORM

A course selection form is shared with parents and students. The guidance Counselor then plans to interview with parents/students to discuss the complete education plan of the son/ daughter leading up to the graduation. Furthermore, in case a student wants a change in the educational plan, a new meeting is set up with the parents and students to refine and modify the educational plan for the success of the students. Students are asked to fill in the Drop/ Add course form, virtually approved by the parents to bring them on the same page. The guidance counselor then finalizes the modified plan in consultation with the subject teacher and the Principal.

STUDENT ACADEMIC SUPPORT

Classroom teachers provide individual support to students during and after class. Teachers develop academic intervention and special strategies where necessary. Besides, peer tutoring clubs are available in most subject disciplines. Classes in the ESL program are kept small (10 or fewer students), thereby enabling teachers to individualize ESL instruction where necessary.

INTERVENTION STRATEGY

All students are supported to continuously improve their ability to demonstrate the curriculum expectations established by the Ministry of Education in Literacy and Numeracy. Classes in the ESL program are kept small (10 or fewer students), thereby enabling teachers to individualize ESL instruction where necessary. We offer innovative and experiential programs for the benefit of students. Personalized, precise supports and interventions when and where needed, are provided. Strategies: Authentic Entrance test to prevent misplacements of students in proper grades, Teachers use formative assessments to create immediate and decisive interventions for 'at-risk' students. Designated blocked time for Literacy, Staff Professional Development to develop their capacity in supporting high yield instructional strategies. The principal supervises, supports, and evaluates the ongoing implementations of high yield strategies for improving classroom instructional/ students' learning.

- ✓ Intervention Team: Teacher, Guidance Counselor, and the Principal. Specialized Intervention for 'At-Risk' students:
- ✓ Teachers provide an informed diagnosis of the student, their strengths, and needs.
- ✓ Guidance Counselor identifies problems associated with learning certain subjects and attendance.
- ✓ Credit loss prevention: this in-class strategy focuses on assisting students encountering difficulties by supporting and aggressively monitoring their progress. Out of the class- Peer tutoring is arranged.

COMPUTER LABS

Every student is expected to possess their own computing devices (laptop, tablet, or computer, etc.), however, the school has a few devices reserved to loan teachers and students in case of requirement. School provides wireless access for all students in the classroom.

LIBRARY SERVICES

GLCT does not have an on-site library available to students. However, a branch of the Toronto Public Library is located one block from the school. Students and teachers are encouraged to make full use of the services provided by the public library.

COMMUNITY RESOURCES

In addition to the opportunity for our students to become a member of the Toronto Public Library and their full range of services, they are informed of the wide variety of community resources, e.g., religious, cultural that are available in the local Junction/High Park area of Toronto. Resource information documents can be found in the “GLCT Student” Team.

STUDENT WITHDRAWAL FROM COURSES (GRADES 11 & 12)

Students considering withdrawing from a current course must schedule an appointment with either the principal or the school guidance counselor. During the appointment, there will be a discussion of the reasons for the request along with the consideration of other options. Parents will be contacted before the withdrawal is completed. Where a student withdraws from a course up to and including 5 school instructional days following the receipt of a mid-semester report, the withdrawal will not be noted on the Ontario Student Transcript, nor will it be posted to the student’s account on the Ontario Universities Application Centre (OUAC). For students who withdraw from a course after 5 school instructional days following the receipt of a mid-semester report, the student’s percentage grade will be recorded on the Ontario Student Transcript, along with a “W”(Withdrew) in the “Credit “column.

SUPPORT FOR STUDENTS NEEDING ENGLISH LANGUAGE SUPPORT

Teachers will incorporate as necessary a variety of instructional strategies for former ESL learners and any other students, for whom English is not their first language, Also, to better prepare ESL students for their academic program after ESL, they are required to successfully complete ENG 2D along with ESLEO, before enrolling in ENG 3U.

