



Keystone  
International  
Schools



**2021-2022  
ACADEMIC  
COURSE  
CALENDAR**

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# 1 School Policies, Practices and Procedures

The importance and value of completing a secondary education cannot be overstated. It is simply a milestone in one's continuing life education and provides the basics of learning, and the tools for further success in life. Today's society deems an Ontario Secondary School Diploma (OSSD) a basic educational requirement; it's not the actual diploma in which they're interested, but rather the education this document represents.

1. Obtaining an Ontario Secondary School Diploma (OSSD) is instrumental in gaining a higher education. It is crucial to help students plan their high school pathway in such a way that will maximize achievement, post-secondary opportunities and personal satisfaction. The Secondary School program in Ontario is based on a four-year program of study.
2. Keystone International School's commitment to reach every student and help achieve successful outcome from secondary school experience is complete and unequivocal.
3. The Ministry of Education does not require students to finish their secondary school program in four years, but it does require students to remain in secondary school such time that they have reached the age of eighteen (18) or acquired the OSSD. Those students who do not attend classes may be expelled and if the student is an international student, may be sent back to their home country due to the Study Permit conditions set by Immigration Canada.

## 1.1 Goals and Philosophy

### *About Keystone International School*

Keystone International School is an Ontario Ministry inspected private high school. Our MIDENT or BSID is 888468.

Following the Ontario curriculum, we provide a project-based learning environment in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

Our small class sizes and close-knit community ensure that each student is seen, respected, valued and challenged, resulting in a truly unique education, crafted to the needs and personality of each student. English Enrichment Program is designed to help international students gain confidence in their language skills while preparing them for university level English.

High school students discover new capacities for critical thinking and forming independent judgments. Students become financially literate in the Canadian system, learn to open their own business, use technology to their best advantage, read classics and explore scientific concepts. Classes debate ethical issues in science, history, economics and literature. Students write poetry, engage in a variety of mathematical reasoning, inquire, hypothesize and conduct hands-on lab experiments. Our teachers present demanding, open-ended topics that encourage students to observe, compare, analyze, create, question and imagine alternatives. They then help students understand why those concepts are important and how they can be applied in the real world. By combining theory and practice, students gain a true understanding of the world around them.

### *Our Philosophy*

At Keystone International School, we envision an institution in which children are encouraged to explore, inquire and wonder about themselves and the world around them. We believe in addressing the heart and will as well as the mind of the child. It is our goal to provide children with the skills necessary to become responsible, environmentally and socially conscious, independent world citizens. Through experiential and project-based learning, we hope to instill in our students an intrinsic appreciation for life

and a love of learning. We address the students' growing capacity for thinking, feeling, and willing (doing). This approach fosters the capacity needed for a successful life full of purpose, ignites intrinsic passion for learning, and inspires responsibility for self, community and the world.

Keystone students graduate with the "21st century skills" of responsibility, confidence and self-discipline. They acquire the ability to think independently and work with others as well as mastering their analytical and critical thinking skills. Our students are able to express themselves fluently, creatively and artistically as they wonder about the beauty of life.

## 1.2 School Organization

Keystone International School's academic year is divided into 2 semesters. The school year begins in September and ends in June. In each of the semesters, students take a maximum of four credits. The length of each semester is minimum 85 days. Each class is 80 minutes long. Students complete 110 hours of instruction for each course.

Semester	Dates
1	September 13, 2021 – January 26, 2022
2	January 31, 2022 – June 21, 2022

Please see the 2021 – 2022 Academic Calendar to see all the important days and holidays.

### 1.3 Sample Weekly Schedule

The following are sample weekly schedules for each grade level. Courses repeat 5 days a week throughout the semester. One instructional day consists of a 320 instructional minutes that are divided into four 80-minute periods with 10-minute intervals between them and a 50-minute lunch break.

**September 13, 2021 – January 26, 2022 (83 instructional days+2 exam days)**

SEMESTER 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Period 9:00am – 10:20am	AVI1O Room: Gretzky	AVI1O Room: Gretzky	AVI1O Room: Gretzky	AVI1O Room: Gretzky	AVI1O Room: Gretzky
2 <sup>nd</sup> Period 10:30am – 11:50 am	MTH1W Room: C.F Gauss	MTH1W Room: C.F Gauss	MTH1W Room: C.F Gauss	MTH1W Room: C.F Gauss	MTH1W Room: C.F Gauss
11:50am – 12:40pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
3 <sup>rd</sup> Period 12:40pm – 2:00pm	SNC1D Room: S. Hawking	SNC1D Room: S. Hawking	SNC1D Room: S. Hawking	SNC1D Room: S. Hawking	SNC1D Room: S. Hawking
4 <sup>th</sup> Period 2:10pm – 3:30pm	ENG1D Room: J. Austen	ENG1D Room: J. Austen	ENG1D Room: J. Austen	ENG1D Room: J. Austen	ENG1D Room: J. Austen

**January 31, 2022 – June 21, 2022 (83 instructional days+2 exam days)**

SEMESTER 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Period 9:00am – 10:20am	MPM2D Room: C.F Gauss	MPM2D Room: C.F Gauss	MPM2D Room: C.F Gauss	MPM2D Room: C.F Gauss	MPM2D Room: C.F Gauss
2 <sup>nd</sup> Period 10:30am – 11:50 am	ENG2D Room: J. Austen	ENG2D Room: J. Austen	ENG2D Room: J. Austen	ENG2D Room: J. Austen	ENG2D Room: J. Austen
11:50am – 12:40pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
3 <sup>rd</sup> Period 12:40pm – 2:00pm	SNC2D Room: S. Hawking	SNC2D Room: S. Hawking	SNC2D Room: S. Hawking	SNC2D Room: S. Hawking	SNC2D Room: S. Hawking
4 <sup>th</sup> Period 2:10pm – 3:30pm	AVI2O Room: Gretzky	AVI2O Room: Gretzky	AVI2O Room: Gretzky	AVI2O Room: Gretzky	AVI2O Room: Gretzky

The following are the sample weekly schedule for a quadmester which might be used if it is suggested by the ministry of education due to Covid-19.

**Quad 1: September 13, 2021 – November 11, 2021 (41 instructional days + 1 exam day)**

**Quad 2: November 15, 2021 – January 26, 2022 (41 instructional days + 1 exam day)**

**Quad 3: January 31, 2021 – April 14, 2021 (41 instructional days + 1 exam day)**

**Quad 4: April 20, 2021 – June 21, 2022 (41 instructional days + 2 exam days)**

QUADMESTER OPTION 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Period	AVI10	AVI10	AVI10	AVI10	AVI10
9:00am – 11:50am	Room: Gretzky	Room: Gretzky	Room: Gretzky	Room: Gretzky	Room: Gretzky
11:50am – 12:40pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2 <sup>nd</sup> Period	MTH1W	MTH1W	MTH1W	MTH1W	MTH1W
12:40pm – 2:00pm	Room: C. F Gauss	Room: C. F Gauss	Room: C. F Gauss	Room: C. F Gauss	Room: C. F Gauss
3 <sup>rd</sup> Period	ENG1D	ENG1D	ENG1D	ENG1D	ENG1D
2:10pm – 3:30pm	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen

QUADMESTER OPTION 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Period	ENG3U	ENG3U	ENG3U	ENG3U	ENG3U
9:00am – 11:50am	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen
11:50am – 12:40pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2 <sup>nd</sup> Period	MCR3U	MCR3U	MCR3U	MCR3U	MCR3U
12:40pm – 3:30pm	Room: C. F Gauss	Room: C. F Gauss	Room: C. F Gauss	Room: C. F Gauss	Room: C. F Gauss

## 1.4 Students' Responsibilities

Students have the responsibility to:

- i.* follow the rules and regulations specific to their programs of study, included in their course outlines and found in this Policy;
- ii.* respect their teachers' right to determine course content, methodology and evaluation within the guidelines set by the Ministry of Education, and constraints established by the Principal and this Policy;
- iii.* take action to solve academic problems, which they may encounter in their courses, by communicating with their teachers or by seeking help through the Principal;
- iv.* be honest and refrain from cheating, plagiarism and other dishonest or deceptive behaviour;



- V. attend all classes regularly, in order to satisfy all academic objectives defined in the course outline;
- VI. arrive to class on time and remain for the duration of scheduled classes and activities
- VII. be informed of what takes place in their regularly scheduled classes even when they are absent;
- VIII. provide the appropriate documents as justification of a prolonged absence;
- IX. take the necessary measures to make up missed assignments due to absence;
- X. submit neat, legible and coherent assignments within the assigned deadlines with appropriate identification;
- XI. ensure that assignments are submitted according to the teachers' instructions and retain a copy of work submitted as a protection against loss. All work being submitted should be left in a secure, non-public area;
- XII. be informed of procedures and deadlines for registration and course change provided by Keystone International School;
- XIII. inform teachers, in advance, of anticipated absences, including religious holidays. Students who wish to observe religious holidays must inform their teacher of their intent, in writing, within the first two weeks of the semester;
- XIV. write tests and final examinations at the times scheduled by the teacher or Keystone.
- XV. in case of examination time conflicts, present themselves to the Principal to complete an Examination Conflict Form:
- XVI. be informed of and respect, all Keystone examination practices and procedures;
- XVII. be available for examinations up to the last day of the final examination period as specified in the current Important Dates Section;
- XVIII. keep all assessed material returned to them for at least one month past the grade submission deadline in the event that they would want to request a grade review.

