Keystone International Schools
Online

2021-2022

STUDENT

HANDBOOK

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1   Keystone Online Program

Keystone International School is an Ontario Ministry inspected private high school. Our MIDENT or BSID is 888468. Its campus is located in the heart of Toronto serving both domestic and international students. Keystone Online Program is the online program of Keystone International School and is not a separate school. Online course instructors are the same as the classroom teachers.

Keystone Online Program offers the students the opportunity to earn Ontario High School credits. Domestic and International students can take some or all courses online with the Keystone Online Program at their own pace.

Keystone Campus students also have the option to take one or more online courses, concurrently with their regular in-class courses, if approved by the Principal.

2   School Course Calendar

Please note that this is the Online Program Handbook. For more information related to the Campus or general school policies please refer to the 2021-2022 School Course Calendar, which can be found: https://keystoneschools.ca/course-calendar

3   Program Overview

Students can enroll in one or more online courses throughout the year and work at their own pace. Keystone Online Program is asynchronous. Asynchronous learning is a student-centered teaching method widely used in online learning. It's designed for students who are self-disciplined and like working independently. Students will have the opportunity to engage in class discussions and interact with one another. Instructors are available to students on an appointment basis.

All Keystone online courses are designed to be 110 hours of planned instruction. Course completion time varies based on number of factors; understanding the subject matter, comfort level with online learning and course load. Students can find a planning guide in section 3.2.

All course materials are online and no textbook is required with the exception of novels for English classes as indicated on the course outlines.

Assignments are submitted electronically. Final exams are scheduled and are proctored online or offline.See more information under the Final Exam section 3.8.

3.1   Registering for a Course

The application process is similar to the campus application process:

- Fill out application forms
- Submit all required documents (ID, transcripts, etc.)
- Take placement tests (if applicable)
- Schedule an interview with Principal or Admissions
- Review your academic plan
- Get a Keystone student email address

- Get access to the learning platform
- Wait for your Instructor to schedule introductory video meeting

Generally, this process will take 3 to 7 days. Once the student has access to the learning platform, the Instructors will be contacting them within 48 hours.

Prospective students can find more information about the application process at https://keystoneschools.ca/apply-online-school or they can also contact admissions@keystoneschools.ca to receive more information about the step-by-step application process and further details on the required documentation.

3.2   Duration of a Course

Students have 12 months to complete their course from the date of registration. The course will expire in 12 months from registration. If they are unable to complete the course within the 12-month period, they need to contact Principal's office at least 1 month prior to expiration to arrange an extension. If no communication is made, the course will be removed and recorded in accordance with the Withdrawal Policy outlined in section 5.15.2.

Students can work through their courses and complete all requirements as quickly as they like, note that there are no dues dates for online courses other than the one-year course duration. It will take a minimum of 4 weeks to complete a course if a student spends 6 hours per day 5 days a week. See the planning guide below for various scenarios.

This table shows approximate timelines to study 1 course covering 110 hours of instructional material.

Hours per day	Days per week	Total hours per week	Total time complete course
1	5	5	5.5 months
2	5	10	3 months
3	5	15	8 weeks
5	5	25	5 weeks

This table shows approximate time it will take for a student to complete multiple courses.

Course Load	Hours spent per day per course	Total hours spent per day	Total hours spent per week for all courses	Total time complete courses
2 courses	3	6	30	2 months
3 courses	2	6	30	3 months
4 courses	1.5	6	30	4 months

3.3 Attendance Requirements

The Ministry of Education mandates accurate attendance records of all students in a school. For purposes of attendance, Keystone assumes that the student is "present" when he/she has logged in the CANVAS system and actively engaged and completed an activity within a lesson. Students are expected to participate actively in course work on a regular basis.

3.3.1 Domestic Full-Time Students

Domestic full-time students under the age of 18 are required to log in on a regular basis (excluding weekends and holidays). If they fail to log in on a regular school day, they will be marked absent and parents will be notified via the internal messaging system in the learning platform.