CREDIT RECOVERY COURSE

Credit Recovery serves as a key intervention for At-Risk students. It is one essential component of the student success initiative to reengage students. At GLCT, we help students develop to their fullest potential to experience success. Though we do not run a specific Credit Recovery Program on our school calendar, however, a credit recovery option is available on a need basis. We believe that Credit Recovery is an essential option for students who experience failure due to unavoidable circumstances and/or academic gaps. The subject teacher plays a vital role and provides the relevant information regarding student’s ability and successfully achieved overall expectations of the course. Our Credit Recovery Team comprised of the subject teacher, credit recovery teacher, counselor, and the Principal to assess student’s missed learning expectations to design a specific program accordingly. The final product is assessed and graded by the credit recovery teacher in consultation with the subject teacher and approved by the Principal before granting the credit.

STUDENTS TAKING COURSES OUTSIDE

GLCT offers and supports the integrity and the credibility of each course earned by the students. Keeping that in mind, students are discouraged and not allowed to take courses from any

institution that we are not familiar of their academic standards and authenticity. It is not a common practice at GLCT. Only in the unavoidable circumstances (in case a time-bounded course is required to graduate; the student is required to obtain written permission of the Guidance Counselor who then will check the authenticity of the course granting institution) before taking the course outside.

OPPORTUNITIES FOR STUDENTS WHO FAIL TO ACHIEVE GRADUATION

Students who fail to achieve all the requirements for graduation including academic, literacy, and community service are interviewed by the guidance counselor who will discuss the various options available to the individual student and jointly develop an action plan that will lead ultimately to graduation.

PARENT SUPPORT

At GLCT, we believe that there is no better learning context than the two groups of caring adults building relationships for the benefit of our students.

Parents are supported by the Admission Officers (even before the admission) and the Guidance Counselor (after the admission) in understanding the School Course Calendar. The detailed information of the graduation requirements, info about the compulsory courses, familiarize them about different post-secondary pathways with specific information about their child's chosen pathway. Students and parents are informed of the prerequisites of the courses they intend to take. Parents are even supported with our services of airport pick up, bringing to school dorm with the allocated room, meal plan in the residence, and medical insurance.

Parents have been actively involved and supported throughout by the Guidance Counselor via meetings, remotely. Parents can contact the Admission Officer, Guidance Counselor, and the Principal for any concerning issues, and their concerns are looked after within 24 hours. Their concerning matters can range from the Attendance to the Academics; from the Admission application to the Visa application; from the sickness to social issues. The Principal sends the updated information of the school-related situations and circumstances, consistently.

SCHOOL EXPECTATIONS AND REGULATIONS

STUDENT ACADEMIC RESPONSIBILITIES

Students are expected to attend and be punctual for all their classes in each course, complete homework, assignments, presentations, etc. to the best of their ability, and maintain a consistently high level of focus on their studies at all times. Absence from class for illness is understandable; however, if the number of days becomes excessive the absence will impact negatively on a student's progress. Students who need to be absent for reasons other than illness must meet before the absence with either the guidance counselor or principal to apply for the absence. Punctuality for all classes, every day is also a school expectation. Excessive absences or lates will be referred by the teachers to the guidance counselor or principal.

STUDENT CODE OF CONDUCT

Students, teachers, other staff and visitors to GLCT must have the right to be safe, and to feel safe at all times in the classrooms, common areas, and residences of GLCT along with at school-related activities and events that are away from the school. Further, it is expected that the school environment in addition to being safe at all times it is inclusive and accepting.

The administration and teachers expect students to adhere to the school's rules and regulations.