## 1.5 Student Achievement Policy

Based on the *Growing Success (2010)* –<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>–, the Ontario curriculum for Grades 1 to 12 comprises content standards and performance standards. Assessment and evaluation will be based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The specific expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

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

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline.

### ***Growing Success (2010) p.16***

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary.

### ***Growing Success (2010) p. 17***

#### 1.5.1 Categories of Knowledge and Skills

- **Knowledge & Understanding:** Subject specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes

- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

All categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses.

### 1.5.2 Levels of Achievement

**Level 1** Achievement that falls much below the Provincial standard. Student demonstrates knowledge and skills with **limited** effectiveness

**Level 2** Achievement that approaches the Provincial standard. Student demonstrates knowledge and skills with **some** effectiveness

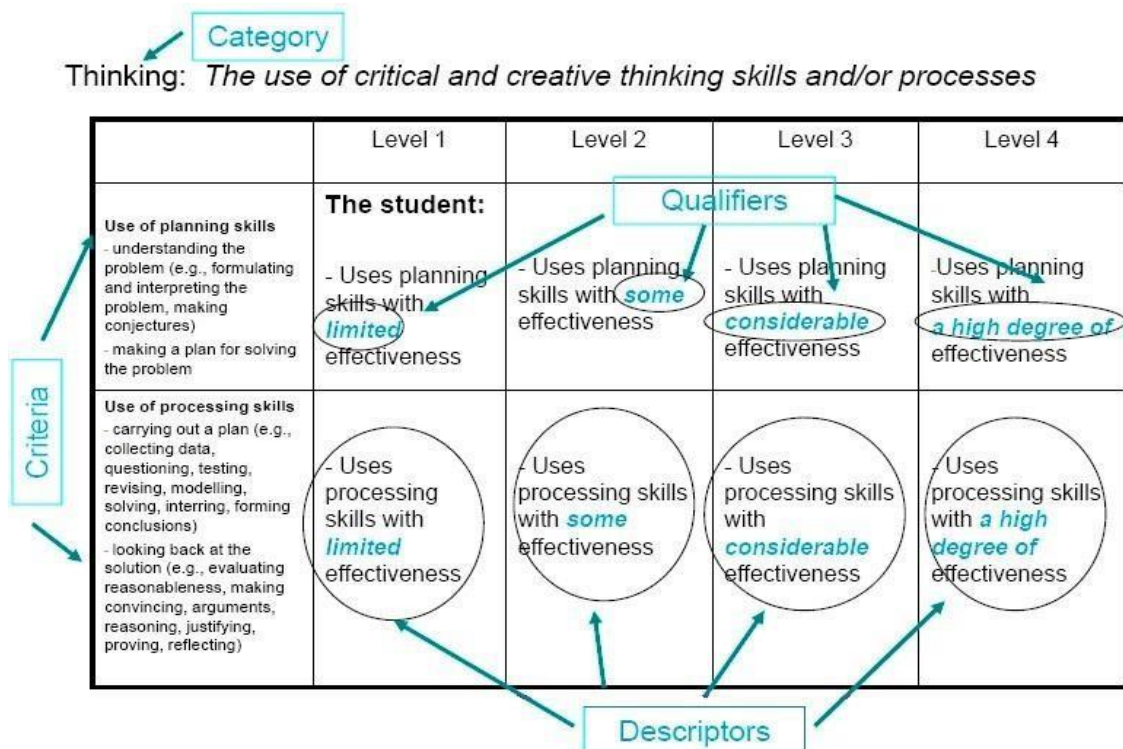
**Level 3** Achievement as the Provincial standard. Student demonstrates the specified knowledge and skills with **considerable** effectiveness

**Level 4** Achievement that surpasses the Provincial standard. Student demonstrates the specified knowledge and skills with a **high degree** of effectiveness

**Note:** Level 4 achievement reflects student learning at the current grade level. This achievement level does not mean that the student has achieved expectations beyond those specified for the grade/course.

### 1.5.3 Sample and Explanation for Categories, Criteria and Qualifiers

Teachers will use the criteria of the achievement chart to evaluate student achievement in the four categories separately. A task may be designed to collect evidence of performance in one or more categories.



The achievement charts categories are meant to guide teachers in:

- planning teaching and learning activities that will lead to the achievement of the curriculum expectations
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations
- determining the final evaluation
- assigning a final grade for the report card

The achievement chart categories can guide students in:

- assessing their own learning
- planning strategies for improvement, with the help of their teachers

When planning instruction and assessment, teachers should:

- review the required curriculum expectations and link them to the categories to which they relate
- ensure that achievement of the expectations is assessed within the appropriate categories
- give students numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories

## **1.6 Grade Considerations**

Teachers will take various considerations into account before making a decision about the grade to be entered on a report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade.

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

***Growing Success (2010) p. 39*** – <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Teachers will benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and [school] guidelines.

**Growing Success (2010) p. 39**

**1.6.1 Evaluation - Grades 9-12**

If a student has not demonstrated achievement that meets the criteria for a level 1, a percentage grade from the chart on page 28 will be assigned as an indication that the student is not meeting course expectations and the course credit is at risk. The grade should be based on the corresponding descriptor of the student's achievement.

For Grades 9 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the levels of achievement are aligned to percentage marks.

**(Growing Success (2010) p. 40)** – <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

**Conversion Chart 1**

Achievement Level	Percentage Mark
4 +	95 – 100
4	87 – 94
4 -	80 – 86
3 +	77 – 79
3	73 – 76
3 -	70 – 72
2 +	67 – 69
2	63 – 66
2 -	60 – 62
1 +	57 – 59
1	53 – 56
1 -	50 – 52

A percentage mark below 50%:

- signals that additional learning is required before the student begins to achieve success in meeting the subject/grade level expectations
- indicates the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning
- parents should know well in advance that a mark below 50% will be given and a plan is in place to support student achievement

The **code "I"** (for grades 9 and 10 only)<sup>1</sup>

- may be used on a student's report card to indicate that insufficient evidence is available to determine percentage grade
- teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student  

For example, when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because of extenuating circumstances beyond the student's control (i.e. illness)
- parents should know well in advance that an "I" will be given and a plan is in place to support student achievement

<sup>1</sup> The code "I" may not be used in Grades 11 and 12

A **final grade** (percentage mark) will be determined as follows:

- 70% of the grade will be based on evaluation conducted through the course.
  - Student’s most consistent level of achievement throughout the course
  - Special consideration should be given to more recent evidence of achievement
- 30% of the grade will be based on the final evaluation and will be administered at or towards the end of the course.

The final evaluation: The final evaluation will be administered on the Keystone International School scheduled examination day or spread out over a period of time toward the end of the course.

Examination time-frames shall not exceed the following:

- Grade 9-10 courses - 1.5 – 2 hours
- Grade 11-12 courses - 2 - 3 hours

Students may be provided additional time as needed.

The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

- based on evidence from one or a combination of the following:
  - examination, essay, report
  - performance, interview, presentation
  - portfolio
  - another method of evaluation suitable to the course content

Credit is **granted** and **recorded** for every course in which the student’s final percentage mark is 50 percent or higher.

### **1.6.2 Additional considerations for determining the final grade**

If the final percentage grade is below 50%, no credit will be granted for the course. The student and parent/guardian will be informed.

Parents/guardians will be informed, by the subject teacher (through a phone call home) of the student’s failure to earn the credit, and of the potential to earn this credit using alternate means.

### **1.6.3 Late/Missed Assignments**

Keystone International School strives to enable all students to reach their potential and be successful. Students are responsible to be academically honest in all aspects of their schoolwork. In this way, the received marks are a true reflection of their own achievement. Academic dishonesty, therefore, is a serious offence and as a result, it is of the utmost importance that students understand what academic dishonesty entails and are clear as to consequences. Keystone International School has implemented strategies to support academic honesty and utilize preventive and responsive practices for cheating and plagiarism<sup>2</sup>.