For attendance purposes, domestic full-time students are those that are <u>not attending</u> any other school in Ontario and Keystone is their main school and the holder of their OSR.

3.3.2 Out-of-Province/International/Part-Time Students

Students are expected to log in regularly depending on their completion plans however, it is recommended to log on in on a weekly basis at the very minimum to ensure important announcements are not missed.

3.4 Login and Activity Expectations

To keep track of student attendance and to ensure that the students complete 110 hours of planned activities, Keystone requires students to complete all activities and lessons throughout the entire course. This includes answering questions or completing activities after each lesson. At the completion of a lesson and/or an activity, students need to mark their lessons complete via the "Mark Complete" button on the Learning Platform. This helps students and the school track their progress throughout the entire course.

These expectations are discussed during the initial meeting with the Instructor prior to starting a course.

Failure to login and complete activities

The office will contact the student and parent via email.

- **First Warning:** When a student has not logged in and completed any activity for 4 weeks.
- **Second Warning:** When a student has not logged in and completed any activity for 8 weeks.
- **Final Warning:** When a student has not logged in for more than 12 weeks and has not responded to previous warnings.

When a final warning has been issued and no communication has been established 30 days after the final warning, course will be removed and recorded in accordance with the Withdrawal Policy outlined in section 5.15.2.

3.5 Hardware & Software Requirements

3.5.1 Hardware Requirements

- Laptop or a desktop computer (not a tablet)
- Windows XP or higher or Mac OS X
- High-speed internet connection
- Speakers and headphones
- Microphone and webcam.
- Scanner

3.5.2 Software Requirements

- Adobe Reader
- Adobe Flash player
- Office 360 or Google Docs (provided by Keystone)
- Google Chrome or Safari

3.5.3 Email Accounts

Students enrolled in the Keystone Online Program will have an email account provided by Keystone. Passwords to email accounts are only known by the student. Passwords should never be given to anyone else and should be changed periodically. Typically, the student email assigned will be firstname.lastname@keystonestudent.ca. This account is provided for the exclusive use of the assigned student during the school year to provide a resource to enhance the learning environment and to make available various electronic resources for the student.

3.5.4 Learning Platform: CANVAS

Keystone uses CANVAS as its learning platform. It is the central hub for all communications and school activities. Students access all learning materials and assessments via the CANVAS learning platform.

Students can only sign in to CANVAS with their @keystonestudent email address via the integrated login.

3.6 Teacher Contact

3.6.1 Introductory Meeting

Students registered to any online course will be receiving a message from their instructors through the built-in messaging in CANVAS to schedule an introductory videoconference meeting on BigBlueButton. The instructor will cover the following:

- course outline
- course expectations
- student's expected timeline for completion of the course
- assessments
- communication
- best practices
- culminating activity or final exam scheduling

3.6.2   Ongoing Communication

Keystone Instructors are available to students via the direct messaging on CANVAS. Students can and are encouraged to message their Instructors via the built-in direct messaging and expect a response within 48 hours. Students are encouraged to use the discussion boards to communicate with peers and their instructors regarding the course material. Students can also schedule or drop-in for video conference meetings with their teachers during their office hours.

3.6.3   Feedback

Feedback is an integral part of learning. It provides students with a comparison of their performance and course expectations. Instructors provide students with descriptive feedback that guides their efforts towards improvement.

3.7   Parental Role

Keystone International School strives to be pro-active in monitoring student success. Instructors and the Principal work closely with parents/guardians to ensure that every student is reaching his or her potential.

All parents will have an CANVAS login access and are able to monitor student progress, either by logging in on the web browser or through the mobile application. All notifications can be set up to also be forwarded to parent email. Parents are able to communicate with the teacher on the CANVAS platform via the internal messaging system. They will also be notified of the following:

- Absences – (see failing to login)
- Missed evaluations
- Failing Grades
- Disciplinary Issues
- Teacher concerns

3.8   Final Exams

Many of the Keystone online courses have a final exam. All activities weighted or not, must be completed before students are allowed to schedule their final exam. There are 2 proctoring options:

1) Online Proctoring: Students may use a pre-approved, online proctoring service.

