

GENERAL INFORMATION

Course Selection and Courses of Study

The courses in this course calendar have been developed according to the requirements of the Ontario Ministry of Education. Detailed course outlines are available for perusal if you need more information than what is provided here. Courses should be selected carefully based on academic ability, career goals, and personal interests. Depending upon demand, some courses may be delivered in alternate years, or not be delivered in a particular year, and you will be advised to select another course instead.

Credit

A credit recognizes the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal on behalf of the Minister of Education. Each M.M. Robinson course is equal to one credit, with the exception of grade 10 Careers (1/2 credit) and grade 10 Civics (1/2 credit).

Definitions of Types of Courses

Four types of courses are offered in grades 9 and 10:

- *Academic* courses emphasize theory and abstract problems.
- *Applied* courses focus on practical applications and concrete examples.
- *Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
- *Locally developed* (Essential level) courses are designed to focus on the knowledge and skills that students need to be successful in workplace preparation courses.

Five types of courses are offered in grades 11 and 12:

- *Open* courses are appropriate for all students regardless of post-secondary destination. They are not designed with the specific requirements of a post-secondary destination in mind.
- *Workplace Preparation* courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications but also explore theoretical material underlying practical applications.
- *College Preparation* courses are designed to prepare students for most college programs and related careers.
- *University/College Preparation* courses are designed to prepare students for entrance requirements for specific university and college programs, and related careers.
- *University Preparation* courses are designed to prepare students for entrance requirements for university programs and related careers.

Access to Courses Outlines

Additional information on courses offered in the school is available by contacting the school's Student Services/Guidance department and requesting a copy of the course outline.

Course outlines include:

- Course title, course code and course description
- What students are expected to learn overall expectations/key learnings, achievement chart categories and learning skills
- How student will demonstrate their learning 70% and 30% assessment evaluation strategies
- How students will learn and be supported when they are not learning title of units, learning opportunities, resources appropriate to the course

Ontario Student Record (OSR): Recording and Reporting Procedures

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. The Education Act and Freedom of Information legislation protect these records.

Ontario Student Transcript (OST): Recording and Reporting Procedures

The Ontario Student Transcript is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition has a specific, limited function in the Ontario Secondary school program. It allows you to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: "challenge" and "equivalency". You may challenge a course and be granted credit if you can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

Contact the Guidance Department or visit the website at www.hdsb.ca and follow the links ⇒ "Parents and Community" ⇒ "All About Learning" ⇒ "Prior Learning Assessment and Recognition" for updated information on the PLAR process and timelines posted annually in March.

Full Disclosure of Marks

Applications to colleges and universities are made in the fall of each year. All attempts at grade 11 and 12 courses, and all marks earned will be recorded on the O.S.T. unless you withdraw from the course before a specified time. Therefore, it is important to choose courses wisely. If you are in grade 9 or 10, only the successfully completed grade 9 or 10 courses are recorded on your transcript.

Assessment and Evaluation of Student Achievement

Assessment and Evaluation Policies

Classroom practices for all secondary credit bearing courses are aligned with ministry policy as outlined below.

Curriculum Expectations

- Assessment and evaluation will be based on the provincial **curriculum expectations** and the achievement levels.
- All **curriculum expectations** must be accounted for in instruction, but evaluation focuses on student achievement of the **overall expectations**.

Achievement Chart

- The **achievement chart** is a standard province-wide guide to be used by teachers.
- Assessment and evaluation will be based on the provincial curriculum expectations and the **achievement levels**.
- Assessment and evaluation are based both on the **categories** of knowledge and skills and on the **achievement level** descriptions given in the achievement chart.
- Student work will be assessed and evaluated in a balanced manner with respect to the four **categories**, and the achievement of particular expectations considered within the appropriate **categories**.
- 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**.

Learning Skills

- The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of **learning skills**.
- To the extent possible, the evaluation of **learning skills**, apart from any that may be included as part of a curriculum expectations in a course, should not be considered in the determination of percentage grades.

70% and 30% Ongoing Assessment, Evaluation and Reporting

The final percentage grade for Grades 9-12 courses will be derived as follows:

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

Reporting Process

Student progress is reported to parents through a mid-semester, and final report card each semester.

The report card contains:

- percentage grades
- median for each course
- attendance and learning skills reported separately for each course
- anecdotal comment for each course
- summary of credits earned
- a response form including student self-assessment and parent/guardian's comments which must be completed and returned to the school to become part of the Ontario Student Record (O.S.R.)

Informal reports and formal parent-teacher conferences are also part of the reporting process.