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<sup>2</sup> adapted from: <http://teacherweb.com/ON/HumbersideCI/MsNeumann/04-Assessment-and-Evaluation-Policy.pdf>

### **Late Assignments**

Late assignments will be reported as part of learning skills on the report card. A variety of methods may be used in dealing with late and missed assignments, including peer tutoring, parent conferences and detentions. However, in accordance with the **Growing Success (2010, p. 43-44)**, late and missed assignments will affect a student's grade and a zero may be assigned.

- ξ In the case of a missed deadline, with no communication from the student, the teacher will accept the late assignment, but there may be consequences for not completing the work in a timely manner.
- ξ After the final due date students will **NOT** be able to upload/hand in the assignment and a mark of zero will be recorded.
- ξ If an extension is granted, there is NO late penalty for submitting an assignment after the original due date.

### **Responsibilities of the Student – Missed Deadlines**

- ξ Students are expected to meet the deadlines for submission of all of their assignments.
- ξ Students are responsible for providing their teachers with evidence of their learning within reasonable timelines, which will be established in advance.
- ξ Responsible students are expected to communicate with the teacher at least the day before the class that an assignment is due when circumstances indicate that they may miss a deadline.
- ξ At the time an extension is requested, it is the responsibility of the student to submit evidence of having tried to complete the assignment on time (for example, the first draft of an essay, research, rough notes, and so on).

### **Responsibilities of the Teacher – Missed Deadlines**

- ξ The teacher will establish deadlines and due dates for assignments.
- ξ The teacher will give reasonable warning of test dates and due dates of assignments.
- ξ The teacher will make an effort to consult with students and take into account students' known workload when assigning work.
- ξ The teacher may use a variety of methods for dealing with late assignments: detentions, counselling, peer tutoring, mark deduction and/or parent conferences.

### **1.6.4 Missed Evaluations, Culminating Activities, Examinations**

- ξ Students are accountable for providing the teacher with evidence of their learning based on the curriculum expectations. Teachers do not make up, estimate, or project a student's potential for learning.
- ξ If a student fails to submit an assignment or write a test because of an absence, and does not communicate with the teacher on the day that he or she returns to school (not the day that he or she returns to the subject class), barring documented extenuating circumstances, this student will receive a mark of zero on the assignment or test.
- ξ Teachers will communicate to students their availability (both time and place) for consultation about missed tests or missed assignment due dates. Students are expected to adhere to routines and

schedules established by the teacher.

- ξ If a student misses a make-up opportunity, barring documented extenuating circumstances, he or she will receive a mark of zero on the missed assignment or test.
- ξ If a student misses an evaluation, in part or in whole, due to a lack of punctuality (that is, an evaluation was begun or completed before the student arrived in class) or a skipped class (that is, a class that is missed voluntarily by the student with no legitimate excuse), the student may receive a mark of zero on the missed work and will have no opportunity to make up the work.
- ξ A mark of zero received by a student will be indicated by a zero placeholder in the teacher's marks records, indicating the student's lack of achievement of the curriculum expectations evaluated by a specific assignment or test.
- ξ If a student has not adequately demonstrated the knowledge and skills related to a significant number of overall curriculum expectations, the zero placeholder marks will be incorporated into the student's report card grade.

#### **Responsibilities of the Student – Missed Assignments and Tests**

- ξ In the case of a known absence on the day an assignment is due or the day a test is scheduled (for example, a school-sanctioned field trip or sports game, an unavoidable medical appointment, etc.), a student must speak to the teacher in advance and provide acceptable documentation, for example, a note from a parent or a medical appointment slip, to arrange to submit the assignment or write the test.
- ξ If a student is unexpectedly absent for a legitimate reason, such as sudden illness on the day an assignment is due or the day a test is scheduled, and misses the due date for an assignment or test, then it is the student's responsibility to speak to the teacher at the earliest opportunity on the day that he or she returns to school and present acceptable documentation (usually a call from the parent to the teacher whose assignment or test was missed) in order to submit the assignment or write the test.
- ξ If a student leaves school unexpectedly on the day that an assignment is due or a test is scheduled, he or she must provide acceptable documentation to the teacher to explain the partial absence before being allowed to make up the missed work or before being allowed to submit the assignment without penalty. The student should attempt to see the teacher concerned before leaving the school.

#### **Responsibilities of the Teacher – Missed Assignments and Tests**

- ξ In the case of a student's known reasonable absence from class on a day that a test is scheduled or assignment is due, with prior notice, the teacher will arrange an alternate evaluation or make-up test. In some cases, the mark will be omitted.
- ξ If a teacher announces an evaluation or an assignment due date during a student's legitimate absence, the teacher will make a reasonable accommodation with the student to do the evaluation or submit the assignment within a week of the student's return to class. In some cases, the teacher may omit the mark.
- ξ If a student is unexpectedly absent for a legitimate reason, such as illness on a day that a test is scheduled or an assignment is due, and misses the due date for the assignment or test but has presented acceptable documentation, the teacher will arrange a make-up evaluation or assign a reasonable date for submission of the assignment without penalty. In some cases, the mark may be omitted.



- ξ If a student fails to complete an assignment or write a test as a result of extenuating circumstances, it may be possible for the student to have an opportunity to demonstrate the missed expectations through a similar evaluation.

#### **Responsibilities of the Student – Missed Culminating Activities**

- ξ Students are expected to be present in all classes and to participate fully throughout the entire final evaluation/culminating activity period.
- ξ Students are expected to complete their entire culminating activity; no one will be exempted from all or part of the culminating activities.
- ξ There are no extensions or make-up opportunities for culminating activities, barring those necessitated by extenuating circumstances, which must be documented by a medical certificate or other official document and approved by a vice-principal before an accommodation will be made by the teacher.
- ξ Students are expected to speak to the teacher prior to any absence that will be necessitated because of participation in a school-sponsored event (for example, sports or award ceremonies) during the culminating activity period in order to explain the absence and make arrangements with the teacher to make up any missed work.
- ξ For absences known in advance due to documented extenuating circumstances, students must make arrangements with their teacher after the documentation and the absence are approved by the vice-principal and before the absence from class.
- ξ All unavoidable, unexpected absences interfering with the completion of a culminating activity require that acceptable documentation (usually a medical certificate or other official documentation) be submitted to a vice-principal on the day of return to school. The Principal will make a determination regarding the legitimacy of the absence, and give the student a note to show teachers in order for the student to arrange completion of the culminating activity.

#### **Responsibilities of the Teacher – Missed Culminating Activities**

- ξ Teachers will make accommodations without penalty for students who miss a culminating activity due to school-sanctioned special events, such as sports activities, leadership conferences, and awards ceremonies.
- ξ Teachers will make accommodations without penalty for students who legitimately miss a culminating activity evaluation due to illness or extenuating circumstances, provided that appropriate documentation, as described above, is received.

#### **Missed Examinations**

- ξ Keystone International School strongly discourages all absences at any time during the examination period. There are no exemptions from writing an examination that is scheduled for a course. Unless otherwise indicated, any student who misses an examination will receive a mark of zero on that examination.
- ξ A student may be excused from an examination due to an extenuating circumstance such as illness, a court appearance or a family crisis. Neither planned vacation time nor employment is a valid reason for missing an examination.

- ξ If a student misses an examination due to an extenuating circumstance, as described above, a medical note or other official documentation will be required to be submitted to the Principal. The Principal will make alternative arrangements about the missed evaluation in consultation with the student's teachers.
- ξ The documentation indicating the date and length of the illness or other circumstance must be received by the Principals' Office within five days of when the examination was scheduled to be written. Failure to do so within five days will result in a mark of zero for the missed examination.

#### **1.6.5 Planned Absences (vacations and other voluntary absences)**

- ξ While we do not encourage parents to remove students from school for family vacations or other activities, we recognize that this may occur. The following process should occur if students are going to be absent from regularly scheduled classes for a vacation or other voluntary absence:
  - ξ The student must notify the principal and teachers at least two weeks in advance.
  - ξ The student must notify subject teachers at least five classes in advance to make arrangements for missed work.
  - ξ It is at the teacher's discretion when the missed evaluations (for example, tests, assignment due dates) will be rescheduled to take place. The teacher may reschedule the missed evaluation or assignment due date before or after the voluntary absence.
  - ξ Failure to make arrangements five classes in advance for missed evaluations or due assignments may result in a mark of zero for the missed work.
  - ξ The subject teacher will provide to the student an overview of the material that is expected to be covered during the absence and any relevant textbook references.
  - ξ The student will be expected to see each subject teacher immediately upon return to school to confirm the material missed.
  - ξ Individual teachers will communicate to students when they are available for consultation with students – both about missed work and make-up opportunities.
  - ξ It will not be possible for subject teachers to provide to the student make-up work for in-class activities that occurred during the absence, such as board notes, group work activities, class discussions, and so on.
  - ξ If a previously announced evaluation is scheduled to occur after a student's return to school, the student is expected to complete it along with the class with no extension or accommodation.
  - ξ If an evaluation that was announced during the time of a student's absence has occurred, the student is expected to be prepared to make up that evaluation within a week of returning to school.

