



COURSE CALENDAR 2026-2027

Taikoo Shing Campus
High School



DSC INTERNATIONAL SCHOOL

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INFORMATION

VISION, MISSION, AND VALUES

WHAT WE STRIVE FOR

*** Our Vision**

Empowering a global community to dream without limits, lead with integrity, and co-author a better future.

WHO WE ARE

*** Our Mission**

To cultivate global leaders through a rigorous Canadian education. We bridge academic excellence and emotional intelligence, empowering our students to dream boldly, succeed with purpose, and celebrate their impact on a changing world.

*** Our Values**

Empower Every Voice Create Together Lead with Purpose
Nurture the Whole Self Care Boldly

DSC

ACCREDITATION

DSC International School is registered with the Hong Kong Education Bureau and listed on the Ontario (Canada) Ministry of Education's website as an international school. DSCIS is registered with the Hong Kong Education Bureau according to the HK Education Ordinance Chapter 279 as ED/1/21579/88. In Ontario, the School is listed as School Board #B78000 and Private School #879037 and can be found in the list of Ontario's international schools at <https://www.ontario.ca/page/international-schools-offering-credits-towards-ontario-secondary-school-diploma>

CURRICULUM

DSC International School follows the curriculum established by the Ontario (Canada) Ministry of Education. The complete curriculum and supporting documents can be found on the Ministry's website at www.edu.gov.on.ca. Additional information is available on the School website at www.dsc.edu.hk.

TEACHERS

All subject teachers and English as a Second Language teachers hold Canadian educational certification and are registered members of the Ontario College of Teachers. The Ontario College of Teachers licenses, governs and regulates Ontario teachers. International Language teachers hold educational certification from their country of origin.

LEARNING IN THE 21st CENTURY

DSC International School has a technology emphasis. Technology is infused into all curriculum areas. Our commitment to technology integration is complemented by our educational philosophy aimed at making our students the leaders of tomorrow. We were the first international school in Hong Kong to have a one-to-one laptop program for all secondary students. Over the last 15 years we have had tremendous success with technology supporting student learning and student achievement, and we have evolved from being a pioneer in the field where 21st Century Skills were taught in standalone labs to a school that has integrated digital literacy and citizenship into all subject areas. We use Google Apps for Education as our online learning platform so that learning can continue anywhere, any time. As a result, our students are developing the technical skills that they use in their daily life and will use in their future.

COURSE and GRADUATION INFORMATION

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in September 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 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

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 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

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

If you started Grade 9 in Fall 2024 and after

Note: *Starting in September 2026, students entering Grade 10 must earn a new financial literacy graduation requirement. Students will complete this requirement as part of their compulsory Grade 10 Career Studies (GLC20) course. Students will need to achieve a mark of 70% or higher to pass this new requirement to earn their high school diploma.*

If you started Grade 9 in September 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 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
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

* Online Learning Graduation Requirement

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD). At this point in time, DSC International School has elected to exempt all students from the graduation requirement of two (2) online learning credits as we believe that this requirement strongly conflicts with the educational mission of the school. This exemption will be included in the Ontario Student Record of each student at our school. On the student transcript it will be recorded, "Online Graduation Requirement-N/A"

Note: For students who enter the School at a grade level other than Grade 9 the equivalent credits granted for their past education and the required credits from those stated above as determined at the time of admission to DSC International School must equal a total of 30 credits.

Provincial Secondary School Literacy Requirement

Students are required to demonstrate proficiency in the required literacy skills in order to graduate. Students demonstrate this proficiency by successfully completing the reading and writing sections of the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is set by the Education Quality Accountability Office (EQAO) in Canada. Students usually take the OSSLT in the school year following the school year in which they enter Grade 9.

Students who have had two opportunities to take the OSSLT and have failed it at least once are eligible to enroll in OLC40. Principals have the discretion to allow a student to enroll in OLC40 before he or she has had a second opportunity to take the OSSLT. Students, including ESL students, who have not acquired a level of proficiency to be successful on the OSSLT can be deferred to another test date. Students who are not working towards an Ontario Secondary School Diploma (OSSD) may, with parent permission and approval of the principal, be exempted from the test.