2) In-person Proctoring: Students can write their final exam under the supervision of a proctor approved by Keystone at a predetermined time and place. Students must submit the proctor approval form available upon request, at least 2 weeks before the proposed final exam date. Keystone reserves the right to refuse any proctor if they do not fall within the guidelines for approval.

3.9   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.

The objectives of the code of behaviour

- to ensure that all members of the school community are treated with respect and dignity;

- to promote good citizenship by encouraging participation in the online 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;

Standards of Behaviour: Respect, Civility, and Good Citizenship

Members of the school must:

- 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;

3.10   Academic Integrity

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[1].

Students are required to complete the academic integrity quiz and achieve a 100% before they can begin their course. The academic integrity quiz is the first activity to be completed in each course.

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.

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[1] adapted from: http://teacherweb.com/ON/HumbersideCI/MsNeumann/04-Assessment-and-Evaluation-Policy.pdf

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 instructors 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.

Grades 9 and 10	Unintentional Plagiarism	Intentional Plagiarism
Definition	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.
Consequence	A written warning will be given to the student and parents will be notified.	
First Incident	• Student will have the opportunity to redo the assessment. • Student will need to offer an apology/explanation.	• Student will have the opportunity to redo the assessment to a maximum of 75% • Student will need to offer an apology/explanation.
Subsequent Incidents	• Student will have the opportunity to redo the assessment to a maximum of 75%. • Student will need to complete the Integrity quiz again and an apology/explanation.	• Student will not have the opportunity to redo the assessment and will receive 0%. • A record of incident will be placed in OSR.

Grades 11 and 12	Unintentional Plagiarism	Intentional Plagiarism
Definition	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.
Consequence	A written warning will be given to the student and parents will be notified.	
First Incident	• Student will have the opportunity to redo the assessment to a maximum of 50% • Student will need to offer an apology/explanation.	• Student will not have the opportunity to redo the assessment and will receive 0%. • Student will need to offer an apology/explanation. • A record of incident will be placed in OSR.
Subsequent Incidents	• Student will receive 0% for the assessment. • A record of incident will be placed in OSR.	• Student will not have the opportunity to redo the assessment and will receive 0%. • A record of incident will be placed in OSR.

Final Exams [2]

All final exams are proctored.

- Cheating is not 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 and may be removed from the course without credit.
- Proctors will be required to fill out a report and submit 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.

3.11   Acceptable Use Policy

Keystone International School recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation. Keystone International School encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of the Keystone International Schools.

All students are subject to the fair use policy and are required to complete the agreement prior to commencing their online courses. The Electronic Resources Fair Use Policy is delivered electronically. As a reference a copy can be found at the end of the handbook.

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[2] Adapted from http://teacherweb.com/ON/HumbersideCI/MsNeumann/04-Assessment-and-Evaluation-Policy.pdf)

4   Ontario Secondary School Diploma

The following requirements can also be seen on the Ministry of Education website:
http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html

In order for students to obtain the Ontario Secondary School Diploma, students must

- earn **eighteen compulsory** credits
- earn **twelve optional** credits
- complete the 40 hour community involvement
- complete the provincial literacy requirement

4.1   Compulsory Credits

- 4 credits in English (1 credit per grade)[3]
- 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[4], 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[5]

Group 2: One additional credit in health and physical education, or the arts, or business studies, or French as a second language[6], 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

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[3] 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.

[4] 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.

[5] A maximum of 2 credits in cooperative education can count as compulsory credits.

[6] 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.

4.2   Optional Credits

In addition to the compulsory credits, students must complete:

- 12 optional credits[8]

Students can view the course calendar and choose from the available optional courses. Based on initial interviews and ongoing guidance meetings, students receive their academic plan with suggested optional credits.

4.3   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 (OLC4O)

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.

4.3.1   Ontario Secondary School Literacy Course

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:[7]
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that

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[7] http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf

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.

4.4   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 or 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.

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)

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

5 Curriculum

5.1 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.