### 1.6.6 Plagiarism

Plagiarism is intellectual theft, a form of academic dishonesty, and will not be tolerated. Plagiarism is defined in The Oxford Dictionary of Current English as “taking and using another’s thoughts or writings, etc., as one’s own.” It occurs when a writer, presenter or performer uses the ideas, interpretations, analyses, statistics, findings or conclusions of others in his or her own work and presents them as his or her own, without acknowledging the source. Whether the work is copied verbatim (word for word) or whether it is paraphrased, if the sources are not acknowledged, it is plagiarism. *Specific examples of plagiarism are:*

1. Copying information, ideas or images from another student, the Internet, books or magazines (all or part).
2. Submitting work done by another person as one’s own.
3. Lending work to another person.
4. Using direct quotations from a source that is not documented.
5. Copying of another person’s work.
6. Translating directly from one language to another and submitting the translation as one’s own.
7. Presenting information or ideas orally that are not original as one’s own without acknowledging the source.
8. Copying of images and/or graphs.
9. Using the original ideas/concepts of another, even if the words are changed, without appropriate documentation of the source.
10. This list is not exhaustive. All teachers at Keystone International School will provide information to students in each of their classes explaining what constitutes plagiarism in their subject area, with guidelines on how to avoid it and how to document sources appropriately. Students will have the importance of avoiding plagiarism and other forms of academic dishonesty reinforced through their subject classes.

<b>Grade 9 and 10 Students</b>	<b>Unintentional Plagiarism</b>	<b>Intentional Plagiarism</b>
<b>Definition</b>	If the student attempts to paraphrase and/or quote, however does not do it correctly (i.e. missing a citation, or not enough changed from the original)	If the student makes no attempt to paraphrase and/or has no citations, in-text or otherwise.
<b>Consequence</b>	A written warning will be given to the student and parents will be notified.	
<b>First Incident</b>	<ul style="list-style-type: none"> <li>• Student will have the opportunity to redo the assessment.</li> <li>• Student will need to offer an apology/explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will have the opportunity to redo the assessment to a maximum of 75%</li> <li>• Student will need to offer an apology/explanation.</li> <li>• A record of incident will be placed in OSR.</li> </ul>
<b>Subsequent Incidents</b>	<ul style="list-style-type: none"> <li>• Student will have the opportunity to redo the assessment to a maximum of 75%.</li> <li>• Student will need to complete the Integrity quiz again and an apology/explanation.</li> <li>• A record of incident will be placed in OSR.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will have the opportunity to redo the assessment to a maximum of 50%</li> <li>• Student will need to complete the Integrity quiz again and an apology/explanation.</li> <li>• A record of incident will be placed in OSR.</li> </ul>

<b>Grade 11 and 12 Students</b>	<b>Unintentional Plagiarism</b>	<b>Intentional Plagiarism</b>
<b>Definition</b>	If the student attempts to paraphrase and/or quote, however does not do it correctly (i.e. missing a citation, or not enough changed from the original)	If the student makes no attempt to paraphrase and/or has no citations, in-text or otherwise.
<b>Consequence</b>	A written warning will be given to the student and parents will be notified.	
<b>First Incident</b>	<ul style="list-style-type: none"> <li>• Student will have the opportunity to redo the assessment to a maximum of 50%</li> <li>• Student will need to offer an apology/explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will not have the opportunity to redo the assessment and will receive 0%.</li> <li>• Student will need to offer an apology/explanation.</li> <li>• A record of incident will be placed in OSR.</li> </ul>
<b>Subsequent Incidents</b>	<ul style="list-style-type: none"> <li>• Student will receive 0% for the assessment.</li> <li>• A record of incident will be placed in OSR.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will not have the opportunity to redo the assessment and will receive 0%.</li> <li>• A record of incident will be placed in OSR.</li> </ul>

## **Cheating on Tests and Examinations**<sup>3</sup>

1. Cheating will not be tolerated at Keystone International School. If a student is caught cheating on a test or an examination, he or she will receive a mark of zero on the test or examination.
2. Teachers will report to the Principal's Office a student who has been caught cheating on a test or an examination and this student's name will be placed in the academic dishonesty register.

## **1.7 Student Attendance Policy**

### **1.7.1 Lateness**

Any student who arrives to class after the class has started will be marked late.

### **1.7.2 Absenteeism**

Any absences must be reported in advance or be accompanied with a doctor's, parent's or guardian's note upon return.

Any missed class time must be made up separately.

- Via agreement with teacher and Principal on make-up time
- Each student must have completed 110 hours of instruction in order to have a credit graded in a given course. Those students who miss class time will be offered to make up the time outside of regular hours at their own expense.

## **1.8 Code of Conduct**

The school's code of behaviour aims to increase respect, responsibility, good citizenship, ethical behaviour, and scholastic excellence by establishing standards of security and conditions, which favour learning and teaching.

### **1.8.1 The objectives of the code of behaviour**

- to promote the security of all people in the school;
- to ensure that all members of the school community (students, volunteers, parents and personnel), in particular those in authority, are treated with respect and dignity;
- to promote good citizenship by encouraging participation in the school community;
- to maintain an environment in which conflicts and differences may be resolved with respect and civility;
- to promote the use of peaceful means to resolve conflicts;
- to discourage the use of alcohol and illegal drugs.

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<sup>3</sup> Adapted from <http://teacherweb.com/ON/HumbersideCI/MsNeumann/04-Assessment-and-Evaluation-Policy.pdf>

### **1.8.2 Standards of Behaviour: Respect, Civility, and Good Citizenship**

Members of the school must:

- respect all federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect individual differences, opinions and ideas;
- treat people with dignity and respect at all times;
- respect others and treat them with fairness, regardless of race, ancestry, place of origin, colour, ethnic background, citizenship, religion, gender, sexual orientation, age or disability;
- respect and preserve all school property;
- take the appropriate measures to help people in need;
- respect people in situations of authority;
- respect the right of others to work in an environment conducive to learning and teaching.

### **1.8.3 Non-violence**

Members of the school must not:

- be in possession of a weapon, particularly a firearm;
- use an object to threaten, hurt or intimidate another person;
- inflict, or encourage someone to inflict, corporal damages on any person;
- hesitate to ask for help from the personnel, if necessary, to resolve a conflict by peaceful means.

### **1.8.4 Alcohol and drugs**

Members of the school must not be in the possession of alcohol or illegal drugs, nor under the influence of these substances, nor provide them to others. This will result in immediate expulsion.

### **1.8.5 The scope of the code of behaviour**

The code of behaviour serves as a complement to federal, provincial and municipal laws, and to the school rules.

### **1.8.6 Dress code**

Though we do not enforce a strict dress code, we encourage students to dress in a professional/casual manner. Our students are professional learners and their appearance is expected to represent that.

### **1.8.7 Access to school grounds**

The expression "school property" encompasses all designated buildings of the school and the grounds belonging to them. All visitors to the school must present themselves to the school office to get authorization to be on school property from a member of the administration. It is strictly forbidden for members of the school to circulate through the school with a guest who has no authorization. A person who has been refused access must leave the school grounds immediately, or the administration will call the police who may impose a fine of up to \$5000. A student who forgets to direct a visitor to the office is liable to face predetermined sanctions if the visitor's behaviour disrupts the physical or moral well-being of the school.

### 1.8.8 Student Suspension

Keystone International School deals with the suspension and expulsion of students in accordance with Bill 212 – the Education Amendment Act<sup>4</sup> (Progressive Discipline and School Safety), 2007.

If a student is suspended from school, he or she will **not** be allowed to attend school or participate in any school-related activities for a period of **one school day to a maximum of 20 school days**.

1. A student will be suspended if she or he is engaged in any of the following activities:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.

Students will also be immediately suspended from school for any activity that may result in an expulsion (Refer to Students Expulsion Section).

2. A student **May** be suspended for the following reasons:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- willful destruction of property
- use of profane or improper language
- conduct injurious to the moral tone of the school
- conduct injurious to the physical or mental well-being of others in the school

If the student is suspended, the principal will send a notice of suspension to student's teacher.

The principal will inform of the suspension to student's parents/guardians within 24 hours of the suspension being imposed.