40 Hours of Community Involvement – All students who enter the School in Grade 9 or 10 must complete a total of 40 hours of Community Involvement over the years prior to graduation. The principal will determine the number of hours of Community Involvement required by those students who enter at the Grade 11 or 12 level.

COURSES ON OFFER - 2026-2027

Courses	Grades and Course Codes			
	Grade 9	Grade 10	Grade 11	Grade 12
THE ARTS				
Drama	ADA1Q	ADA2Q	ADA3M	ADA4M
Visual Arts	AVI1Q	AVI2Q	AVI3M	AVI4M
BUSINESS STUDIES				
Accounting			BAF3M	BAT4M
Business Leadership				BOH4M
Entrepreneurial Studies			BDI3C	

Building the Entrepreneurial Mindset	BEM1O			
Information and Communication Technology: The Digital Environment			BTA3O	
Launching and Leading a Business/International Business		BEP2O		BBB4M
Marketing			BMI3C	
CANADIAN AND WORLD STUDIES				
Civics and Citizenship (0.5 credits)		CHV2O		
Economics			CIE3M	CIA4U
Geography	CGC1W		CGG3O	CGW4U
History		CHC2D		CHY4U
COMPUTER STUDIES				
Computer Science		ICD2O	ICS3U	ICS4U
CO-OP PROGRAM				
Creating Opportunities through Co-op			DCO3O	
ENGLISH				
English	ENL1W	ENG2D	ENG3U	ENG4U
Media Studies			EMS3O	
Ontario Secondary School Literacy Course				OLC4O
FRENCH				
French	FSF1D			
GUIDANCE AND CAREER EDUCATION				
Career Studies (0.5 credits)		GLC2O		
Learning Strategies 1: Skills for Success in Secondary School	GLS1O			
Leadership and Peer Support			GPP3O	
HEALTH AND PHYSICAL EDUCATION				
Healthy Active Living Education	PPL1O	PPL2O		
Introductory Kinesiology				PSK4U
MATHEMATICS				
Calculus and Vectors				MCV4U
Foundations of Mathematics		MFM2P		
Functions and Applications			MCF3M	
Functions			MCR3U	MHF4U
Mathematics of Data Management				MDM4U
Mathematics	MTH1W			
Principles of Mathematics		MPM2D		
SCIENCES				
Biology			SBI3U	SBI4U
Chemistry			SCH3U	SCH4U
Earth and Space Science				SES4U
Physics			SPH3U	SPH4U
Science – Academic	SNC1W	SNC2D		
SOCIAL SCIENCES AND HUMANITIES				
Challenge and Change in Society				HSB4U
Food and Culture			HFC3M	

Introduction to Anthropology, Psychology and Sociology			HSP3U	
Nutrition and Health				HFA4U
Philosophy: Questions and Theories				HZE4U
TECHNOLOGICAL EDUCATION				
Communications Technology			TGJ3M	TGJ4M
Technology and the Skilled Trades	TAS1O			
Technological Design and the Skilled Trades		TDJ2O		
ENGLISH AS A SECOND LANGUAGE	Level 1	Level 2	Level 3	Level 4
English as a Second Language	ESLAO	ESLBO	ESLCO	ESLDO
INTERNATIONAL LANGUAGES	Level 1 (G10)	Level 2 (G11)	Level 3 (G12)	
Putonghua	LKBBD	LKBCU	LKBUD	
Japanese	LKJBD	LKJCU	LKJDU	

COURSE OUTLINES

The courses offered at DSC International School have been developed according to the requirements of the Ontario Ministry of Education, Canada. Course outlines are available in the School Office for review by parents, guardians and students. Requests should be directed through the Principal (Secondary) or the Vice Principal (Secondary). As well, parents, guardians and students can access curriculum policy documents directly from the Ontario Ministry of Education at <https://www.ontario.ca/page/ministry-education>

COURSE SELECTION

The Vice Principal (Secondary), Guidance Counselors, Homeroom teachers and subject teachers will assist parents, guardians and students in the selection of courses based on student needs, interests, strengths, and learning/employment opportunities. Parents and guardians must approve course selections for students under the age of 18. Program changes by the student should also be made in consultation with School staff, and must also be approved by the parent or guardians for students under the age of 18.