5.2 Types of Courses

5.2.1 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.

5.2.2 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.

5.3 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
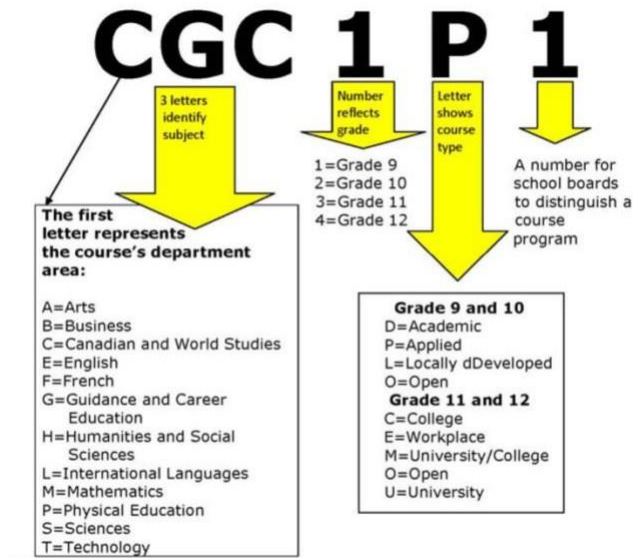
5.4   Outline of Courses of Study

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 can be found in Section 7 of this document.

3. Detailed course outlines are available upon request.

5.5   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

5.5.1 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.

5.5.2 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.

5.5.3 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.

Category

Thinking: *The use of critical and creative thinking skills and/or processes*

	Level 1	Level 2	Level 3	Level 4
Use of planning skills - understanding the problem (e.g., formulating and interpreting the problem, making conjectures) - making a plan for solving the problem	**The student:** - Uses planning skills with *limited* effectiveness	- Uses planning skills with *some* effectiveness	- Uses planning skills with *considerable* effectiveness	- Uses planning skills with *a high degree of* effectiveness
Use of processing skills - carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) - looking back at the solution (e.g., evaluating reasonableness, making convincing, arguments, reasoning, justifying, proving, reflecting)	- Uses processing skills with *limited* effectiveness	- Uses processing skills with *some* effectiveness	- Uses processing skills with *considerable* effectiveness	- Uses processing skills with *a high degree of* effectiveness

Criteria

Qualifiers

Descriptors

5.6   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

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)[8]
- 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

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

- 70% of the grade will be based on evaluation conducted through the course.

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[8] The code "I" may not be used in Grades 11 and 12

- 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 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.

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 of the student's failure to earn the credit, and of the potential to earn this credit using alternate means.

5.7   Course Prerequisites

Some courses have prerequisite requirements, students must submit proof that they have successfully completed the prerequisite for any course in which they intend to enroll after they have registered by providing the office with their official transcript.

Students that do not have a course prerequisite may be considered for prerequisite exemption see the next section.

5.7.1   Prerequisite Waiver

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 upon request. The prerequisite application should be completed prior to registering for a course. The principal makes a decision on a case by case basis in consultation with the student, parents/guardians and teachers and ensures that a copy of the approval is created.

When can students apply for a waiver?

1. If a student wishes to take a course 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. 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[9] .

3. Course type switches (e.g. academic to applied)

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) 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.

5.8   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.

5.9   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.

5.9.1   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

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[9] Source: Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011, Page 67-68.

- "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

5.10 Withdrawal Policy

Students may wish to drop their course due to some circumstances. They are required to send a written request to the office.

- If a student has not reached the midterm point, the course may be dropped and will not show on their transcript.
- If a student has reached the midterm point, they have 5 days to request the course drop. Requests received after this point may result in the course showing as a withdrawal on their transcript. For more information on how course withdrawals are recorded on Ontario Student Transcript (OST), see Section 5.15.2.

5.11   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 course 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.

