



COURSE CALENDAR

2018-2019

World Life High School
(World Life Education Centre)

351 Ferrier Street, Unit #3

Markham, ON L3R 5Z2, Canada.

1-905-604-5500

www.worldlifeedu.ca

World Life High School

Vision

World Life Education Centre is here to develop quality English and educational services to meet the needs of a diverse student population. By placing its students in the perfect learning environment and providing them with the proper structure and exposure, students at WLEC will gain the mastery of the English language that will aid them throughout their lives as they function successfully in their chosen careers. We are committed to providing students, and educators with the highest standard of year-round, professional development, international education and language programs. We are creating an international community where students from around the world can interact and exchange their cultures, ideas and perspectives.

Mission

Completion of secondary school and obtaining the Ontario Secondary School Diploma prepares students to become active members of the community who possess the skills and attitudes necessary for a full and rewarding life. The mission of World Life Education Centre is to contribute significantly through academic and allied activities to prepare students for the rigorous demands of society. This mission will be accomplished through excellence in teaching/learning, made stronger through active partnership with parents and the community.

SCHOOL ORGANIZATION

2018-2019

School Registration is all Year round.

Approximately 2 Months Term for each subject covering 110 hours- 3 Subjects per day.

Holidays:

2018-2019	
Labour Day	Sept. 3
Thanksgiving Day	Oct. 8
Christmas break (inclusive, subject to discussion with the principal)	Dec. 24 – Jan. 4
Family Day	Feb. 18
Mid-Winter break (inclusive, subject to discussion with the principal)	March 11-15
Good Friday	April 19
Easter Monday	April 22
Victoria Day	May 20

July Summer School (4 July-31 July)

Classes are scheduled for 6 hours per day for 19 days. Midterm reports will be issued on July 15.

August Summer School (1 August-31 August)

Classes are scheduled for 6 hours per day for 19 days. Midterm reports will be issued on August 19.

COURSES OFFERED

BUSINESS STUDIES

Business Leadership: Management Fundamentals - BOH4M

Grade 12, University / College Preparation, 1.0 credit

Course Description:

This course focuses on the development of leadership skills used in managing a successful business. You will analyse the role of a leader in business with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility will be emphasized throughout the course.

Prerequisite: None

ENGLISH

English Grade 10, University (ENG2D)

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Prerequisite: ENG 1D (Grade 9 Academic English)

English, Grade 11, University (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse 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. This course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

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

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

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

ENGLISH AS A SECOND LANGUAGE

ESL, Level 3, Open (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 to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESL Level 2 or equivalent

ESL, Level 4, Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

ESL, Level 5, Open (ESLEO)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: ESL Level 4 or equivalent

MATHEMATICS

Functions, Grade 11, University (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Calculus and Vectors, Grade 12, University (MCV4U)

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

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

Advanced Functions, Grade 12, University (MHF4U)

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

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

VISUAL ART

Visual Arts Grade 12 (AVI4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works 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

CLASSICAL AND INTERNATIONAL LANGUAGES

Simplified Chinese Grade 12 , (LKBDU)

This course prepares students for postsecondary studies in Mandarin being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of Chinese culture, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

Prerequisite: Mandarin, Level 3, University Preparation

SOCIAL SCIENCE

GLC20 - Career Studies

Course Description:

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 post-secondary 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

CHC2D - Canadian History Since World War I

Course Description:

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

CHV2O - Civics and Citizenship

Course Description:

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

HEALTH / HEALTH AND PHYSICAL EDUCATION

Health for Life PPZ3C

Course Description:

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

Prerequisite: None

PSK4U - Introduction to Kinesiology

Course Description:

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: None

SCIENCE

Chemistry Grade 12 – SCH4U

Course Description

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

Pre-requisite

Grade 11 Chemistry- SCH3U

Physics- SPH4U

Course Description

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

Pre-requisite

Grade 11 Pysics- SPH3U

Secondary School Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours.