Students are expected to at all times exhibit:

- Respect for all teachers and the classroom regulations as established by the school teachers
- Respect for fellow students and their rights
- Respect for the property of others including students, teachers, and GLCT
- Regular attendance and punctuality regarding assigned classes and special events
- The unconditional support of the school's operating rules and regulations
- Full participation in the learning activities designed for the various courses of study
- Acceptance of the academic requirements as established by the Ministry and GLCT
- Total commitment to their educational program
- In summary, each student is asked to demonstrate respect for learning and for the procedures established to promote learning

DRESS CODE

Although GLCT does not require students to wear uniforms, there is a requirement for an appropriate school dress. Students are expected to wear appropriate slacks/skirts, shirts, or blouses, and footwear. Jeans and T-shirts are acceptable if clean, pressed, and generally neat in appearance. In hot weather, walking shorts are acceptable, as are sneaker/tennis style shoes. The following are not acceptable at any time:

- Ragged cut-off jean shorts
- Tank tops
- Bare midriffs
- Slippers or beach sandals

LEAVE OF ABSENCE

The purpose of this policy is to ensure that students will not forfeit their rights, owing to a misunderstanding of the Leave of Absence policy. This could result in their being rejected by Canadian government officials when they wish to return to the GLCT. To qualify to return to their home country for a visiting student must:

- Have attended a minimum of two continuous long semesters
- Have a tuition fee balance of 4 courses (unless fewer are required for graduation)
- Have signed letter and envelope from parents or guardians approving their return
- home
- Have a round trip ticket (non-refundable)
- Apply for a leave of absence to the principal or guidance office for approval at least one week prior to the requested departure date.

GLCT'S POLICIES

PLAGIARISM

Plagiarism is defined as taking the work or ideas of another person and using their work or ideas without clearly acknowledging the source of the information. Examples of plagiarism follow:

- Copying word for word from any source, without proper acknowledgment. This copying includes single sentences, the entire paper.
- Paraphrasing sentences, paragraphs, entire paper, or ideas from any source, without proper acknowledgment.
- Submitting in its entirety or partially the writing of another student and indicating that it is their own writing.
- Permitting another student to copy his or her work and subsequently submitting it as his or her own.
- All teachers explain the definition of plagiarism and the consequences of plagiarizing. At the beginning of each quad/semester, Plagiarism videos are shown to the students to ensure they comprehend the seriousness of the plagiarism.
- ✓ Teachers generate the discussion around the different aspects of plagiarism and assess students' understanding by asking the following questions:
 - ✓ What do you think about Plagiarism?
 - ✓ What do you suggest can prevent this?
 - ✓ How will you show me that this will not happen again?

CONSEQUENCES TO STUDENT OF PLAGIARISM

Since students come from different countries with different cultures, we use the teachable moments by following the given steps.

- Have a conversation with the **first-time plagiarizer** and use this time as teachable moments to review with him/her, the serious consequences of the plagiarizing and to inform that all their future work will be scrutinized very carefully (Hopefully students will not repeat the error and that's the real learning).
- Ask the student to resubmit the assignment to justify their knowledge and understanding.
- Work with them to improve their confidence in expressing their own opinions rather than just copying someone else's ideas.
- Provide feedback/strategies to them to improve the level of their work and thus their preparedness.

- Inform them plagiarism can cost them their graduation and/or even the scholarships. Use your professional judgment and compassion to make an informed decision. You know your students better.
- **Second offense**-deduct the marks for the portion or section of the work plagiarized. The teacher will provide the details of the plagiarism to the principal, who will contact the student's parents.
- **On the third offense**- the student's work will be confiscated by the teacher and the student will be assigned a mark of "zero" for the entire essay, assignment, or project. The teacher will provide the details of the plagiarism or cheating to the principal, who will withdraw the student from the course, with a subsequent loss of credit, and advise the student's parents.

LATE AND MISSED ASSIGNMENT POLICY

At the time a new assignment is given to a class, the teacher will establish a completed assignment due date in consultation with the students. This will help to ensure that the due date is achievable and provide students with sufficient time to complete and submit their assignments.

Students who are absent on the due date, must meet with the teacher the first day they return, submit their assignment, and explain the reason for their absence on the due date. The teacher will accept this late assignment with or without penalty, depending on the reason for the absence.

For assignments that are not submitted on the due date or the first day after their return from an absence, the teacher may select to modify the due day, based on extenuating circumstances identified by the student. A new or extended due date will be determined. This date may be with, or without a mark deduction, depending on the extenuating circumstances.

