

Kisomo International Collegiate

Course Calendar

2022-2023

Welcome to Kisomo International Collegiate.

Introduction

This course calendar is crafted to equip students with insights into the academic curriculum of Kisomo International Collegiate. The details enclosed herein will support students in mapping out their academic journey throughout their high school tenure.

Kisomo recognizes the importance and value of students completing their secondary education. In Ontario, all students are expected to remain in school until the age of 18 or until they've obtained an OSSD. At Kisomo, we are committed to helping all students achieve success in their secondary school experience.

Who We Are

Kisomo International Collegiate, an autonomous Canadian secondary institution based in Ontario, propels the learning curve of modern learners with a technology-centric, transformative educational paradigm. Our teaching methodology, labeled the Transformative Approach to Learning, immerses students in a transformative experience that cultivates competency, promotes innovation and real-world applications, fosters a global citizen mindset, provides differentiated instruction and comprehensive evaluations, and designs an individualized learning journey for impactful education outcomes.

Inspected by the Ontario Ministry of Education in Canada (#BSID 666668), Kisomo International Collegiate offers credits leading to the Ontario Secondary School Diploma (OSSD), assuring our educational practices comply with Ontario's education standards.

Mission Statement

Our goal: To equip every learner with the power of educational innovation and technology, fostering self-directed learning and the attainment of pivotal skills that lead to transformative learning experiences—and perpetual success—for our forthcoming world. Kisomo's Progressive Learning Paradigm pivots on five distinct foundations:

Foundation One: Empowering Competency Evolution

Kisomo fortifies students for future educational accomplishments and forthcoming obstacles by nurturing robust skills in critical thinking, problem-solving, creativity, innovation, entrepreneurship, collaboration, and communication. Each syllabus is meticulously crafted to provide learners with chances to refine these skills and apply them in novel situations via practical problem-solving, inventive tasks, design contests, and holistic thinking. By fostering these empowering competencies, Kisomo learners excel in advanced cognitive abilities and perfect their potential to collaborate and communicate effectively with others globally.

Foundation Two: Innovative Real-world Engagements

Kisomo motivates students by immersing them in real-world applications and innovation in the disciplines they learn. These exploratory activities are integrated into our curriculum as a springboard to involve students in critical thinking, problem-solving, innovation, creativity, and entrepreneurship. Our courses aim to provide educational opportunities for students to delve deep into subject knowledge, integrate learning across fields, and develop empowering competencies that connect them to real-world issues and address problems with substantial economic and societal impacts.

Foundation Three: Comprehensive Global Citizenship Education

Kisomo is committed to empowering students through holistic global citizenship education to ensure learners understand and respect both local and international viewpoints. We strive to enhance the global education ecosystem to support students in developing the skills and abilities they need to lead with empathy, cultural sensitivity, retain diverse perspectives, and respond proactively to the economic and societal challenges of an interconnected world.

Foundation Four: Tailored Teaching and Diverse Assessment

Kisomo acknowledges the unique individuality of every student, respecting different strengths, interests, and learning requirements. We strive to ensure the success of every learner. Our learning experiences are crafted to provide each student with an opportunity to showcase their learning and explore their interests using a strength-based approach. Kisomo courses are built upon the principles of tailored instruction, providing learners the chance to explore content in different ways and pursue their passions.

Foundation Five: Customized Learning Journey

Kisomo enables students to govern their learning process by allowing them to design a Customized Learning Journey, encompassing courses that resonate with their strengths, interests, and alignment with tertiary education and career goals. Students are propelled to explore international opportunities and appreciate the numerous pathways available to them. Enhanced learning experiences through co-curricular activities and experiential learning inspire students to set goals, broaden their personal growth and mindset, culminating in personalized accomplishment.

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1 Meet Kisomo International Collegiate

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2 Kisomo International Collegiate Code of Conduct

2.1 Student Responsibilities

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. They are required to show respect and responsibility by:

- Completing all course material;
- Participating in all active discussions with the teacher and other students;
- Showing respect for themselves and for others;
- Using technology responsibly and maturely;
- Following the established rules and taking responsibility for their actions.

2.2 Code of Conduct and Safe School Policy

By enrolling at Kisomo International Collegiate, students automatically assume the obligation to maintain a certain standard of behavior as stated in Kisomo International Collegiate's academic policies. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the policies.

All members of Kisomo International Collegiate must:

- Demonstrate honesty and integrity.
- Respect differences in people, their ideas, and their opinions.
- Treat one another with dignity and respect at all times, especially when there is disagreement.

- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, creed, sexual orientation, age, family status or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Discourage others from engaging in bullying or cyberbullying.

2.3 Mutual Respect Policy

Kisomo International Collegiate is committed to providing quality learning in a safe, supportive, and disciplined learning environment free of discrimination, harassment, or bullying.

Discrimination

Discrimination refers to the unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, ethnicity, creed, sex, age, family status, or disability. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society.