The following persons may request a review of a decision to suspend where a suspension exceeding one (1) day has been issued:

- if the student is under 18 years of age, his/her parent or guardian;
- if the student is 18 years of age, the student.

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<sup>4</sup> [http://www.ontla.on.ca/bills/bills-files/38\\_Parliament/Session2/b212ra.pdf](http://www.ontla.on.ca/bills/bills-files/38_Parliament/Session2/b212ra.pdf)

## 2 Diploma and Certificates

### 2.1 Ontario Secondary School Diploma (OSSD)

The following requirements can also be seen on the Ministry of Education website:

<http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

Students must earn **eighteen compulsory** credits and **twelve optional** credits to obtain the Ontario Secondary School Diploma.

#### 2.1.1 Compulsory Credits

- 4 credits in English (1 credit per grade)<sup>5</sup>
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

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

**Group 1:** One additional credit in English, or French as a second language<sup>6</sup>, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education<sup>7</sup>

**Group 2:** One additional credit in health and physical education, or the arts, or business studies, or French as a second language<sup>8</sup>, or cooperative education

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

In addition to the compulsory credits, students must complete:

- 12 optional credits<sup>8</sup>
- 40 hours of community involvement activities
- The provincial literacy requirement (OSSLT or OSSLC)

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<sup>5</sup> A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

<sup>6</sup> In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

<sup>7</sup> A maximum of 2 credits in cooperative education can count as compulsory credits.

<sup>8</sup> In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed as available in the school course calendar. These credits may include up to 4 credits earned through approved dual credit courses.



### **2.1.2 Optional Credits**

Your school will give you a course calendar that will list all the available courses and their prerequisites (courses you have to take first) and the optional courses. Students are advised to speak to the guidance counsellor or the subject teacher. He or she can help you to figure out which 12 optional courses to sign up for if you think you might want to go on to a specific university or college program, and which you might consider if you are just not sure yet and want to keep your options open.

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

This test is ordinarily written in Grade 10 and is based on the reading and writing expectations in all subject areas up to the end of Grade 9. The skills in question are the basis for learning in all subject areas through elementary and secondary school.

#### **Who has to write it?**

All students in Ontario who entered Grade 9 in September 2000 or later and are working toward an Ontario Secondary School Diploma (OSSD) must write this test. **Why is it written in Grade 10?**

It shows students how strong their literacy skills are while they still have time to improve them before finishing school.

#### **Accommodations, Special Provisions, Deferrals, and Exemptions**

#### **What about students with special needs?**

The standard and content of the test cannot be modified for anyone, but the test conditions can be changed. Students will be provided with accommodations as specified by EQAO when documented in their Individual Education Plan (IEP).

#### **Can students who are not ready be exempted from writing the test?**

Parents and/or principals may decide it is in a student's best interest to defer writing the test until a later date. For example, an ESL student may need more time to develop language skills before writing the test. For further information about EQAO Tests please see:

<http://www.eqao.com/en/assessments/communication-docs/guide-secondary-assessments-english.pdf>

#### **Ontario Secondary School Literacy Course, Grade 12, Open (OLC40)**

Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

#### **Rationale:**

The OSSLC is an alternative way for students to demonstrate the provincial literacy skills required for graduation. Successful completion of the course demonstrates that students have achieved the reading and writing skills required by the OSSLT. Just as important is the opportunity the course allows students to improve their reading and writing skills as a foundation for building and refining the literacy skills they require in their post-secondary destinations.

#### **Course Description:<sup>9</sup>**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

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<sup>9</sup> <http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

## 2.2 Community Involvement Requirements and Procedures

Every student entering secondary school in Ontario is required to complete **40 hours of community involvement** in order to receive a diploma (Ontario Schools K-12, 2011). The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as, for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the Principal.

### **Students will select one or more community involvement activities in consultation with their parents.**

Selection of activities should take into account the age, maturity, and the ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

***It should be noted that students will not be paid for performing any community involvement activity. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.***

Before beginning any activity, students will provide the Principal or other school contact with a completed "*Notification of Planned Community Involvement Activities*" form indicating the activity on involvement activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "*Completion of Community Involvement Activities*" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Students from Keystone International School are expected to participate in community involvement activities in a manner that is consistent with the best moral values. Suggestions include: showing respect for the community sponsor and their workplace, punctuality, appropriate dress and grooming, good manners, a willingness to listen and follow instructions, a willingness to clarify instructions when in doubt, and the ability to maintain confidentiality.

### 2.2.1 Ineligible Activities

The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is one that:

- would normally be performed for wages by a person in the workplace
- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day other than during the student's lunch break or 'spare' period;
- takes place in a logging or mining environment if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;

- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as 'designated substances' under the Occupational Health and Safety Act;
- requires the knowledge of a trades person whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home, such as daily chores, or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program)

### **2.2.2 Eligible Activities**

Students are encouraged to choose activities outside of the school in order to benefit from a broad range of experiences. A few examples have been provided in each of the categories to assist students in their selection of activities.

- Charitable Organizations – assisting with special events, programs, clerical tasks
- Environmental Projects – flower / tree planting, beautification projects, recycling
- Animal Care – volunteering in a veterinarian clinic, zoo, animal shelter
- Community Organizations – assisting with special events, food banks, community support services, shelters, clerical tasks
- Religious Organizations – assisting with programs, special events, clerical tasks
- Political Organizations – activities related to legitimate and recognized political organizations; municipal, provincial and federal political activities except during an official election period
- Law Enforcement Agencies – volunteering for activities sponsored by the police
- Sports and Recreation – coaching, organizing special events, assisting with projects/ events
- Health Agencies – volunteering in hospitals, hospices, blood donor clinics
- Senior Citizens – assisting in seniors' residencies, providing services for seniors in the community
- Children / Youth Programs – assisting with children/youth programs, child care, camp
- Arts and Culture – volunteering in galleries, libraries, community productions
- Community Service for Individuals – assisting community members in need
- School Services – peer tutoring, assisting with school events, student council

### **2.3 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.

**Compulsory Credits:** Seven credits as listed below:

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

**Optional Credits:** Seven credits selected by the student from available courses.

## 3 Curriculum

### 3.1 The Definition of a Credit

The Ontario secondary school program is based on a credit system. Full credit courses are **110 hours** in length. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education. In order to earn a credit toward an Ontario Secondary School Diploma, a student must successfully complete a course consisting of 110 in-class hours and achieve a minimum mark of 50%. A mark below 50% or a student who has not completed 110 in-class hours will not be granted a credit.

### 3.2 Types of Courses

#### 3.2.1 Grade 9 and 10

Students in grades 9 and 10 will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – applied, academic or locally developed. All elective courses will be taken at the open level.

##### **Academic Level, “D”**

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

##### **Applied Level, “P”**

Applied courses focus on the essential concepts of the discipline. Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

##### **Locally Developed Level, “L”**

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. Students in Ontario schools can earn up to six credits toward a secondary school diploma through locally developed compulsory credit courses (LDCC). Keystone International School does **not offer** locally developed courses at this time.

##### **Open Courses, “O”**

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level courses are offered for all non-core subjects and do not have a prescribed post-secondary destination.

#### 3.2.2 Grade 11 and 12

Courses in grades 11 and 12 are offered in levels that are related to a student’s destination after high school workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one of the following five levels: **University/College Courses, “M”**

Courses designed to prepare students for entrance to college and university programs following high school.

##### **College Courses, “C”**

Courses designed to prepare students for entrance to college programs following high school.

##### **Workplace Courses, “E”**

Courses designed for students planning to enter the workplace directly following high school.

### Open Courses, "O"

Courses that are not specific to any particular post-secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

### University Courses, "U"

Courses designed to prepare students for entrance to university programs following high school.

## 3.3 Course Coding System

The first five characters in the course code are based on the Common Course Codes used in all secondary schools in Ontario.

The first three characters of the course code refer to the subject of the course. In this case CGC refers to "Canadian and World Studies". The fourth character refers to the grade of the course. In this case 1 refers to "Grade 9".

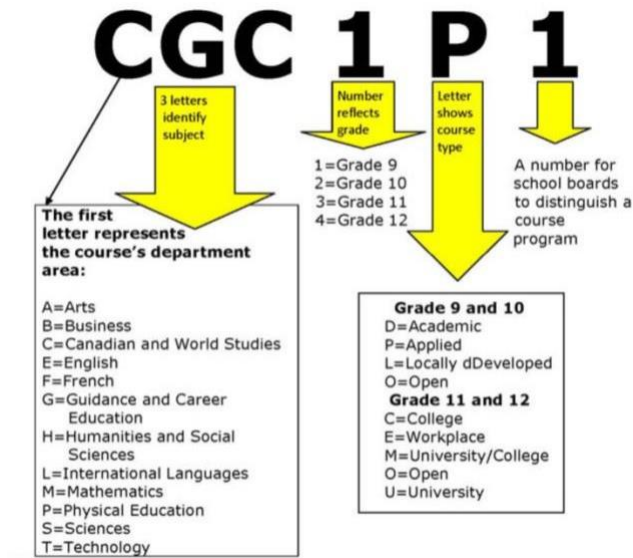
1 = Grade 9      2 = Grade 10      3 = Grade 11      4 = Grade 12

The fifth character refers to the type of course. In this case P refers to "Applied".