Submissions after 10 school days will not be accepted and the student will receive a mark of zero for the assignment. For late assignments, and no extension has been given, or the extended due date is missed, will discuss the matter with the principal.

For assignments that are missed and before the completion of the course, teachers may at their discretion, and based on what they believe is in the best interests of the individual student, give the student a replacement assignment or the same original assignment re-assigned and with specific completion deadlines.

CHEATING

CONSEQUENCES TO STUDENT OF CHEATING ON A TEST

If a student is found to be cheating on a test, the student will be allowed to finish the test. Upon completion of the test, the teacher will bring the student to the principal. The student will receive zero for the portion of the test he or she cheated on the first offense and parents will be contacted. If the student is found to be cheating for a second time on a test, a mark of zero will be given and the parents informed of this second instance of cheating and if students do it continuously, the student will be asked to withdraw from the course and there will be a loss if the credit for the course.

CONSEQUENCES TO STUDENT OF CHEATING ON AN EXAMINATION

If a student is found to be cheating on an examination, the student will be allowed to finish the examination. Upon completion of the examination, the teacher will bring the student to the principal. For the first offense of cheating on an examination the student will be required to write a second examination that is different and of equal or greater difficulty from the first one. This second examination will be marked and a mark of zero will be given for the portion cheated. The parents will be advised of cheating and the allocation of the mark for the cheated section. Should the student be found to be cheating on an examination for a second time, the student will complete the examination and then brought to the principal. The principal will remove the student from the course, with a subsequent loss of the credit and the parents will be informed.

GLCT PROGRAM TO EDUCATE STUDENTS RE: PLAGIARISM

A four-lesson program to educate student re plagiarism, has been designed By Ms. Ciavarella. Ms. Ciavarella will provide an in-service session for select teachers so that they can work with her to present the four lessons to all students. All remaining teachers will be provided with a copy of the Plagiarism program.

The topic and time required for each lesson follows:

- | | |
|----------|--|
| Lesson 1 | Definition of Plagiarism (20 minutes) |
| Lesson 2 | Summarizing, Paraphrasing and Quoting (15 minutes) |
| Lesson 3 | Paraphrasing (50 minute) |
| Lesson 4 | In-text Citations (40 minutes) |

ACADEMIC INTEGRITY QUIZ

An Academic integrity Quiz (attached) has been developed. It can be used as a pre-test before the implementation of the GLCT program and as a post-test at the end of the program

GREAT LAKES ATTENDANCE POLICY

The Great Lakes encourages and promotes regular attendance. Here, at the Great Lakes, we believe attendance is very vital to the process of students' learning. Educational research has consistently shown a strong link between Attendance and Academic achievements. Every student is expected to attend all the classes every school day. There will be serious consequences for not following the Attendance policy of the school.

If a student is unable to attend the school due to the sickness or other unavoidable cause(s), the student is expected to call the main office at 416-763-4121 or email query@glctschool.com to inform the receptionist and indicate the reason of absenteeism.

A significant number of absences will place a students' credit in jeopardy for meeting the course

Expectations. The student may be at the risk of losing the credit. All students must go over this policy carefully to avoid any serious consequences and/or expulsion.

# of absences	Person to inform
1 absence	Teachers: Speak with the student to find out the reason. Review the policy with students. (Record the date and time).
2 absences	Teachers: Inform the Guidance Counselor (Record the date and time)
3 absences	Teachers: Inform the Admission Officer and Attendance Secretary. The admission officer will then contact the parents/agents. 1st notification to parents.
4-5 absences	Teachers: Inform the Guidance Counselor and Attendance Secretary. A meeting with the Principal will be scheduled. 2nd notification to parents.
7-8 absences	Admission Officers will again be notified. 3rd and final notification to parents.
10 absences	The student will be removed from the course. The student will have to pay the full fee to reinstate in that course. Immigration Office will also be notified of our decision.