World Life Education Centre offers credits at the university, university/college, and open levels and follows the Ministry of Education course coding system. Courses of study for all credit courses are available in the School office upon request.

Definition of the type of Courses offered by the School

‘U’ Courses: University Preparation courses are designed to prepare students for entrance requirements for university programs and related careers.

‘M’ Courses: University/College Preparation courses are designed to prepare students for entrance into university and specific college programs.

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

‘E’ Courses: Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

‘O’ Courses: Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

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

‘D’ Courses: Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

‘P’ Courses: Applied courses focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

‘O’ Courses: Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Explanation of Course Codes

The first number indicates the grade level of the course:

1 Grade 9

2 Grade 10

3 Grade 11

4 Grade 12

Example: ENG4U

ENG-course. This is an English course.

4-year. This is a grade 12 course

U-University. This course is a university preparation course.

Requirements for the Ontario Secondary School Diploma

In order to award the Ontario Secondary School Diploma (OSSD), students must earn a total of 30 credits. A credit is defined as a 110-hour course in which the expectations laid down by the Ministry of Education in the Province of Ontario have been successfully completed. Eighteen

(18) of the credits are compulsory earned in courses from a list of subjects that every student must take. Twelve (12) of the credits are optional, earned in courses that the student may select from the full range of courses offered by the school. Students must also complete 40 hours of 18 compulsory credits

Students must earn the following **compulsory** credits to obtain the Ontario Secondary School Diploma:

18 Compulsory Credits

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12) 2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

Group 1: 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

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

- A maximum of 2 credits in cooperative education may count as additional compulsory credits

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

Substitution Credits (when applicable)

The Principal of World Life Education Centre, in consultation with the parent or guardian, may replace up to 3 compulsory courses with courses from the remainder meeting the requirement for compulsory credits. Such substitutions will only be made if they serve the student's educational interest, such as meeting special needs or interests. The parent or guardian may also initiate the substitution by writing to the Principal. Any substitution will be noted on the Ontario Student Transcript (OST). The total credits will still be 30 for granting the OSSD.

The range of courses that may be used through substitution to meet a compulsory credit requirement is extended to include courses from the guidance and career education curriculum. A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory course requirement. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

Waiving of Prerequisites

The Principal may waive a prerequisite to a course if the parent or adult student request a prerequisite and the Principal is satisfied that the student has the background to be successful.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in the arts, computer studies, or technological education
- credit in Health and Physical education

7 required optional credits

7 credits selected by the student from available courses.

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Changing of Course Types

A student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation as recommended by the principal.

Outlines of Courses of Study

Copies of the outlines of courses of study are available in the school office.

Ontario Curriculum Policy Documents

The Ontario curriculum policy documents are available on the Ministry of Education and Training website at <http://www.edu.gov.on.ca>.

Experiential Learning Programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning,

which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school. At the present time, WLEC does not offer these programs.

Withdrawal from a Grade 11 or 12 Course

If a student (including a student with an Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the Midterm report the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue Midterm report card, the withdrawal is recorded on the OST by entering a

“W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* and the *Ontario Curriculum*. Student achievement is communicated formally to students and parents/guardians by means of the Provincial Report Card, Grades 9 - 12.

A final grade is recorded for each course, and credit is granted and recorded for every course in which the student's mark is 50% or higher. The final grade for each course is determined as follows: 70% of the grade is based on evaluation conducted throughout the course; 30% of the grade is based on final evaluations in the form of an examination, performance, essay, and/or other summative method of evaluation suitable to the course content and administered towards the end of the course.

At World Life Education Centre teachers make use of assessment to support student learning throughout the course.

Assessment for Learning

- Ongoing process of gathering and interpreting evidence about student learning
- Purpose is to determine where students are in their learning where they need to go and how best to reach their goals
- Used by teachers to give feedback and alter instruction
- Used by students to focus learning.