Harassment

Harassment is a form of discrimination and is against the law. It may be physical, verbal, written, or visual, and may include the use of the Internet. Harassment does not necessarily need to target a specific student or individual. A single act or expression can constitute harassment, for example, if it is a serious violation.

Bullying

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, or tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technology).

If you are a victim, know someone who is a victim, or see behavior that you feel may be discrimination, harassment, or bullying:

- If it is safe to do so, tell the person to stop.
- Write down what happened; include names, how often it has happened, time, date, location, any witness, who else you have told and if you know of anyone else who may have experienced similar conduct.
- Talk with your Guidance counsellor, School Administrator or Kisomo staff member to determine the appropriate next step.
- If you are unsure if what you witnessed and/or experienced is considered discrimination, harassment, or bullying, or if you are not comfortable telling the person to stop, talk with your Guidance Counsellor, School administrator, or Kisomo staff

member. All reports are taken very seriously and will be handled in a timely and respectful way for everyone involved.

- For any reason, if you do not wish to go to your school's staff or Kisomo's staff, report the incident to an adult you trust, either at home or at school.

2.4 Acceptable Use Policy

Kisomo International Collegiate provides information technology resources for use by the Kisomo community to support its educational mission. The use of these resources must be consistent with the goals of the school. As members of the Kisomo community, students are expected to act responsibly and to follow the school's guidelines, policies, and procedures using technology and electronic networks accessed by such technology.

This acceptable use policy defines the ways in which a user may behave in the Kisomo International Collegiate Learning Management System (LMS). It asks users to be respectful to each other, to not act in ways that are unethical or illegal, and to be aware that all actions are logged and monitored. The following guidelines explain this policy in greater detail and identify the likely consequences of inappropriate use.

The LMS is intended for educational purposes.

- Commercial, illegal, inappropriate, or obscene activities are prohibited.
- Students who use the learning management system in these ways will have their registration and access withdrawn.
- Disciplinary action may include criminal investigation and legal sanctions.

Your online security requires your active participation.

- Protect your username and password. Do not share it with anyone.
- Report any email that requests personal information from you to Kisomo. Do not attempt to damage or violate the security provisions of the learning management system.
- Do not log in as another user.
- Always log out of your account when logging onto the LMS on a public computer.

3 Kisomo International Collegiate Academic Policies

3.1 Academic Honesty Policy

All Kisomo International Collegiate students are expected to maintain high standards of honesty throughout the many aspects of their lives and studies at the school. At Kisomo International Collegiate, cheating, plagiarism, and all other forms of academic dishonesty are serious violations that undermine and compromise both the student's education and the integrity of this learning community.

Cheating, plagiarism, and any other forms of academic dishonesty will not be tolerated at Kisomo. All staff and students are required to complete the Academic Integrity Module and sign the Academic Integrity Contract. Any student who breaks their Academic Integrity Contract can expect to receive the consequences listed below.

Cheating on Tests and Exams

Tests and exams must be proctored by a Classroom Teacher, Administrator or through live video. The following actions will be considered cheating:

- Viewing or using tests or examinations without permission of the proctor.
- Using notes, translators, or other unauthorized aids in an examination.
- Getting help from other people (teachers, tutors, administrators, and other students) during a test or exam.
- Sharing or allowing another student to copy or use his/her test or exam.
- Theft of a test or examination.

Consequences for Cheating:

First Offence:

- The submitted test or exam will receive a grade of zero.
- An Academic Integrity Violation report is added to the student's LMS profile.
- The student's parents or guardians will be notified about the incident and required to sign an Academic Integrity Report and Agreement Form.
- The student cannot retake the test/exam.

Second Offence:

- An Academic Integrity Violation report is added to the student's LMS profile.
- The student must submit a written statement. Failure to do so may lead to LMS suspension. Kisomo is not responsible for any delay in graduation that may result from the suspension. Subsequent offences will require a live meeting with Kisomo and may result in a course withdrawal.

Plagiarism in Course Assignments

Plagiarism is the theft or improper use of someone else's work. This includes the unacknowledged use of another person's words, ideas, arguments, or research. Plagiarism includes (but is not limited to):

- Using the words or phrases of another writer directly without inserting quotations and adding a citation
- Using the ideas of another writer without proper citations
- Using graphs, charts, figures or images from an external source without citation
- Copying off your own previous work without acknowledging it (self-plagiarism)

Consequences of Plagiarism:

First Offence:

- The submitted work will receive a zero or grade deduction.
- An Academic Integrity Violation report is added to the student's LMS profile.
- The student may be allowed to resubmit the affected assignment if all resubmission criteria are met.

Second Offence:

- The submitted work will receive a grade of zero or a deduction.

- An Academic Integrity Violation report is added to the student's LMS profile.
- The student's parents or guardians will be notified about the situation and required to sign an Academic Integrity Agreement Form.
- If the student does not return the signed Academic Integrity Agreement Form, they may be suspended for a period of time.