GLOA ACCEPTABLE USE POLICY

1) Personal Safety Rules

- Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.
- Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- Never reveal your access password or that of anyone else.
- Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you.
- Never publish the specific dates, times and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

2) Unacceptable Sites and Materials

- On a global network such as the Internet it is impossible to effectively control the content of the information. On occasion, users of online systems may encounter material that is controversial and which other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to intentionally access such material. If such material is accessed by accident, the incident must be reported immediately to a teacher or appropriate authority.
- Great Lakes Online Academy is committed to meeting obligations under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing safe schools and workplaces that respect the rights of every individual. Discrimination and harassment will not be tolerated. It is not acceptable to use online systems to knowingly access sites, which contain material of a discriminatory or harassing nature.
- Users of the GLOA Online systems will not knowingly access, upload, download, store, display, distribute or publish any information that:
 - is illegal or that advocates illegal acts or facilitates unlawful activity;
 - threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;

- uses inappropriate and/or abusive language or conduct;
- contains inappropriate religious or political messages;
- violates or infringes the rights of any other person according to the Great Lakes Online Academy policies, Ministry of Education policies, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms;
- is racially, culturally or religiously offensive;
- encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
- is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature;
- contains personal information, images, or signatures of individuals without their prior informed consent;
- constitutes messages of sexual harassment or which contains inappropriate romantic overtones;
- solicits any users on behalf of any business or commercial organization without appropriate authorization;
- supports bulk mail, junk mail or "spamming";
- propagates chain letters, or other e-mail debris;
- attempts to hide, disguise or misrepresent the identity of the sender.

3) Prohibited Uses and Activities

All users of GLOA online systems will not do the following:

- Copy, download, install or run viruses or other inappropriate or unauthorized materials such as games, files, scripts, fonts, or dynamic link libraries (DLL's) from any source.
- Damage or erase files or information belonging to any person without authorization.
- Use any other person's account on the system.
- Cause any user to lose access to the system - for example, by disabling accounts or changing passwords without authorization.
- Compromise themselves or others by unauthorized copying of information, work or software belonging to others, encouraging others to abuse the computers or network, displaying, transferring or sharing inappropriate materials. Software pirating and unauthorized copying of material belonging to others is regarded as theft.

- Copy, transfer or use files, programs or any other information belonging to the GLOA for any reason whatever unless the licensing specifically permits such actions.
- Attempt to subvert the GLOA networks by breaching security measures, hacking accessing records without authorization or any other type of disruption.
- Take the ideas, writings or images of others and present them as if they were yours. Under copyright laws, all information remains the property of the creator(s)/author(s) and therefore permission is required for its use. The use of copyright materials without permission can result in legal action.

4) Consequences

Inappropriate use of online access by students and staff could result in disciplinary action that may include legal action and/or involvement of police.

5) Online Publishing

Information published on the Internet or Intranet can reach millions of people who are mostly unknown to the original publishers. For this reason, it is important to regulate information that is published through the facilities of the Toronto District School Board.

- The electronic publication of information using the facilities of the GLOA is subject to all GLOA policies and guidelines.
- A means of contacting the publisher of any collection of information (such as a Web site) must be clearly identified on the opening screen of the collection.
- The information published online must be kept current and accurate with no conscious attempt to mislead the reader.
- Personal information such as personal addresses, phone numbers, individual or group pictures, or signatures cannot be published without express informed permission according to GLOA procedures.
- The appropriate school or department administrator is responsible for ensuring that all work published is original or has been cleared for copyright with the originator and ownership of the copyright is clearly indicated.
- Advertising on any GLOA related electronic publication is subject to the approval of the appropriate supervisory officer.
- All Web pages hosted on the GLOA corporate site or paid for by the GLOA are considered property of the GLOA.

6) Liability

Great Lakes Online Academy makes no warranties of any nature or kind, expressed or implied, regarding its online services or resources, the continued operation of these

services, the equipment and facilities used and their capacities, or the suitability, operability and safety of any program or file posted on GLOA systems for any intended purpose.