5.12   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
- note-taking and online discussions
- independent and self-directed learning guided through the lessons

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 – via discussion boards
- 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

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		

5.13 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. (see page 32)

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product	**Student Product**	**Student Product**
☐ Journals/Letters/Emails (checklist)	☐ Assignment	☐ Assignment
☐ Learning Logs (anecdotal)	☐ Journals/Letters/Emails (checklist)	☐ Journals/Letters/Emails (checklist)
☐ Entrance tickets	☐ Pre-tests (scale/rubric)	☐ Tests (scale/rubric)
☐ Exit tickets	☐ Quizzes (scale/rubric)	☐ Exam
	☐ Rough drafts (rubric)	☐ Rough drafts (rubric)
	☐ Portfolios (rubric)	☐ Portfolio (rubric)
	☐ Posters (rubric/scale)	☐ Posters (rubric/scale)
	☐ Graphic organizers (scale)	☐ Graphic organizers (scale)
	☐ Peer feedback (anecdotal/checklist)	☐ Reports (rubric)
	☐ Reports (rubric)	☐ Essays (rubric)
	☐ Essays (rubric)	☐ Visual Thinking Networks (rubric)
	☐ Webbing/Mapping (rubric/scale)	
	☐ Entrance ticket	
	☐ Vocabulary notebooks (anecdotal)	
	☐ Visual Thinking Networks (rubric)	
Observation	**Observation**	**Observation**
☐ Whole class discussions (anecdotal)	☐ Class discussions (anecdotal)	☐ Debate (rubric)
☐ Self-proofreading (checklist)	☐ Debate (rubric)	☐ PowerPoint presentations (rubric)
	☐ PowerPoint presentations (rubric)	☐ Performance tasks (anecdotal/scale)
	☐ Performance tasks (anecdotal/scale)	
Conversation	**Conversation**	**Conversation**
☐ Student teacher conferences (checklist)	☐ Student teacher conferences (checklist)	☐ Student teacher conferences (checklist)
☐ Small Group Discussions (checklist)	☐ Small group discussions (checklist)	☐ Question and Answer Session (checklist)
☐ Pair work (checklist)	☐ Pair work (anecdotal)	☐ Oral tests (scale/rubric)
☐ Debate	☐ Peer-feedback (anecdotal)	
	☐ Peer-editing (anecdotal)	
	☐ Oral pre-tests (scale/rubric)	
	☐ Oral quizzes (scale/rubric)	

5.14   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

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

5.15   Reporting Procedures

5.15.1   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.

5.15.2   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. See "Withdrawal Policy" in Section 5.10.

5.15.3 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.

5.15.4   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 issues a final report card and sends it via e-mail. If Keystone is not the holder of the OSR, student report card will be mailed to the school that is the holder of the OSR.

6   Supports and Resources

6.1   Guidance and Education Planning

Students in all grades have scheduled meetings with the Principal or the guidance office. Grade 11 students meet with the Principal at least twice a year. Grade 12 students meet with the Principal minimum 3 times a year to ensure that they are achieving priorly set goals and revise future plans if needed.

All students will develop an Individual Pathways Plan that they will review and revise regularly via myBlueprint. www.myblueprint.ca

The plan will help students to:

- identify their interests and strengths

- explore opportunities

- make meaningful decisions

- set goals for the future

- plan for post-secondary education

6.2   English Language Learners

Keystone International School welcomes international students. All students, whose first language is not English, are required to take an online written placement test and a speaking test through a video conference. At this time, English as a second language (ESL) credit courses are not offered with our online program.

However, if a student is an ESL student, we incorporate appropriate strategies for assessment to facilitate the success of the ESL students.

These strategies include:

- 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).

6.3   Other Resources

Keystone students take advantage of the resources provided by these organizations:

- George Brown College – Online Financial Literacy Program

- E-Campus Ontario - Open Education Sources (https://www.ecampusontario.ca/open-education-resources/)

- Off2Class – English Grammar and ESL support (https://www.off2class.com/)

7 Available Courses - Online Platform

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 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

7.1.4   FSF1O – Core French

Prerequisite: None

This is an introductory course for students who have little or no knowledge of French
or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Credit: 1   **Type:** Open   **Grade:** 9

7.1.5   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

7.1.6   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

7.1.7   AV I1O – Visual 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

7.1.8   PPL1O – 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   BTT1O/2O – Information and Communication Technology in Business

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   FSF2D – Core French

Prerequisite: Core French, Grade 9, Academic or Applied

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Credit: 1   **Type:** Academic   **Grade:** 10

7.2.4   FSF2O – Core French

Prerequisite: Core French, Grade 9, Open

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning.