Third Offence:

- The student must submit a written statement. Failure to do so may lead to LMS suspension. Kisomo is not responsible for any delay in graduation that may result from the suspension. Subsequent offences may require a live meeting with Kisomo and may result in a course withdrawal.

3.2 Attendance Policy

Regular attendance and participation are vital to students' academic success. Kisomo International Collegiate expects students to attend regularly and to participate actively in all instructional activities as described in the course syllabus.

Requirements: In order to demonstrate achievement of the Ministry of Education's learning expectations and earn a course credit, students must:

- Successfully complete 110 hours of online course learning activities

Kisomo International Collegiate monitors and records student attendance and participation. Students are expected to:

- Login to their course on a regular basis. It is recommended that students login to the LMS at least once every school-day, and at least once a week.
- Complete all course content, including online / offline learning activities, which are designed to total 110 hours of planned learning.
- Participate in all learning activities independently or with teachers and other students
- Participate in ongoing online discussion and communication with the teacher and other students
- Complete all Exit Cards and Learning Logs at the end of each course lesson to document the number of hours spent on each lesson.
- Complete all four reflections found in each course to reflect on their personal work habits, learning experience, and teacher support, as well as to set goals for continued improvement.

When students are not active participants in course activities, the following actions may take place:

- The Grading Teacher will attempt to contact the student.
- If no answer is given, the Grading Teacher will inform Kisomo's principal.
- If there is no change in attendance or behaviour, the Principal may contact the parent/guardian, Partner (or home) School staff, or student (over age 18) to determine if there are unknown or additional circumstances to consider or whether the student should withdraw from the course.

The goal of these communication points is to encourage students to re-engage and successfully complete the course

3.3 Academic Schedule and Length of Course Enrollment

Kisomo International Collegiate runs a continuous entry schedule. A student may register for courses and begin them at any time during the year. There is no annual or semester-based calendar. Students are expected to complete the 110 hours of course learning activities to be eligible for a credit.

All students have 12 months to complete a course. Following the 12 months of enrolment, if the student has not completed the course, the student may be withdrawn from the course.

3.4 Late and Missed Assignments

Independent and self-study students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace. All course evaluations must be completed prior to writing the final exam.

3.5 Re-submissions of Assignments

To support student learning, students may resubmit assignments according to the following guidelines:

- **English, Guidance, Canadian and World Studies, and Social Sciences courses:** a maximum of **two** summative evaluations may be resubmitted.
- **ESL and EAP courses:** a maximum of **four** summative evaluations may be resubmitted.
- Once an assignment has been graded, the student will have **72 hours** to resubmit it through their student progress page.
- There is no resubmission allowance for mid-term projects, unit tests, and final projects/exams.
- A student is only allowed to resubmit when all the following conditions are met:
 - The course allows assignment resubmissions
 - The student has at least one resubmission token remaining
 - The resubmission time period is open (48 hours after grade is received)
 - The student has a “High” *Participation Power* level

3.6 Grade Appeals

A student may appeal a grade on any summative assignment if they believe the grade is an unfair assessment of their work.

Grounds for an appeal:

- There was an error in calculating the grade

- The student believes their grade does not reflect their academic performance on the assignment or the stated evaluation criteria

The following process must be followed:

- 1) The student must first ask their teachers to review the feedback and grade.
- 2) Feedback is given by the teacher to the student.
- 3) If the student wants to appeal the grade after consulting with teachers, the student may submit a Grade Appeal Form.
- 4) The student must write a clear and specific letter detailing why they would like to appeal the grade, with reference to specific sections in the rubric.
- 5) The Grade Appeal Form must be submitted within **5 school days** after the grade is awarded. If it is outside this time window, evaluation grades can no longer be appealed.
- 6) Students will receive the results of their appeal within 5 business days after the Grade Appeal Form is received.

3.7 Tests and Final Exams

i) Supervision

- All tests and exams must be conducted under the supervision of a proctor, either through video proctoring or in-class proctoring. Independent students should refer to their *Welcome Letter* for proper test/exam procedures.
- All Kisomo tests and exams require the use of *Safe Exam Browser (SEB)*. Students must ensure that they have downloaded and tested SEB at least a week prior to their first test.
- During a test/exam, students may not ask proctors, or any other person, questions about the content. **Proctors cannot answer any questions related to content or clarify concepts on a test.** Please review the [test and exam expectations](#) before every test.
- Any academic dishonesty, as mentioned in the Academic Integrity Policy, will result in a zero grade on the evaluation and a flag in the student's academic records.

ii) Final Evaluations (Final Exam/Final Projects)

- The final evaluation is the **final point** of a course. The final evaluation is the last summative assignment or exam that must be submitted.
- Missed assignments will not be accepted after the final evaluation has been submitted.
- To be eligible to receive a course credit, students must complete all the final evaluations in a course (final exam, final project).