P = Applied      D = Academic      O = Open      E = Work Prep  
C = College Prep      U = University Prep      M = Univ/Col Prep      L = Loc Dev

The sixth character refers to the section. For example, if the same class is being taught more than once within the academic year, there will be numbers or letters to distinguish the sections.

### Example for Grade 9 Geography:



This image is taken from <https://schoolweb.tdsb.on.ca/westview/Departments/Student-Support-Services/OSSD-Requirements>

### **3.4 Outline of Courses of Study**

Course Outlines and Ontario Curriculum Policy Documents

1. All Ontario curriculum policy documents are available online at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html> or on the school premises in hard copy.
2. The course descriptions of the available courses for this academic year can be found in Section 7 of this document.
3. Detailed course outlines are available from teachers or the Principal.

### **3.5 Description of Experimental Learning Programs**

#### **Experiential Learning and Education**

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 post-secondary destination.

Cooperative education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school. It is designed to recognize and respond to the diversity of Ontario's student population, and it can engage all students. In cooperative education, students learn in safe, culturally responsive environments in the community, and they are actively involved in determining what they learn, how they learn, when and where they learn, and how they demonstrate their learning.

Participation in cooperative education can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives. Keystone International School, at this time does not have cooperative education as part of its curriculum.

### **3.6 Withdrawal Policy**

#### **Withdrawal From a Grade 9 or 10 Course**

Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

#### **Withdrawal From a Grade 11 or 12 Course**

If a student withdraws from a course after five instructional days following the issue of the mid-semester 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. Withdrawals prior to that time are not recorded.

If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

### **3.7 Course Change Policy**

In most cases, 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. It is recommended that students who wish to switch course types from grade 9 to 10 (applied to academic or academic to applied) take the crossover materials for the appropriate subject area. These materials are available on the Internet at [www.ilc.org](http://www.ilc.org)

- In the case of mathematics, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student planning to move from the Grade 9 applied mathematics course to the grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- take a transfer course that will bridge the gap between course types;
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take;
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

Requests to change a program during the academic year will be considered only for a valid reason. The school may consider a timetable change request for reasons involving:

- a change in level of difficulty
- a timetable error
- summer school or night school results
- a change in career plans
- post-secondary education admission requirements
- medical matters

Should a request be deemed valid the timetable will be adjusted, if possible, taking into account the master timetable and class sizes.

### **3.8 Waiving Prerequisites – Course Type Changes**

1. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite<sup>10</sup>
2. Course type switches (e.g. academic to applied) are largely facilitated by the teacher in cooperation with resource department.
3. The principal made a decision on a case by case basis in consultation with the student, parents/guardians and teachers. The principal will:
  - ensures that a hard copy record with the parents/guardians approval is created.
  - facilitates communication between school and home.
  - counsels students on future plans, and how a course type switch will affect their future, including high school prerequisites, and post-secondary plans.
  -

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<sup>10</sup> Source: Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011, Page 67-68.



### 3.1 Waiving Prerequisites – All Others

1. If a student wishes to take a course with us but does not directly meet the prerequisite (i.e. the student does not have the exact Ontario course code), he or she may be eligible for a prerequisite waiver.
2. Students wishing to apply to have their prerequisite waived should complete a Prerequisite Waiver Application Form and return it, along with all supporting documentation, to the principal. The forms are available at the Principal's office. The prerequisite application should be completed prior to registering for a course.
3. Prerequisite waivers may be considered under, but not limited to, the following circumstances:
  - (a) An individual is changing programs at a post-secondary institution.
  - (b) A graduated student is applying to university and did not take the appropriate courses in high school.
  - (c) A home schooled student wishes to earn OSSD credits.
  - (d) An individual has been in the workforce for some time, plans to attend post-secondary education, and is required to complete certain courses for admission.
  - (e) An individual in the workforce requires a course to apply for a new position and does not have the prerequisite.
  - (f) A student from another province/country requires the prerequisites for post-secondary education and is unable to take the course(s) within his or her province/country.

### 3.2 Substitutions for Compulsory Courses

In order to meet the needs of individual students, **principal may replace up to three compulsory credit courses** (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. The principal will make the decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

### 3.3 Prior Learning Assessment and Recognition Policy (PLAR)

- Only the holder the student's Ontario Student Record can provide Prior Learning Assessment and Recognition
- The assessment and evaluation of prior learning and the determination of competency and credit awarded; will be done by instructional or faculty staff who have the appropriate subject matter expertise but other staff in an institution may have a supporting role in the process.
- The work required for PLAR includes, but is not limited to; classroom-based and individual advising; classroom-based and individual assessment, training and upgrading; development of assessment tools; and, training in the use of flexible assessment.
- Keystone International School accepts credit earned through PLAR (as transfer credit) from all Canadian accredited secondary institutions. Such transfer credit is applied in the context of Keystone International School course requirements.
- Keystone International School does **not accept challenge** process at this time.

### **3.3.1 Equivalent Credits**

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the students previous Learning.

- "Equivalent Credits" are entered in the "Course Code" column
- "PLE" entered in the "Course Code" column
- "EQV" in the "Percentage Grade" column
- The total number of credits entered into the "Credit" column
- The number of compulsory credits entered into "Compulsory" column

### **3.4 Alternative Ways of Learning and Earning Credit**

Although most secondary school students will obtain credits towards the Ontario Secondary School Diploma (OSSD) by enrolling in the courses offered in their secondary school day program, there are alternative ways to earn the required credits. Some of the options include:

#### **3.4.1 Summer School**

Summer School courses are available for both Reinforcement and Acceleration credits. Information on the courses available at Summer School and registration procedures is typically available in late April/early May. Please see the dates of the summer sessions in the Section 6 of this document.

#### **3.4.2 E-Learning**

Online learning is available as an alternative to classroom learning. Keystone International School students are provided with a flexible approach to learning, as this method allows for self-paced study within a structured environment. For more information, and to find out which courses are offered via online classes please visit <https://keystoneschools.ca/student-handbook> and/or contact Guidance/Principal.

#### **3.4.3 Music Certificates**

Students who are working towards their OSSD are able to use specified music certificates towards credits. Based on the policies and in accordance with the Ontario Ministry of Education, a maximum of 2 credits can be granted for external musical education. For more information contact Guidance/Principal.

#### **3.4.4 Correspondence Courses**

The Independent Learning Centre (ILC) provides a distance education program, in English and in French. Students can take credit and non-credit courses towards the OSSD or equivalent, upgrade their skills, and achieve their academic and career goals or study for personal development. Students who would like to take a course with the ILC should contact Guidance/Principal.

### 3.5 Evaluation and Examination Policies

Evaluation tasks and strategies, created by teachers, are directly related to the learning objectives of the course and the learning outcomes in the exit profile of the program. Examples of evaluation tasks include examinations, essays, problem-solving exercises, oral exams, artistic productions, laboratory work, case studies, simulations, etc. It is understood that teaching and evaluation strategies are adapted to different pedagogical contexts.

The evaluation of student achievement must be impartial, valid, reliable and consistent. Keystone International School shall ensure equivalency in evaluations and ensure that all sections of a multi-section course adhere to an equivalent/common evaluation framework. In the case of common competencies taught by several disciplines, program committees shall make recommendations to teachers on the equivalency of evaluation.

Evaluation will take place throughout the course. Evaluations should be planned throughout the semester to ensure that:

1. students receive feedback on their basic skills prior to the course drop deadline;
2. students have a clear idea of how they are doing by mid-semester;
3. students who need extra help may seek it in time to avoid possible failure.

Diagnostic assessment is used to establish where the students are, in relation to the objectives of the course; whether it is at the beginning of the course or the beginning of a learning unit. It is used by the teacher to tailor the instruction.