Credit: 1   **Type:** Open   **Grade:** 10

7.2.5   SNC2D – Science

Prerequisite: Science, Grade 9, 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

7.2.6 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

7.2.7 CHV2O – 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: 0.5   **Type:** Open   **Grade:** 10

7.2.8 GLC2O – Career Studies

Prerequisite: None

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Credit: 0.5   **Type:** Open   **Grade:** 10

7.2.9 ASM2O – Media Arts

Prerequisite: None

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of respon- sible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Credit: 1   **Type:** Open   **Grade:** 10

7.2.10 PPL2O – 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

7.2.11 BB1O/2O

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

7.3 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 trans- formations; 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   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

7.3.8   CIA3M - The Individual and the Economy

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Credit: 1   **Type:** University   **Grade:** 11

7.3.9   ASM3M – Media Arts

Prerequisite: Media Arts, Grade 10, Open

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Credit: 1   **Type:** University/College   **Grade:** 11

7.3.10 TDJ3M – Technological Design

Prerequisite: None

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

Credit: 1   **Type:** University/College   **Grade:** 11

7.3.11 GWL3O – Designing Your Future

Prerequisite: None

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Credit: 1   **Type:** Open   **Grade:** 11

7.3.12 PPL3O – 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 and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. 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:** 11

7.3.13   FSF3O – Core French

Prerequisite: Core French, Grade 10, Academic, Applied, or Open

This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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 OLC4O – English

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

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

Credit: 1   **Type:** Open   **Grade:** 12

7.4.3 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

7.4.4 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

7.4.5 MDM4U – Data Management

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university 100 programs in business, the social sciences, and the humanities will find this course of particular interest.

Credit: 1   **Type:** University   **Grade:** 12

7.4.6 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 |

7.4.7 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 |

7.4.8 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 |

7.4.9 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 |

7.4.10 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

7.4.11 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

7.4.12 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

7.4.13 CHY4U – World History since the Fifteenth Century

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Credit: 1   **Type:** University   **Grade:** 12

7.4.13   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

7.4.14   ASM4M – Media Arts

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

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

   Credit: 1   **Type:** University/College   **Grade:** 12

7.4.15   PLF4M – Recreation and Healthy Active Living Leadership

Prerequisite: Any health and physical education course

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

   Credit: 1   **Type:** University/College   **Grade:** 12

Electronic Resources Fair Use Policy

Keystone International School recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation. Keystone International School encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of Keystone International Schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, Keystone International School adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources.

Keystone International School Rights and Responsibilities

It is the policy of Keystone International School to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Keystone International School recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, Keystone International School retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Keystone International Schools-owned equipment and, specifically, to exclude those who do not abide by Keystone International School's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Keystone International School reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of Keystone International Schools.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

1. Use of the electronic media provided by Keystone International School is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of Keystone International School.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
8. From time to time, Keystone International School will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Excessive use of the network for personal business shall be cause for disciplinary action.
3. Any use of the network for product advertisement or political lobbying is prohibited.
4. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
5. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
6. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
7. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
8. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
9. Keystone International School network may not be used for downloading entertainment software or other files not related to the mission and objectives of Keystone International School for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Keystone International Schools.
10. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Dealing in the Canadian copyright Act.

11. Use of the network for any unlawful purpose is prohibited.
12. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

Disclaimer

1. Keystone International School cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Personal Information Protection and Electronics Documents Act (PIPEDA) notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. Keystone International School will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. Keystone International School makes no warranties (expressed or implied) with respect to:
     o the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
     o any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. Keystone International School reserves the right to change its policies and rules at any time.

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by Keystone International School. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)   Date
Signature