Assessment as Learning

- Process of supporting students
- Giving feedback and using feedback

Assessment of Learning

- Collecting and interpreting evidence for the purpose of summarizing learning at a given point in time □
- Making judgments about the quality of student learning using established criteria
- Assigning a value to represent that quality
- Information may be shared with parents/guardians and students on report cards.

Provincial Report Cards

- report on attendance and percentage grades □
- ratings for learning skills and work habits □
- comments outlining student's strengths □ and next steps in relation to their achievement of curriculum expectations in each course
- section for students to reflect on their learning and to identify goals for improvement. □

Shared Responsibilities

The identification and achievement of the goals of education are the shared responsibilities of students, teachers and parents/guardians. All partners must work together to nurture the social, emotional and academic learning of the student. In accordance with the World Life Education

Centre's vision to provide the best possible opportunity for students to achieve, teachers model a good work ethic by explicitly teaching these skills and habits throughout each course. Students are responsible for providing original evidence of their learning to teachers.

The Final Grade:

The evaluation for a course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning.

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to most recent evidence of achievement.
- 30% of the grade will be based on final culminating evaluations including a final exam administered at the end of the course and/or other culminating project.

Learning skills and work habits, as demonstrated by the student throughout the course, will be assessed in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. The learning skills are assessed using a four-point scale (E: Excellent, G: Good, S: Satisfactory, N: Needs Improvement) but do not form part of the final grade.

The Report Card

The report card will focus on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

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

Achievement Level	Percentage Mark		Achievement Level	Percentage Mark
4+	95-100		2+	67-69
4	87-89		2	63-66
4-	80-86		2-	60-62
3+	77-79		1+	57-59
3	73-76		1	53-56
3-	70-72		1-	50-52

All students will receive a report card prepared using the Ministry of Education Provincial Report Card at the mid-point of the course and at the end of the course showing the final mark.

Ontario Student Record (OSR)

The Ontario Student Record contains completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages). The originals and/or exact copies of them will be placed in each student’s Ontario Student Record (OSR) folder following each reporting period. The OSR is maintained in the school office in a secure location.

For students who are registered at a day school, The Ontario Student Record for is normally kept at the Day School. WLEC forwards a copy of the report card directly to the student’s Day School.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous record of:

- 1) a student's successful completion of Grade 9 and 10 courses;
- 2) all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;
- 3) the student's completion of other diploma requirements

The Ontario Student Transcript is normally accessed through the student's Day School.

Ontario Student Record Maintained by WLEC

For students for whom World Life Education Centre maintains the OSR, these records are maintained in the office in a secure location in compliance with The Ontario Student Record (OSR), 2000.

Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their secondary school years. Accumulation of community involvement hours may begin the summer after grade 8. Forms to record community service hours are available in the office and if students have questions they are encouraged to speak with the principal.

World Life Education Centre students are encouraged to become active, participants in their community. As part of the community students are supported in the completion of the required 40 hours of community involvement. Serving the greater community is important to integrating newcomers to Canadian society while maintaining contact with their culture of origin. By giving time to benefit others students develop a sense of responsibility, self-fulfillment and good character.

For more information, please visit: <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

The Secondary School Literacy Graduation Requirement

The Ontario Secondary School Literacy Test (OSSLT)

The OSSLT is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need remediation.

World Life Education Centre students will normally complete this requirement through their day school. Students who are not registered at another secondary school will make arrangements to take the OSSLT through WLEC.

The test is administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students who are working towards the OSSD under OSS will normally take the OSSLT when they are in Grade 10. Those who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferrals in Ontario curriculum policy document.

Students who are working towards an OSSD under OS and who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years on dates scheduled by the EQAO. Once students have successfully completed the literacy test, they may not retake it.

For students with special education needs, accommodations specified in the student's IEP must be available. Information for students who required accommodations which were not available on the day the OSSLT was administered is available under “Students with Special Education Needs” of the memorandum.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time of test administration. School boards should ensure that this policy is made known to students and to the parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French is considered to have met the literacy graduation requirement, and will not have to retake the test in the other language after transferring to the receiving school.