TECHNICAL REQUIREMENTS FOR ONLINE COURSES

Online courses have been designed to expand the opportunities and extend more options to all 21-century students to reach their fullest potential with the use of the Internet and Technology. Courses have been encouraged and promoted by the Ministry of Education in Ontario to meet the needs of current students' educational needs. This Instructional Design follows the guidelines that most high schools and universities are following.

The Internet and technology will give students more options for learning.

However, to have this new platform to be successful, we will need to upgrade the Internet, WIFI and computer capabilities. Please note the requirements below that are necessary for online learning.

- Both Microsoft Teams and Moodle will be used for the online learning.
- Microsoft Teams will be used for communication between teacher and students, discussion forum, and weekly real-time video conferencing.
- Lesson videos, supplementary materials, attendance, assignments and tests will be done on Moodle.
- Each student will receive their own school's Office 365 account, which will be used to log in Microsoft Team and Moodle, as well as checking emails from the teacher.
- WIFI connection available in each classroom for the student to use. Each student should have an average of 5-10 Mbps (megabits per second) download speed, and 2 Mbps upload speed.
- The download speed is important for seamless weekly real-time video conferencing with Microsoft Team and viewing lesson videos from Moodle.
- The upload speed is important for bi-weekly real-time video conferencing with Microsoft Team and upload answers for paper-based test.
- Minimum Hardware Requirement:
 - PC: Intel Core i3 or equivalent, 8 GB of RAM
 - OS: Windows 7 or newer, MacOS (Chromebook is not compatible with the Safe Exam Browser)
 - Apple iPad with iOS 13
- Recommended add-on:
 - Touch Screen with Style Input support
 - Apple iPad with Apple Pen
 - Drawing Tablet: i.e. Huion New 1060Plus Graphics Drawing Tablet or Wacom Drawing Tablet

THE GREAT LAKES COLLEGE OF TORONTO
SCHOOL YEAR CALENDAR
2020 – 2021

NOTE:

- **Each quad semester has total 44 instructional days, each period is 75 minutes, and double periods for each class. Therefore, total number of instructional hours is 110 hours.**
- **Semester one consists of two Quads.**
 - ✓ 1st Quad: Sept. 08, 2020 - Nov. 09, 2020
 - ✓ 2nd Quad: Nov. 11, 2020 – Jan. 25, 2021
- **Semester turnaround: January 26 & 27 No Classes.**
- **Semester two: Jan. 28, 2021 - June 11, 2021**
 - ✓ Total 88 instructional Days, each period is 75 minutes, and one period for each class. Therefore, total number of instructional hours is 110 hours.

In case circumstances change and we have to shift to quadmester, then the schedule given below will be followed:

- **3rd Quad: Jan 28 - April 9, 2021**
- **4th Quad: April 12 - June 11, 2021**
- **English as-a-Second Language students will attend regular classes from the first day of each semester or term to the last day. All ESL will have all in-class assessments and NO formal Examinations.**
- **Summer Semester**
 - ✓ June 15- Aug 17, 2021. (Double-period 44 Instructional days. Each period 75 minutes. Total 110 hour)
- **OSSLT April 8, 2021.**

Semester turnaround periods, where there are no classes, are included between Semester 1 & 2 and between Semester 2 & 3.