4 Ontario Education Definitions

4.1 Ontario Education Number (OEN)

The OEN is a student identification number that is assigned by the Ministry of Education to elementary and secondary students across the province. The number, which is unique to every student, will be used as the key identifier on a student's school records. Each registered student at Kisomo International Collegiate will receive an OEN at registration.

4.2 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a provincially standardized document that provides a record of a student's achievement in secondary school. The transcript includes the following information:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses.
- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
Note: Only one credit will be granted per course code.
- Equivalent credits are granted for schoolwork completed at other institutions outside of Ontario.
- Confirmation that the student has completed the community involvement requirement
- Confirmation that the student has completed the provincial secondary school literacy requirement
- Confirmation that the student has completed the online learning requirement
- Any Ontario Secondary School Diploma earned.

The transcript may also contain special indicators such as the identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Copies of this certified and sealed document are available to students on request and are sent to university admissions offices as required.

4.3 Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for an Ontario student. The OSR tracks a student's educational progress through schools in Ontario. If a student is enrolled in Kisomo International Collegiate as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses.

The OSR contains:

- Provincial Report Cards: Both midterm and final report cards
- Ontario Student Transcript (OST)
- Documentation files

- Prior Learning Assessment and Recognition (PLAR) documentation.
- Community Involvement BN Forms.
- Ontario Secondary School Literacy Test results.

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. It is kept in the Kisomo Toronto office. The OSR is an ongoing record and may be transferred from Kisomo International Collegiate if the student transfers to another Ontario school.

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder and the OST will be maintained for 55 years after a student retires.

4.4 Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside of Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

There are two components: challenge and equivalency.

- The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.
- The equivalency process involves the assessment of credentials from other jurisdictions.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than two of these credits may be granted in one discipline.

For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. Kisomo's Guidance Team will assess the student's previous transcript, and following assessment, the Guidance Team plus the Principal of Kisomo International Collegiate will determine the total credit equivalency as well as the number of compulsory and optional credits that still need to be completed in accordance with *Ontario Schools, Appendix 2, Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools*.

PLAR procedures must also be available to exceptional students. Assessment strategies

must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be

used as a replacement for or alternative to enriched or other special programs for gifted students.

We do not accept PLAR Challenges at this time.

Prior Learning Assessment and Recognition (PLAR) Process

- Students/Administrators will provide the following information in order to support the PLAR process at the time of full-time Kisomo registration.
 - Transcript: A copy of their local high school transcript or credit summary report (translated into English if in another language)
 - Standardized tests: if any standardized tests were taken (i.e. IGCSE)
 - All transcripts and test results provided must be in English with an official school seal or on official school/testing body letterhead, or it must be translated and notarized.
- Kisomo will communicate with the students/Administrators to determine if the student is working towards an OSSD and what their post-secondary plans are.
- Students will be granted credits based on previous education. Based on Ministry of Education guidelines found in [Ontario Schools. Appendix 2. Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools](#) (pg 97):
 - A maximum of **8** credits may be granted if the student has successfully completed 1 year of a secondary school program.
 - A maximum of **16** credits may be granted if the student has successfully completed 2 years of a secondary school program.
 - A maximum of **23** credits may be granted if the student has successfully completed 3 years of a secondary school program.
 - A maximum of **26** credits may be granted if the student has successfully completed 4 years of a secondary school program.
- Students coming from a non-Ontario curriculum will be required to take the appropriate ESL or English courses based on their English Placement Test results.
- Kisomo Counsellors will fill out the Equivalency Credit Determination Form, based on the local courses taken, and these equivalency results will be communicated with the students, and stored in the students' OSR.

4.5 Ontario Secondary School Diploma (OSSD)

Courses at Kisomo International Collegiate are based on the Secondary School Diploma system designed and managed by the Ontario Ministry of Education. On successful completion of the diploma requirements, students can graduate and attend post-secondary programs. Students who receive an average of 80% or greater in their six best Grade 12 courses will also be rewarded with an Ontario Scholars certificate.

4.6 Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate may be granted to students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma. This certificate may be a useful means of recognizing achievement for students who plan to take certain

vocational programs or other kinds of further training or who plan to find employment after leaving school.

The requirements for the OSSC are:

- Earn 14 credits:
 - 7 compulsory credits
 - 2 credits in English
 - 1 credit in Canadian Geography or Canadian History
 - 1 credit in Mathematics
 - 1 credit in Science
 - 1 credit in Health and Physical
 - 1 credit in the Arts or Technological education
 - 7 elective credits
- Students are not required to complete 40 hours of community involvement.
- Students are not required to pass the Ontario Secondary Literacy Test.

Substitutions for compulsory credits for the Ontario Secondary School Certificate can be seen in Section 5.2.1.

4.7 Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training or who plan to find employment directly after leaving school. The Certificate of Accomplishment is accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment.