As stated in section 6.1.3.1 of OS, schools are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a school could offer a credit course on learning strategies or one on literacy skills for these students.

The Ontario Secondary School Literacy Course (OSSLC)

In 2003, the ministry developed the Ontario Secondary School Literacy Course (OSSLC). Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, the Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003*. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded OLC3O. If used to meet the Grade 12 requirement, the course is coded OLC4O. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

The OSSLC may be used as a substitution to meet the requirements for compulsory credits.

World Life Education Centre offers this course.

Prior Learning Assessment and Recognition (PLAR)

The Prior Learning Assessment and Recognition (PLAR) process offers two distinct ways in earning credits, (i) Challenge and (ii) Equivalency. Students may *challenge* a course and be granted a credit if they can demonstrate the required skills and knowledge through formal assessments. Mature students may be eligible to obtain credits through PLAR Equivalency if their transcripts or other documents show evidence of learning through work experience, job-related training programs or education received outside Ontario or Canada that relates directly to the Ontario curriculum expectations for specific courses.

SUPPORT FOR STUDENTS

All students are provided with appropriate programs and services according to their strengths and needs.

Special Education

World Life Education Centre is supportive of all students with differing learning needs. Any students who require special education assistance or support should speak with the Principal.

English as a Second Language (ESL) / English Literacy Development (ELD) - support for English Language Learners (ELL)

World Life Education Centre is here to develop quality English educational services to meet the needs of a diverse student population. By placing its students in the perfect learning environment and providing them with the proper structure and exposure, students at WLEC will gain the mastery of the English language that will aid them throughout their lives as they function successfully in their chosen careers. Aside from offering ESL courses for newcomers, WLEC is going to assist students in seeking to discover the world beyond their native country.

Guidance and Career Education

World Life Education Centre has counselors to assist students with course selection, an academic plan, post-secondary and career planning and learning skills.

Library and Information Services

World Life Education Centre is a wireless internet environment and students are encouraged to bring their laptops to school. Computer assisted learning is incorporated into all courses. Students are encouraged to use both the physical and digital resources of the local public library system.

World Life Education Centre Policies

Late or Missed Assignments

Late assignments must be accompanied with a note signed by a parent or guardian stating the reason for tardiness of the assignment. The note must list the due date of the assignment and the actual date of submission. If an assignment is handed in late there will be a 5% deduction per day up to 50%.

It is the student's responsibility to make arrangements ahead of time for any tasks (e.g. test/quizzes/assignments) that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian and be prepared to write the test/quiz immediately upon to school.

All deductions of late and missed assignments will be up to the discretion of the teacher and administration. Appropriate strategies will be used to prevent and/or address late and missed assignments and various opportunities will be provided to complete late course work before final evaluation.

PLAGIARISM POLICY

Plagiarism policy

Plagiarism occurs when a student takes information from a published source or another person and presents that material as her/his own work. If a student is completing an assignment in which research was part of the process, and the student has not used proper citations to give credit to the source of the information, then the teacher will likely penalize the student for inappropriate citation. If an assignment is designed to be completed exclusively without research of any kinds, and a student uses print or electronic materials to complete the work, the student will resubmit assignment with a revised deadline by the teacher. There will also be a 20% penalty. Appropriate strategies will be used to prevent and/or address plagiarism and various opportunities will be provided to ensure student awareness and understanding of the policy. The student may also be suspended from school depending on the particular circumstances of the incident and whether or not this is a repeat offence.

Plagiarism also means the student is presenting someone else's work as his or her own. This is not acceptable at World Life Education Centre. The WLEC Plagiarism Policy is designed to teach the student to identify plagiarism, to distinguish between the two types of plagiarism, to identify strategies to avoid plagiarism, to practice proper paraphrasing and to explain the consequences of plagiarism by the student. WLEC teachers can have access to software which detects plagiarism. Commercial search engines are often very

good at detecting work copied from material available online. Teachers have experience and can often spot when writing does not come from the student.