SEMESTER 1: QUAD ONE AND QUAD TWO

- August 31** ▪ **TIMETABLES AVAILABLE FOR RETURNING STUDENTS**

- September 4** ▪ **NO CLASSES**
 ▪ **NEW STUDENT ORIENTATION (SESSION #1)**
 ▪ **PROFESIONAL DEVELOPMENT DAY**

- September 7** ▪ **LABOUR DAY: NO CLASSES**

- September 8** ▪ **QUAD 1: FIRST DAY OF CLASSES**

- October 12** ▪ **THANKSGIVING DAY: NO CLASSES**

- November 6** ▪ **NEW STUDENT ORIENTATION (SESSION #1)**

- November 5, 6 & 9** ▪ **QUAD 1: FINAL EXAMINATION (2.5 days)**

- November 10** ▪ **NO CLASSES**
 ▪ **QUAD 1: FINAL MARKS DUE**

- November 11** ▪ **QUAD 2: FIRST DAY OF CLASSES**

- December 21 –January 1** ▪ **CHRISTMAS BREAK: NO CLASSES**

- January 4** ▪ **ALL STUDENTS BACK FROM CHRISTMAS BREAK TO SCHOOL**

- January 21-25** ▪ **QUAD 2: FINAL EXAMINATIONS (2.5 days)**

- January 26** ▪ **NEW STUDENT ORIENTATION (SESSION #1)**
 ▪ **QUAD 2: FINAL MARKS DUE BY 5:00 PM**

- January 26 & 27** ▪ **TURN AROUND- NO CLASSES**

- January 27** ▪ **TIMETABLES AVAILABLE FOR RETURNING STUDENTS**

SEMESTER 2 AND QUAD FOUR

- January 28** ▪ **SEMESTER: LONG 2 FIRST DAY OF CLASSES**
- February 03** ▪ **NO CLASSES: PROFESIONAL DEVELOPMENT DAY**
- February 15** ▪ **FAMILY DAY: NO CLASSES**
- March 15 – 19** ▪ **MARCH BREAK: NO CLASSES**
- April 2** ▪ **GOOD FRIDAY: NO CLASSES**
- April 5** ▪ **EASTER MONDAY: NO CLASSES**
- April 6 & 7** ▪ **LONG SEMESTER MID-TERM EXAMS**
- April 8** ▪ **LITERACY TEST**
- April 9** ▪ **NEW STUDENT ORIENTATION (SESSION #1)**
- April 12** ▪ **QUAD 4: FIRST DAY OF CLASSES**
- May 24** ▪ **VICTORIA DAY: NO CLASSES**
- May 28** ▪ **GRADUATION & PROM**
- June 7-10** ▪ **FINAL EXAMINATION (LONG SEMESTER & QUAD 4) (3 Days))**
- June 11** ▪ **LAST DAY & TUTORIAL**
- June 14** ▪ **FINAL MARKS (SEMESTER: LONG 2 & QUAD 4) DUE IN THE MAIN OFFICE**
▪ **SEMESTER TWO TURNAROUND: NO CLASSES**
- June 18** ▪ **SEMESTER FINAL REPORTS & DIPLOMAS AVAILIABLE**

SEMESTER THREE-(SUMMER SEMESTER)

- June 14 • TIMETABLES AVAILABLE FOR RETURNING STUDENTS
- June 15 • NEW STUDENT ORIENTATION
- June 15 • FIRST DAY OF SUMMERS SCHOOL

- July 1 • CANADA DAY – NO CLASSES

- July 13 & 14 • MID-SEMESTER STUDENT ASSESSMENT

- July 16 • MID-SEMESTER MARKS DUE IN THE MAIN OFFICE

- August 3 • CIVIC HOLIDAY – NO CLASSES

- August 13 & 17 • SUMER SEMESTER FINAL EXAMINATIONS (3 Days)

- August 18 • FINAL MARKS DUE

- August 20 • SEMESTER FINAL REPORTS & DIPLOMAS AVAILABLE

LONG SEMESTER	SHORT SEMESTER
	1st Quad Sept 3-PD September 8-November 9
	2nd Quad November 11 – January 25
2nd Semester Jan 21-PD January 28 – June 11	3rd Quad (Not Offering this year) Feb. 03-PD January 28 – April 09
	4th Quad April 12– June 11
Summer Semester June 15 – August 17	

Courses Available for School Year 2020-2021

** List of courses we also offer during different academic years.

ARTS

Drama	Gr. 9, Open Prerequisite: None	(ADA1O)
Media Arts	Gr. 12 University/College Preparation Prerequisite: Media Arts, Grade 11, University/College Preparation	(ASM4M)
Visual Arts	Gr. 9 Open Prerequisite: None	(AVI1O)
Visual Arts	Gr. 10 Open Prerequisite: None	(AVI2O)
Visual Arts	Gr. 11 University/College Preparation Prerequisite: Visual Arts, Grade 9 or 10 Open	(AVI3M)
Visual Arts	Gr. 12 University/College Preparation Prerequisite: Visual Arts, Grade 11 University/College Preparation or Open	(AVI4M)