The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

5 Requirements for the Ontario Secondary School Diploma (OSSD)

To earn a high school diploma in Ontario, students must:

- earn 18 compulsory credits
- earn 12 optional credits
- complete a minimum of 40 hours of community involvement activities
- pass the literacy requirement
- earn at least two online credits (for students entering Grade 9 in the 2020-21 school year)

5.1 Definition of an Ontario Credit

A credit is granted in recognition of the successful completion (completion with a final percentage mark of 50% or higher) of a course for which a minimum of 110 hours have been scheduled. Credits are granted by the principal on behalf of the Ministry of Education for courses that have been developed or authorized by the Ministry.

5.2 Requirements: Earn a total of 30 credits

Students must earn a total of 30 credits from grades 9 to 12. Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. The 12 optional credits can be earned by successfully completing non-compulsory courses offered in Kisomo's program.

Students must earn the following 18 compulsory credits to get their Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 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 and citizenship

Of the 18 compulsory credits, students must complete one from each of the following groups:

Group 1:

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- Classical studies and international languages
- Social sciences and the humanities
- Canadian and world studies
- Guidance and career education
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2:

- Health and physical education
- The arts
- Business studies

- French as a second language
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3:

- Science (Grade 11 or 12)
- Technological education
- French as a second language
- Computer studies
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

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

- In groups 1, 2, and 3, a maximum of two 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.
 - Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- A maximum of two credits in **cooperative education** can count as compulsory credits, selected from any of the above three groups.
- The Grade 11 English: Understanding Contemporary First Nations, Métis, and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

5.2.1 Substitutions for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, Kisomo can substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements.

Substitutions are made to promote and enhance student learning or to respond to special needs and interests. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, Kisomo's principal will determine whether the substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. They may be used, however, to meet the compulsory credit requirements for three English credits.

- No more than one learning strategies course from the guidance and career education curriculum policy document may be used through substitution to meet a compulsory credit requirement.

Each substitution will be noted on the student's Ontario Student Transcript and documentation of the substitution(s) will be filed in the student's Ontario Student Record.

5.3 Requirement: Complete 40 hours of Community Involvement Activities

Every student must find, organize, and complete a minimum of 40 hours of community involvement activities. The required number of hours depends on what grade the student enters Kisomo in. The purpose of these activities is to allow students to become directly involved in their communities, develop awareness and civic responsibility, and practice real-world skills. Students receive some assistance in finding community involvement opportunities from Kisomo International Collegiate.

Ineligible activities include:

- Any paid experience
- Any activity that has regular responsibilities (i.e. family chores, babysitting)
- Any activity that benefits for-profit organizations
- Job shadowing
- Playing on a school sports team or taking part in a club
- Activities completed **during** school instructional hours
- Activities that would normally be performed for wages by a person in the workplace

Eligible activities include:

- Activities with a not-for-profit organization such as:
 - Elementary Schools: assist with school events and activities for children
 - Secondary Schools: organization and leadership of school activities that benefit the community
 - Animal Care: volunteering in a zoo or animal shelter
 - Health Agencies: volunteering at hospitals

Students are encouraged to speak to Kisomo International Collegiate before volunteering to ensure the validity of the activity. All activities must be recorded on the [Community Involvement Notification and Completion form](#), which must be signed and verified by the organization or organizer of the activity.

5.4 Requirement: Meet the Provincial Literacy Requirement

All students must meet the secondary school literacy graduation requirement by passing the OSSLT or successfully completing the OSSLC. Exemptions can be made only if a student has an IEP and there is a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Ministry of Education offers a standardized Ontario Secondary School Literacy Test every year to determine whether students meet the provincial secondary school literacy requirement for graduation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO).

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances, or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Students can attempt the test twice. English Language Learners may be given special provisions. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test.

Ontario Secondary School Literacy Course (OSSLC)

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 Ontario Secondary School Literacy Course to meet diploma requirements. Students who successfully complete this course (course code: OLC4O) will meet the provincial literacy requirement for graduation.

5.5 Requirement: Earn at least two online credits

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and Grading Teachers through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - examinations and other final evaluations
 - occasional meetings with educators and other school staff, and
 - access to internet connectivity, learning devices, or other supports (for example, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners).
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students complete their online coursework with the support of a certified Ontario educator with whom they communicate and who provides instruction, ongoing feedback,

assessment, evaluation, and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

All Kisomo courses meet the requirement for online credits.

6 Courses and Credits

6.1 Course Codes

All Kisomo courses have a course code. These 5-character course codes were created by Ontario's Ministry of Education and are recognized at every Ontario school and Canadian university/college.

Example: MHF4U

The first three characters identify the subject. The first letter identifies the department area.

A = Arts

G = Guidance & Career
Education

P = Physical & Health
Ed.

B = Business

H = Humanities & Social
Sciences

S = Sciences

C = Canadian & World Studies

I = Interdisciplinary Studies

T = Technology

E = English

L = International Languages

F = French

M = Mathematics

The fourth character, the number, indicates the Grade level.

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

The last character identifies the type of course.