### 3.6 Teaching and Learning Strategies

The strategies that the teacher uses should provide students with multiple opportunities to develop and demonstrate their learning and skills across all four categories of the Achievement Chart. A list of suggestions is shown below for each of the categories:

#### **KU** – Knowledge and Understanding]

subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding). The expectations will be developed through:

- brainstorming
- teacher directed lessons, note-taking and discussions
- small group instruction
- independent and self-directed learning guided through the textbook

#### **TIPS** – Thinking, Inquiry and Problem Solving

The use of critical and creative thinking skills and/or processes. The expectations will be met by:

- formulating questions
- test questions
- proofs and problem sets
- solving problems

#### **C** – Communication

The conveying of meaning through various forms. Expectations will be demonstrated by:

- group discussions
- student presentations of problem solutions

#### A – Applications

The use of knowledge and skills to make connections within and between various contexts. Expectations will be demonstrated by:

- independent research
- problem sets
- real world applications

### 3.7 Learning and Teaching Strategies – Overview

Brainstorming	Group Discussion	Group Investigation
Questioning	Dialogue	Reflection Journals
Teacher / Student Demonstrations	Experimentation	Using Technology
Researching	Collaborative Learning	Note taking
Teacher Lecture		

### 3.8 Strategies for Assessment and Evaluation of Student Performance

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to determine students’ strengths and weaknesses in their achievement of the curriculum expectations in each subject / course in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students’ needs in assessing the overall effectiveness of program and classroom practices.

**Assessment** – is the process of gathering information from a variety of sources (including formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, peer and self-assessments, self-reflections, tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject course. Assessment has a formative purpose. Hence, teachers provide students with descriptive feedback that guides their efforts towards improvement.

**Assessment FOR learning:** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and to differentiate instruction appropriately. It involves practice toward success criteria and learning goals

**Assessment AS learning:** involves student goal setting and self-evaluation. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps and reflect on their thinking and learning.

**Assessment OF learning:** has a summative purpose and is done near the end of the year/course/unit. This type of assessment collects evidence for evaluating the students’ achievement of the curriculum expectations and for reporting to students and parents/guardians.

**Evaluation** - refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Tools will be used for the three different types of assessments.

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Learning Logs (anecdotal)</li> <li><input type="checkbox"/> Entrance tickets</li> <li><input type="checkbox"/> Exit tickets</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Quizzes (scale/rubric)</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolios (rubric)</li> <li><input type="checkbox"/> Posters (rubric/scale)</li> <li><input type="checkbox"/> Graphic organizers (scale)</li> <li><input type="checkbox"/> Peer feedback (anecdotal/checklist)</li> <li><input type="checkbox"/> Reports (rubric)</li> <li><input type="checkbox"/> Essays (rubric)</li> <li><input type="checkbox"/> Webbing/Mapping (rubric/scale)</li> <li><input type="checkbox"/> Entrance ticket</li> <li><input type="checkbox"/> Vocabulary notebooks (anecdotal)</li> <li><input type="checkbox"/> Visual Thinking Networks (rubric)</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Tests (scale/rubric)</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolio (rubric)</li> <li><input type="checkbox"/> Posters (rubric/scale)</li> <li><input type="checkbox"/> Graphic organizers (scale)</li> <li><input type="checkbox"/> Reports (rubric)</li> <li><input type="checkbox"/> Essays (rubric)</li> <li><input type="checkbox"/> Visual Thinking Networks (rubric)</li> </ul>
<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class discussions (anecdotal)</li> <li><input type="checkbox"/> Self-proofreading (checklist)</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions (anecdotal)</li> <li><input type="checkbox"/> Debate (rubric)</li> <li><input type="checkbox"/> PowerPoint presentations (rubric)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate (rubric)</li> <li><input type="checkbox"/> PowerPoint presentations (rubric)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> </ul>
<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small Group Discussions (checklist)</li> <li><input type="checkbox"/> Pair work (checklist)</li> <li><input type="checkbox"/> Debate</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small group discussions (checklist)</li> <li><input type="checkbox"/> Pair work (anecdotal)</li> <li><input type="checkbox"/> Peer-feedback (anecdotal)</li> <li><input type="checkbox"/> Peer-editing (anecdotal)</li> <li><input type="checkbox"/> Oral pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Oral quizzes (scale/rubric)</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Question and Answer Session (checklist)</li> <li><input type="checkbox"/> Oral tests (scale/rubric)</li> </ul>

### 3.9 Determining the Student's Final Mark

**70% of the grade** (Term Work) will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

**30% of the grade** will be based on a final evaluation administered at the end of the course. This evaluation will be based on a final exam that addresses all of the overall expectations of the course and a portfolio evaluation.

Within the 70% term mark and the 30% summative mark, the breakdown of the achievement chart categories will be approximately:

- Knowledge/Understanding 25%
- Application 25%
- Communication 25%
- Thinking/Inquiry 25%

A credit is granted and recorded if the student's final percentage mark is 50% or higher. Procedures for students whose final grade is below 50% and who do not receive a credit are outlined in the ministry policy document Ontario Schools K-12, 2011.

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

***Any exception to the above must be explained and approved by the Principal.***

#### 3.9.1 Final Exams

A final exam is an evaluation task that takes place at the end of the course which evaluates all the competencies learned over the entire course. Final exams take place during the final examination period, clearly defined at the end of each semester in the Keystone International School's Academic Calendar.

#### 3.9.2 Final Exam Policy

- Students should arrive 15 minutes before the commencement of the examination.
- Students must show their government issued identification to enter the examination location and once inside must place their identification on their desk for verification purposes. Students without a government issued ID will not be permitted to enter the examination room. A temporary permission slip may be provided by the Principal in case of extenuating circumstances.
- Students may bring water (only).
- Unless otherwise specified, no books, briefcases, cell phones or any electronic devices are to be brought into the examination location. Coats and boots and personal items should be left in the designated area set out by the instructor.
- No student will be permitted to enter the examination after one hour has elapsed, or leave before one hour has elapsed.
- All students must sign the attendance sheet provided by their teacher before leaving the examination.
- Students must be available for examinations up to the last day of the final examination period as specified in the current Academic Calendar.
- Students who need to temporarily leave the exam for a health reason will be accompanied by an

escort.

- Students with reasons that might legitimately be taken into account in evaluating their performance should indicate these reasons on the exam and inform their teacher immediately.

### **3.10 Reporting Procedures**

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

The 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.

After the student leaves school, the Ontario Student Transcript will be kept on file and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case the student ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or of a parent/guardian if the student is under 18.

#### **3.10.2 Withdrawal from a Course**

##### **Withdrawal From a Grade 9 or 10 Course**

Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

##### **Withdrawal From a Grade 11 or 12 Course**

If a student withdraws from a course after five instructional days following the issue of the mid-semester 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. Withdrawals prior to that time are not recorded. **Repetition of a course**

Students who repeat a course that they have previously completed successfully can earn only one credit for the course. However, in Grades 11 and 12, each attempt and percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the repeated course(s) along with the lower percentage grade.

#### **3.10.3 Report Cards**

The report card is the basic way of communicating student progress to parents. Much time and effort has been devoted to developing reporting procedures and report card instruments which clearly convey information about student performance. Keystone International School will send report cards home at the end of each quad.

## 4 Supports and Resources

### 4.1 Guidance and Education Planning

All students in grades 9-12 will develop an Individual Pathways Plan that they will review and revise once each trimester.

The plan will help students to:

- identify their interests and strengths
- explore opportunities
- make meaningful decisions
- set goals for the future

Parents and teachers are an important part of this student-led process.

The IPP is part of Creating Pathways to Success, The New Education and Career/Life Planning Program for all Ontario students (grades K-12). The program emphasizes the importance of careful planning as students make their way through school.

The program is built upon 4 key questions:

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

This is a student led process which is assisted by the Principal and the Vice Principal respectively.

(Adjusted from <http://www.yrdsb.ca/Parents/IPP/Pages/default.aspx>)

### 4.2 Students Deemed to be at Risk

Keystone International School strives to be pro-active in monitoring student success. The teacher and Principal work closely with parents/guardians to ensure that every student is reaching his or her potential. Keystone is committed to developing ties with community groups and parent organisations to help ensure this potential is reached. Keystone International School is monitoring and tracking individual students' progress to:

- provide direct support and/or instruction to improve their achievement,
- promote their retention, and support significant transitions;
- support students in their education and career pathways planning;
- supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- re-engage early school leavers;
- work with parents and the community to support student success. (Ontario Schools, 2011, p 33)



### 4.3 English Language Learners

Keystone International School welcomes newcomers and international students. When the need arises, Keystone will assign staff to assess the English language proficiency of all English language learners. The assessment procedure will include:

- a structured interview to assess oral communication skills (i.e., listening and speaking);
- an assessment of reading comprehension;
- an assessment of student writing;
- an assessment of mathematical knowledge and skills

(Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, p 17)

<http://edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

We incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- Modification of some or all of the subject expectations depending on the level of English proficiency
- Use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- Use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- Use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and close sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

### 4.4 Other Resources

Keystone International School has a small library within the premises where students have access to tablets and books. There is free Wi-Fi access for students within the school at all times. All Keystone Students are expected to register at a Toronto Public Library and get a library card, even if the student lives outside of Toronto. A letter is available for each student to confirm attendance at Keystone and therefore prove eligibility for registration. For those who do not have access to a personal computer, they may use the computers available at all the Toronto Public Libraries.