Negligent Plagiarism -means presenting someone's work as your own in an accidental, naïve, careless or reckless way. This often happens when a student paraphrases incorrectly or when a student borrows words or phrases from another source and *forgets* to cite the source.

Dishonest Plagiarism -means that the student has knowingly presenting a person's work as their own. All instances of plagiarism that are not considered to be negligent plagiarism will be assumed to be dishonest plagiarism. Examples of dishonest plagiarism are:

- borrowing facts or information that are not common knowledge and not citing the source. Common knowledge includes things that are commonly known, such as: Toronto is the capital of Ontario. Common knowledge facts do not have to be cited.
- Cutting and pasting text from websites with no intention to cite the source.
- Handing in an on-line essay or portions of one as though it were your own work copying another person's work and presenting it as your own.

□ This means you must not cheat or try to cheat in any way. It hopefully means that you will come to value your achievement when it is honestly, fairly and respectfully won through hard work.

ATTENDANCE

In Ontario students who are six years old on or before the first day of school are required to attend school until they reach the age of eighteen or graduate.

Students are expected to attend school regularly and be on time for all classes. World Life Education Centre believes that regular attendance and punctuality are fundamental to student success and an important life skill.

The Ministry of Education mandates that in order for students to attain a credit they must attend 110 hours of class for each course. Consequences will be applied to students who are chronically late and/or frequently absent, and will result in the student being counselled on how to improve their attendance. The credit may be placed at risk if students are not in regular attendance.

WORLD LIFE EDUCATION CENTRE CODE OF BEHAVIOUR

Preamble

Students at World Life Education Centre are expected to conduct themselves in such a manner as to be reliable and respectful members of the school community. These rules

and regulations are designed to create an environment that allows for the smooth operation of the school's programs and ensures the safety and welfare of each member of the WLEC community. Actions or behaviours that threaten these ideals are treated very seriously and their consequences may involve suspension or expulsion.

Standards of Behaviour

By enrolling in WLEC, students automatically assume the obligation to comply with the school's community standards. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to these standards of behaviour. These standards of behaviour apply to all members of the school community.

Responsibility of a Bystander

WLEC is committed to providing a healthy school environment that is nurturing, caring and respectful of everyone. WLEC expects that students will demonstrate a high degree of personal and social responsibility. If a student has been bullied, intimidated, threatened or assaulted, or has witnessed such behaviour, he/she is expected to report the incident to an adult at the school so that school authorities can investigate and take appropriate action. If a student witnesses an act of peer bullying, intimidation, threats or assault, he/she is a bystander and is expected to report the act to a school authority as part of his/her responsibility as member of the WLEC community.

Roles and Responsibility

As a community, it is everyone's responsibility to work collectively and collaboratively to meet the shared values of the school.

Principal

The Principal takes a leadership role in the daily operation of the school. This leadership is provided by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under her authority accountable for their behaviour and actions empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of the school community; and providing an example for respect and civility for all members of the school community.

Teachers and Other School Staff Members

Under the leadership of the Principal, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of
- self-worth; empower students to be positive leaders in their classroom,
- school and community; communicate regularly and meaningfully with
- parents; maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers and the members of the school community; and
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for himself/herself, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety or health of self or others; and
- follows the established rules and takes responsibility for his/her own actions.

Parents

Parents play an important role in the education of their children, and can support the efforts of the school in maintaining a safe and respectable learning environment for all students.

Sanctions

Depending on the seriousness of the offence, a variety of sanctions may be employed. In determining whether an offence has been committed and what sanction should be applied, WLEC will employ procedures that:

- reflect the severity of the alleged offence;
- ensure that a student, and his/her parents, is aware of the complaint against the student;
- ensure that a student, and his/her parents, have the opportunity to present fully and fairly his/her version of events and explanation and to have these taken into account by the decision maker; and
- ensure that the decisions will be made in a fair and impartial way.