Grades 9 & 10	D = Academic P = Applied O = Open
Grades 11 & 12	U = University Preparation C = College Preparation M = University/College Preparation O = Open Courses

6.2 Course Types

The course types are as follows:

Grade 9 & 10 courses:

- **D: Academic Courses:** courses that develop a student's knowledge base and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well.
- **P: Applied Courses:** courses that focus on the essential concepts of a subject, and develop a student's knowledge base and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **O: Open Courses:** courses that prepare students for further study in a subject, and enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Grade 11 & 12 courses:

- **C: College preparation courses:** courses designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **U: University preparation courses:** courses designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **M: University/college preparation courses:** courses designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **O: Open courses:** courses that comprise of a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or workplace in mind.

6.3 Course Prerequisites

Courses in Grades 10, 11 and 12 have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents. Courses cannot be taken without the successful completion of the stated prerequisite.

If a parent or an adult student (18+ years of age) believes they can be successful in a particular course without having taken the specified prerequisite course, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

At Kisomo, as part of the decision-making process, a Prerequisite Waiver Test may be used. If the student completes the Pre-Requisite Waiver Test with a 75%+, the Principal will, in consultation with the parent or the adult student (if the student is over 18 years old) and appropriate school staff, complete a Prerequisite Waiver, and the student can be enrolled in the course without the prerequisite.

If the parent or the adult student disagrees with the decision of the principal, they may ask the appropriate supervisory officer to review the matter.

6.4 Changing Course Types

A student may change their educational goals as they work through secondary school. When they decide to begin a new pathway, they may find that they have not completed all of the pre-requisite courses they need. Kisomo International Collegiate makes provisions to allow students to change educational directions.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they may take one of the specified prerequisite courses first. 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.

6.5 Course Withdrawal Policy

Students can withdraw from a course after enrolment at any time.

Please note that:

1. Course fees are not refundable once the student has been added to the specific Kisomo course on the LMS.
2. As per the Ministry of Education's Ontario Student Transcript Disclosure Policy, the withdrawn course **will not** appear on the student transcript if it is a:
 - Grade 9 or 10 course or;
 - Grade 11 or 12 course, and the Course Withdrawal Request was submitted within 5 days after the midterm assignment grade had been rewarded.

The withdrawn course and midterm mark will appear on the student transcript if it is a:

- Grade 11 or 12 course and the Course Withdrawal Request was received 5 days after the midterm assignment grade had been rewarded.

6.6 Retaking a Course

Only one credit is earned if a course is repeated; however, both courses will appear on the student's OST and university application.

In Grades 11 and 12, a "R" appears on the student's OST for the course with the lower mark. Some schools will accept the retaken course mark, others will not. It is important to consult the university's policies on retaking courses before making the decision.

6.7 Withdrawing from a Program

When a student withdraws from a program, a program withdrawal form must be completed. The form must then be sent to Kisomo, which will confirm acceptance of the form and process the document. Only when Kisomo has contacted the student or parent/guardian to confirm withdrawal from a program is a student considered withdrawn.

The Ontario Student Record will then be retired and stored at Kisomo International Collegiate.

6.8 Non-completion of a course

Students have **12 months** to complete a course from the day they register. After 12 months, the course will be counted as a withdrawal.

- If it is a Grade 9 or 10 course, or if there is no mid-term report issued, the mark will not be recorded on the Ontario Student Transcript.
- If the course is a Grade 11 or 12 course and there is a mid-term report issued, the mark will be recorded on the Ontario Student Transcript as per the Ministry's Ontario Student Transcript Disclosure Policy.

7 Evaluation and Assessment

7.1 Policy

The main purpose of assessment and evaluation is to improve the quality of learning for students, while fostering personal growth and academic development.

The Ontario curriculum documents for grades 9–12 outline the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which achievement is assessed and evaluated. These Ontario Curriculum Policy documents are available through the Ministry of Education website, which [can be accessed here](#).

7.2 Types of Assessment

All course lessons contain three types of assessments:

- **Assessment FOR learning (formative assessment)** involves the use of information about student progress to support and improve student learning and to inform instructional practices.
- **Assessment AS learning (formative assessment)** actively involves student reflection on learning, and monitoring of his/her own progress.
- **Assessment OF learning (summative evaluation)** involves teachers' use of evidence of student learning to make judgements about student achievement. They are also known as evaluations.

Note that summative evaluations, which are graded and count towards the student's final grade, can be identified on the LMS by the mark value that is in the title of the activity as well as a star in front of the title. For example:

- Summative assessment: *1-3F: Photo Essay (23 marks)
- Formative assessment: 1-3G: Autobiography

7.3 Evaluation Structure

Assessments are evaluated according to four broad categories of knowledge and skills. These categories are:

- **Knowledge and Understanding:** Knowledge of subject-specific content acquired in each course/grade, and the overall comprehension of its meaning and significance.
- **Thinking & Inquiry:** The use of planning, creative, and critical thinking skills and processes.
- **Communication:** The conveying of meaning to a variety of audiences through various forms, such as graphic, oral, and written. Includes levels of proficiency in grammar, spelling, punctuation, and vocabulary.
- **Application:** The use of knowledge and skills to make connections between and within various contexts.