BUSINESS STUDIES

Financial Accounting Fundamentals:	Gr. 11 University/College Preparation Prerequisite: None	(BAF3M)
Financial Accounting. Principles:	Gr. 12 University/College Prep Prerequisite: BAF3M	(BAT4M)
International Business:	International Business Prerequisite: None	(BBB4M)

CANADIAN AND WORLD STUDIES

Issues in Canadian Geography	Grade 9 Academic Prerequisite: None	(CGC1D)
Canadian History since World I	Grade 10 Academic Prerequisite: None	(CHC2D)
Civics	Grade 10, Open Prerequisite: None	(CHV2O)
Canadian and World Issues	A Geographic Analysis Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	(CGW4U)
Analyzing Current Economic Issues	Gr. 12 University Preparation Prerequisite: Any university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	(CIA4U)

ENGLISH AS A SECOND LANGUAGE

Level 1	(ESLAO) Prerequisite: None
Level 2	(ESLBO) Prerequisite: ESLAO
Level 3	(ESLCO) Prerequisite: ESLBO
Level 4	(ESLDO) Prerequisite: ESLCO
Level 5	(ESLEO) Prerequisite: ESLDO

ENGLISH		
English:	Gr. 9 Academic	(ENG1D)
	Prerequisite: None	
English:	Gr. 10 Academic	(ENG2D)
	Prerequisite: ENG1D or ENG1P or ESLDO	
English:	Gr. 11 University Preparation	(ENG3U)
	Prerequisite: ENG2D	
English:	Gr. 12 University Preparation	(ENG4U)
	Prerequisite: ENG3U	
The Writer's Craft:	Gr. 12 University Preparation	(EWC4U)
	Prerequisite: ENG3U	
Ont. Sec. School Lit. Course:	Gr. 12, Open	(OLC4O)
	Prerequisite: Failed OSSLT	

GUIDANCE AND CAREER EDUCATION

Career Studies	Grade 10 Open	(GLC2O)
	Prerequisite: None	

HEALTH AND PHYSICAL EDUCATION

Health Active Living Education	Grade 9, Open	(PPL1O)
	Prerequisite: None	

MATHEMATICS

Principles of Mathematics	Grade 9, Academic	(MPM1D)
	Prerequisite: None	
Principles of Mathematics	Grade 10, Academic	(MPM2D)
	Prerequisite: MPM1D	
Functions, Grade 11	University Preparation	(MCR3U)
	Prerequisite: MPM 2D	
Advanced Functions	Grade 12 University Preparation	(MHF4U)
	Prerequisite: MCR3U	
Calculus and Vectors	Grade 12 University Preparation	(MCV4U)
	Prerequisite: MHF4U or taking MHF4U concurrently with MCV4U	

SOCIAL SCIENCES AND HUMANITIES

Nutrition and Health	Grade 12, University Preparation	(HFA4U)
	Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities	

SCIENCES

Science	Grade 9 Academic	(SNC1D)
	Prerequisite: None	
Science	Grade 10 Academic	(SNC2D)
	Prerequisite: SNC1D	
Biology	Grade 11 University Preparation	(SBI3U)
	Prerequisite: SNC2D	
Biology	Grade 12 University Preparation	(SBI4U)
	Prerequisite: SBI3U	
Chemistry	Grade 11 University Preparation	(SCH3U)
	Prerequisite: SNC2D	
Chemistry	Grade 12 University Preparation	(SCH4U)
	Prerequisite: SCH3U	
Physics	Grade 11 University Preparation	(SPH3U)
	Prerequisite: SNC2D	
Physics	Grade 12 University Preparation	(SPH4U)
	Prerequisite: SPH3U	