### 4.5 Community Resources

Keystone is proud to be working with the following organizations and our students take advantage of the resources provided by these organizations.

- George Brown College – Financial Literacy Program
- John Innes Community Centre - gymnasium, swimming pool, exercise equipment
- Yonge Street Mission – tutoring, social work services
- Scadding Court Community Centre -green works, volunteering, community events

## 5 Special Education – Accommodation for Evaluations

Students with identified (learning) disabilities, may be entitled to special accommodations for evaluations. The Teacher and Principal are responsible for administering the evaluation tasks, providing special examination facilities, when necessary, and ensuring that the accommodations are in compliance with the Keystone’s examination procedures. It is important that these identified students take the time to meet with their teachers personally and explain the situation and their needs. Students need to manage their own situation with their teachers.

## 6 Summer School

### Summer Term 1: July 4, 2022 – July 29, 2022 (20 Instructional Days + 1 Exam Day)

First period is 3 hours. Second period is 2.5 hours. There is a 10-minute break during each of the morning and afternoon sessions. There is a total of 5.5 hours of instruction per day. August 2, 2022 is the exam day.

Summer 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Period	MPM2D	MPM2D	MPM2D	MPM2D	MPM2D
9:00am – 12:10pm	Room: C.F Gauss	Room: C.F Gauss	Room: C.F Gauss	Room: C.F Gauss	Room: C.F Gauss
12:10pm – 12:50pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon Period	MPM2D	MPM2D	MPM2D	MPM2D	MPM2D
12:50pm – 3:30pm	Room: C.F Gauss	Room: C.F Gauss	Room: C.F Gauss	Room: C.F Gauss	Room: C.F Gauss

### Summer Term 2: August 3, 2022 – August 30, 2022 (20 Instructional Days + 1 Exam Day)

First period is 3 hours. Second period is 2.5 hours. There is a 10-minute break during each of the morning and afternoon sessions. There is a total of 5.5 hours of instruction per day. August 31, 2022 is the exam day.

Summer 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Period	ENG2D	ENG2D	ENG2D	ENG2D	ENG2D
9:00am – 12:10pm	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen
12:10pm – 12:50pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon Period	ENG2D	ENG2D	ENG2D	ENG2D	ENG2D
12:50pm – 3:30pm	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen	Room: J. Austen

## 7 Course Outlines Descriptions

### 7.1 Grade 9 Courses

#### 7.1.1 ENG1D – English

**Prerequisite:** None

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**Credit:** 1

**Type:** Academic

**Grade:** 9

#### 7.1.2 MTH1W – Mathematics

**Prerequisite:** None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

**Credit:** 1

**Type:** De-streamed

**Grade:** 9

#### 7.1.3 SNC1D – Science

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Academic

**Grade:** 9

#### 7.1.4 CGC1D – Geography

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Academic

**Grade:** 9

#### 7.1.5 FSF1D – Core French

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Credit:** 1

**Type:** Academic

**Grade:** 9

#### 7.1.6 AVI10 – Arts

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 9

#### 7.1.7 BBI10 – Introduction to Business

**Prerequisite:** None

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Credit:** 1

**Type:** Open

**Grade:** 9

### **7.1.8 PPL10 – Healthy Active Living Education**

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 9

### **7.1.9 BTT10 – Information and Communication Technology**

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 9

## 7.2 Grade 10 Courses

### 7.2.1 ENG2D – English

**Prerequisite:** Grade 9 English, Academic or Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course

**Credit:** 1

**Type:** Academic

**Grade:** 10

### 7.2.2 MPM2D – Principles of Mathematics

**Prerequisite:** Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Credit:** 1

**Type:** Academic

**Grade:** 10

### 7.2.3 SNC2D – Science

**Prerequisite:** Grade 9 Science, Academic or Applied

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Credit:** 1

**Type:** Academic

**Grade:** 10

### 7.2.4 CHC2D – Canadian History since World War I

**Prerequisite:** None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students

will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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.

**Credit:** 1

**Type:** Academic

**Grade:** 10

### **7.2.5 CHV20 – Civics and Citizenship**

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 10

### **7.2.6 AVI20 – Visual Arts**

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 10

### **7.2.7 GLC20 – Career Studies**

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 10

### **7.2.8 PPL20 – Healthy Active Living Education**

**Prerequisite:** None

This course enables students to further develop 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.

**Credit:** 1

**Type:** Open

**Grade:** 10

#### **7.2.9 BBI20 – Introduction to Business**

**Prerequisite:** None

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Credit:** 1

**Type:** Open

**Grade:** 10

#### **7.2.10 BTA20 – Information and Communication Technology**

**Prerequisite:** None

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.

**Credit:** 1

**Type:** Open

**Grade:** 10



## 7.3 Grade 11 Courses

### 7.3.1 ENG3U – English

**Prerequisite:** Grade 10 English

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. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Credit:** 1

**Type:** University

**Grade:** 11

### 7.3.2 MCR3U – Functions

**Prerequisite:** Principles of Mathematics, Grade 10, Academic.

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.

**Credit:** 1

**Type:** University

**Grade:** 11

### 7.3.3 MEL3E – Mathematics for Work and Everyday Life

**Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs; create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Credit:** 1

**Type:** Workplace

**Grade:** 11

#### 7.3.4 SPH3U – Physics

**Prerequisite:** Science, Grade 10, Academic

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

**Credit:** 1

**Type:** University

**Grade:** 11

#### 7.3.5 SCH3U – Chemistry

**Prerequisite:** Science, Grade 10, Academic

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

**Credit:** 1

**Type:** University

**Grade:** 11

#### 7.3.6 SBI3U – Biology

**Prerequisite:** Science, Grade 10, Academic

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

**Credit:** 1

**Type:** University

**Grade:** 11

#### 7.3.7 CGG30 – Travel and Tourism: A Geographic Perspective

**Prerequisite:** Issues in Canadian Geography, Grade 9, Academic or Applied

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

**Credit:** 1

**Type:** Open

**Grade:** 11

### 7.3.8 HSP3U – Introduction to Anthropology, Psychology, and Sociology

**Prerequisite:** The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

**Credit:** 1

**Type:** University

**Grade:** 11

### 7.3.9 BTA3O – Information and Communication Technology

**Prerequisite:** None

This course provides students with the opportunity to develop the information technology skills and knowledge required in a business. Students will learn about the information technology work environment, use industry-standard software, conduct electronic research, investigate electronic business, and explore occupations and postsecondary programs that require information technology skills.

**Credit:** 1

**Type:** Open

**Grade:** 11

## 7.4 Grade 12 Courses

### 7.4.1 ENG4U – English

**Prerequisite:** English, Grade 11, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse 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.

**Credit:** 1

**Type:** University

**Grade:** 12

### 7.4.2 MHF4U – Advanced Functions

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

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.

**Credit:** 1

**Type:** University

**Grade:** 12

### 7.4.3 MCV4U – Calculus and Vectors

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

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

**Credit:** 1

**Type:** University

**Grade:** 12

#### 7.4.4 MEL4E – Mathematics for Work and Everyday Life

**Prerequisite:** Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs; create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Credit:** 1

**Type:** Workplace

**Grade:** 12

#### 7.4.5 SPH4U – Physics

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

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.

**Credit:** 1

**Type:** University

**Grade:** 12

#### 7.4.6 SCH4U – Chemistry

**Prerequisite:** Chemistry, Grade 11, University Preparation

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.

**Credit:** 1

**Type:** University

**Grade:** 12

#### 7.4.7 SBI4U – Biology

**Prerequisite:** Biology, Grade 11, University Preparation

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

**Credit:** 1

**Type:** University

**Grade:** 12

#### 7.4.8 HSB4U – Challenge and Change in Society

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

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

**Credit:** 1

**Type:** University

**Grade:** 12

#### 7.4.9 BOH4M – Business Leadership: Management Fundamentals

**Prerequisite:** None

This course focuses on the development of leadership skills used in managing a successful business. Students 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 are also emphasized

**Credit:** 1

**Type:** University/College

**Grade:** 12

#### 7.4.10 CIA4U – Analysing Current Economic

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

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

**Credit:** 1

**Type:** University

**Grade:** 12

#### **7.4.11 CGW4U – World Issues: A Geographic Analysis**

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

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 culture, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of 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.

**Credit:** 1

**Type:** University

**Grade:** 12