7.4 The Achievement Chart

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

NOTE: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain credit for the course.

7.5 Grading Timelines

For Kisomo Students, the following grading timelines apply:

Assessment Type	Time Required For Grading
Assignments	3 business days
Project/Research Assignments	5 business days
Tests/Exams	5 business days

Feedback and marks will be given within those time frames by the Kisomo, Ontario, Grading Teacher.

7.6 Reporting Periods

Kisomo International Collegiate has two reporting periods throughout the course: midterm and final. At each point, students will receive a Provincial Report Card.

Midterm report cards are issued when students have completed the first 50% of their course.

Final report cards are issued within 10 business days of the Online Teacher receiving a student's final exam. The final grade for each course in Grades 9-12 is determined as follows:

- 70% of the grade is based on evaluations conducted throughout the course.
- 30% of the grade will be based on the final evaluation, which may be a final exam, a final project, or a combination of both.

An electronic copy of the report card is emailed to the student, and a hard-copy is kept in the student's Ontario Student Record.

7.7 Learning Skills

The midterm and final report cards contain a percentage grade, teacher comments, and a learning skill scale for each course.

Learning skills are developed throughout the course of the student's high school education. These skills are divided into 6 categories, and evaluated on the report cards using the following scale:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

Students are evaluated based on the following categories:

Responsibility
I complete my classwork and homework
I hand in assignments on time
I behave appropriately in class
Organization
I use my agenda to record assignment due dates and other assessment dates
I make and follow plans to complete assignments and study for assessments
I come to class prepared with the necessary supplies

Independent Work
I follow instructions with minimal supervision
I make good use of class time
Collaboration
I respond positively to the ideas, opinions, values and traditions of others
I do my fair share in class and when working in a group
Initiative
I approach new challenges with a positive attitude
I am curious and interested in learning
I look for new ideas and learning opportunities beyond what happens in class
Self-Regulation
I seek clarification or help when needed
I set goals and monitor my progress towards achieving them
I persevere and make an effort when responding to challenges

Students and teachers are asked to reflect on learning skills 4 times per course.

8 Supports & Resources

8.1 Experiential Learning & Cooperative Education

Community-connected experiential learning is an approach to student learning that provides students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global); reflect on those experiences to derive meaning from them; and apply their learning to their decisions and actions in various aspects of their lives.

Teachers are encouraged to include experiential learning in all their courses according to the Ministry of Ontario's [Community Connected Experiential Learning policy framework](#).

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

Kisomo International Collegiate does not operate a Cooperative Education Program at this time.

8.2 Guidance Program

Kisomo counsellors are available to assist students and parents with academic and post-secondary counselling. This includes post-secondary planning and course selection.

Kisomo Guidance Counsellors are available through email and appointment-based video-conferencing. Kisomo Counsellors help students define their academic route and to create a skills development plan that ensures that they are always on the right track to their post-secondary programs and career goals through the guidance and career education program outlined in [*Ontario's Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013.*](#)

8.3 Student Support & Accommodations

At Kisomo, we believe in supporting all our students so that they can reach their personal definition of success. The Student Support Team monitors the academic progress of all students to ensure that they are meeting academic requirements and have the academic, social, and emotional tools needed to succeed in each course.

Kisomo will regularly communicate with and work together with local school administrators and guidance counselors to address any questions, issues, or concerns that may arise. Kisomo's Student Support Team is continually monitoring individual student progress towards their graduation, and will reach out to students and parents pro-actively if a student is found to be at risk of not graduating.

Kisomo International Collegiate ensures that English Language Learners are provided with accommodations through instructional strategies, learning resources, and assessment strategies built into each course.

If other special accommodations are required for students, the Kisomo Guidance and administrative team will work together with students and parents to create an Individualized Learning Plan.

9 Course Descriptions

In this section, you can find descriptions of all Kisomo courses. To get more detailed information about each course, you can:

- View the Course Outlines for each course on Kisomo's LMS
- Access Ontario curriculum policy documents at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

English as a Second Language Courses

ESLBO - English as a Second Language, ESL Level 2, Open

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESLBO or English Proficiency Test Scores

ESLCO - English as a Second Language, ESL Level 3, Open

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship and to a variety of current Canadian issues.