Harassment Policy

World Life Education Centre is fully committed to respecting and protecting the personal dignity and human rights of its students, teachers and staff. Harassment, bullying, abuse

or intimidation in any form is not acceptable and a zero tolerance position will be taken by the school.

Harassment

Harassment is a form of discrimination and is against the law. Harassment is defined in the Human Rights Code as “engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” Harassment may be physical (e.g. pushing or other unwelcome contact), verbal (e.g. threats or insults), written or visual (e.g. graffiti or display of offensive and hurtful materials designed to exclude or marginalize their target) and includes use of the Internet. Harassment does not necessarily need to target a specific student or individual. A single act or expression can constitute harassment, for example, if it is a serious violation.

Examples of Harassment

Harassment can manifest itself in many ways. Types of behaviour which constitute harassment include, but are not limited to:

- jokes or hostile comments relating to physical characteristics, ancestry or age; physical or verbal teasing;
- display or passing around of sexist, racist or derogatory pictures, materials or graffiti; intimidation, offensive remarks, belittling and threatening behaviour;
- leering (suggestive staring), obscene and/or offensive gestures;
- inquiries or comments about a person’s sex life or sexual preferences;
- practical jokes which cause awkwardness or embarrassment, endanger safety or negatively affect others;
- derogatory nicknames; and/or
- physical or unwelcome sexual contact.

Bullying

Bullying is defined as: “a form of repeated, persistent or aggressive behaviour that is directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem or reputation. Bullying occurs in the context where there is a real or perceived power imbalance.”

Bullying in any form will not be tolerated at WLEC and as such, will be treated as a serious disciplinary matter. Any student found guilty of bullying will be liable for suspension or expulsion. In conjunction with such sanctions, counseling may be recommended. Any student that is the victim of bullying should know that he/she is supported by WLEC, that proper action will be taken and that his/her dignity and safety are paramount.

Violence

Violence, physical fighting and physical intimidation have no place in the life of WLEC and are treated as very serious disciplinary matters. Any student who is guilty of these infractions will be liable for suspension or expulsion. All violent incidences that result in a suspension are a matter of record and will be kept in the Ontario Student Record file (OSR). Any student who is the victim of violence, physical fighting or physical intimidation should know that he/she is supported by WLEC, that appropriate action will be taken, and that his/her dignity, well-being and safety are of the highest importance. A student who is the victim of violence or who is concerned about the safety of another is encouraged to seek the assistance of a teacher or administrator.

Weapons are defined as any object that is used to threaten or intimidate or whose presence in the school may threaten or intimidate another person including, but not limited to, firearms or replica weapons. Any student found in possession of, or using a weapon, will be expelled and police will be notified.

Abuse

Under law, the duty to report the sexual, emotional or physical abuse of a child to the Children's Aid Society is required of teachers, staff and volunteers at WLEC. There is also a duty to report where there are reasonable grounds to suspect sexual, emotional or physical abuse of a child. The requirement of reporting must be carried out "forthwith." The report must be made by the person who has the duty to make the report and that duty cannot be delegated. The protection of children is paramount. Any student who reports that they are a victim of sexual, emotional or physical abuse or who is concerned about the safety of another should know that he/she is fully supported by WLEC, that appropriate action will be taken and that his/her dignity, well-being and safety are the first concern. A student who is the victim of abuse or who is concerned about the safety of another is encouraged to seek the assistance of a teacher or administrator.

Procedures for Students Who Wish to Change Course Types

It is often that students change their educational goals during High school and may not have the right pre-requisite to proceed. School must make accommodations for such requests and recommend accordingly. Mathematics in Grade 10 only requires academic Math in grade 9 as a pre requisite or a designated transfer course. For Grades 11 and 12 the pre requisite recommendations should be made and the course credit can be obtained through e-school, summer school , night school or possibly independent study.

Prior Learning Assessment and Recognition (PLAR)

PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.