Prerequisite: ESLBO or English Proficiency Test Scores

ESLDO - English as a Second Language, ESL Level 4, Open

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

Prerequisite: ESLCO or English Proficiency Test Scores

ESLEO - English as a Second Language, ESL Level 5, Open

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

Prerequisite: ESLDO or English Proficiency Test Scores

Grade 10 Courses

ADA20 – Drama, Grade 10, Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and represent a range of genres. Students will use the elements of drama to create and communicate through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. *Prerequisite: None*

ASM20 - Media Arts, Grade 10 , Open

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 communication skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art. *Prerequisite: None*

AVI20 – Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. *Prerequisite: None*

BBI20 - Introduction to Business, Grade 10, Open

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. *Prerequisite: None*

BTT20 - Information and Communication Technology in Business, Grade 10, Open

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

Prerequisite: None

CHC2P – Canadian History Since WWI, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as the contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. *Prerequisite: None*

GLS10 – Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. *Prerequisite: None*

MPM2D - Principles of Mathematics, Grade 10, 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. *Prerequisite: MPM1D - Mathematics, Grade 9, Academic*

SNC2D - Science, Grade 10, Academic

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. *Prerequisite: SNC1D - Science, Grade 9, Academic*

Grade 11 Courses

AWR3M - Media Arts (Animation) – Grade 11, University/College Preparation

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. *Prerequisite: ASM2O*

AWR3M - Visual Arts - Film/Video, Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through photography and filmmaking. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). *Prerequisite: ASM2O/ AVI2O*

BAF3M - Introduction to Financial Accounting, Grade 11, University/College Preparation

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, ethics, and current issues in accounting. *Prerequisite: None*

LKBCU - Simplified Chinese – Level 2, University Preparation

This course offers students opportunities to further develop their knowledge of simplified Chinese and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of China, where the language is spoken, through a variety of print and technological resources. *Prerequisite: LKBBD or prior knowledge*

ENG3U - English, Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academics 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. *Prerequisite: ENG2D - English, Grade 10, Academic / ESLEO*

GWL3O - Designing Your Future, Grade 11, Open

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. *Prerequisite: None*

ICS3U - Introduction to Computer Science, Grade 11, University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. *Prerequisite: None*

MCR3U - Functions, Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *Prerequisite: MPM2D - Principles of Mathematics, Grade 10, Academic*

SBI3U - Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. *Prerequisite: SNC2D - Science, Grade 10, Academic; Recommendation: ESLDO*

SCH3U - Chemistry, Grade 11, University Preparation

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. *Prerequisite: SNC2D - Science, Grade 10, Academic*

SPH3U - Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. *Prerequisite: SNC2D - Science, Grade 10, Academic*

Grade 12 Courses

ASM4M - Media Arts (Animation), Grade 12, 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. *Prerequisite: ASM3M*

AWR4M - Visual Arts - Film/Video, Grade 12, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through photography and filmmaking. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). *Prerequisite: AWR3M*

BBB4M - International Business Fundamentals, Grade 12, University/College Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. *Prerequisite: None*

BOH4M - Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

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. *Prerequisite: None*

BAT4M - Financial Accounting Principles, Grade 12, University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands student's knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. *Prerequisite: BAF3M - Financial Accounting Fundamentals, Grade 11, University/College Preparation*

CHY4U – World History since the Fifteenth Century, Grade 12, University Preparation

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.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English (ENG3U), or social sciences and humanities

CIA4U - Analyzing Current Economic Issues, Grade 12, University Preparation

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, sustainability, and related economic issues. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English (ENG3U), or social sciences and humanities*

CPW4U - Canadian & International Politics, Grade 12, University Preparation

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English (ENG3U), or social sciences and humanities

ENG4U - English, Grade 12, 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. *Prerequisite: ENG3U - English, Grade 11, University Preparation*

HFA4U - Nutrition & Health, Grade 12, University Preparation

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. *Prerequisite: Any university*

or university/college preparation course in Canadian and world studies, English (ENG3U), or social sciences and humanities

ICS4U - Computer Science, Grade 12, University Preparation

This course enables students to further develop their knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. *Prerequisite: ICS3U*

LKBDU - Simplified Chinese – Level 3, University Preparation

This course offers students opportunities to further develop their knowledge of simplified Chinese and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of China where the language is spoken through a variety of print and technological resources. *Prerequisite: LKBCU or prior knowledge*

MDM4U - Mathematics of Data Management, Grade 12, University 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 programs in business, the social sciences, and the humanities will find this course of particular interest. *Prerequisite: MCR3U - Functions, Grade 11, University Preparation*

MHF4U - Advanced Functions, Grade 12, University 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. *Prerequisite: MCR3U - Functions, Grade 11, University Preparation*

MCV4U - Calculus and Vectors, Grade 12, University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. *Prerequisite: MHF4U - Advanced Functions, Grade 12, University Preparation*

OLC4O - Ontario Secondary School Literacy Course, Grade 12, Open

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.

Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.

SBI4U - Biology, Grade 12, University Preparation

This course provides students with the opportunity for an 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. *Prerequisite: SBI3U - Biology, Grade 11, University Preparation*

SCH4U - Chemistry, Grade 12, 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. *Prerequisite: SCH3U - Chemistry, Grade 11, University Preparation*

SPH4U - Physics, Grade 12, 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. *Prerequisite: SPH3U - Physics, Grade 11, University Preparation*