In Grades 9 and 10, students may select from all academic, open and applied courses. In Grades 11 and 12, selections will be made in accordance with the Individual Pathways Plan in the appropriate stream to permit the attainment of goals identified in the Plan.

If students are to change courses they must do so within one week of the commencement of the semester. Please note the last day to change courses on the school year calendar.

CREDIT

A credit is granted to a student in recognition of the successful completion of a course for which a minimum of 110 hours of instruction has been scheduled, that is, a regular full-semester course. A partial credit may be granted for a shorter course.

CREDIT CODING AND CREDIT TYPES

The credit courses offered at DSC International School are those prescribed by the Ontario Ministry of Education. The course codes use the name of the course followed by the grade level and course type.

For example SNC2D:

- “SNC” identifies the course as Science
- “2” identifies year two or Grade 10
- “D” identifies the course as Academic

In Grades 9 and 10, four types of credit courses are offered:

Academic: These courses are identified by a capital letter “D”. Academic courses focus on essential concepts, knowledge and skills that lead to the University/College courses in Grade 11.

Applied Courses: These courses are identified by a capital letter “P”. Applied courses emphasize practical and concrete applications of concepts. They do not lead to University/College courses in Grade 11.

Open Courses: These courses are identified by a capital letter “O”. Open courses have one set of expectations that are appropriate for all students in Grades 9 and 10.

De-streamed: These courses are identified by a capital letter “W”. De-streamed courses have one set of expectations that are appropriate for all students in Grades 9.

In Grades 11 and 12, five types of credit courses are offered:

1. University Courses: These courses are identified by a capital letter “U”. eg. ENG3U
 2. College Courses: These courses are identified by a capital letter “C”. eg. BD13C
 3. University/College: These courses are identified by a capital letter “M”. eg. AV13M
 4. Open Courses: These courses are identified by a capital letter “O”. eg. EMS3O
 5. Workplace Courses: These courses are identified by a capital letter “E”. eg. ENG4E
- DSC International School does not offer Workplace courses.

FULL DISCLOSURE

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial Report Card in a semestered school, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws from a course after five instructional days following the issue of the first provincial Report Card in a semestered school, the withdrawal is recorded on the OST by a “W” in the Credit column. The student’s percentage grade at the time of the withdrawal is recorded in the Percentage Grade column.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Students who are enrolled at DSC International School in the Secondary Section must pass the Ontario Secondary School Literacy Test (OSSLT) in order to graduate and receive their Ontario Secondary School Diploma (OSSD).

The OSSLT measures levels of reading and writing and is based on literacy expectations up until the end of Grade 9. The Education Quality Accountability Office (EQAO) in Canada is responsible for the OSSLT. Grade 10 students and students new to the school in Grades 11 and 12 write the OSSLT in late March or early April according to the date set by EQAO. Students who are unsuccessful on the OSSLT will be required to re-write the OSSLT and participate in a remedial program to prepare for subsequent attempt(s) at the OSSLT.

To support students in being successful with this graduation requirement, there are several mechanisms in place: accommodations, special provisions, and deferrals. **Accommodations** must be made to ensure that students who are receiving special education programs and services and those who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. The accommodation used must normally be specified in the student’s IEP. **Special provisions** are adjustments to the setting and/or timing for writing the test for English language learners. Students may be granted **deferrals** if registered as students in English as a Second Language until such time as their English skills reach the necessary level of proficiency. Exemptions may also be granted, but students in such cases will not be eligible to receive an Ontario Secondary School Diploma. All cases are subject to the approval of the principal. For more information on accommodation, special provisions, or deferrals, please contact the principal.

Students who have had two opportunities to take the OSSLT and have failed it at least once are eligible to enroll in the OLC4O. Principals have the discretion to allow a student to enroll in OLC4O directly or before he or she has had a second opportunity to take the OSSLT if the principal determines it is in the best educational interest of the student.

Alternatively, if a student has not passed the OSSLT after two attempts, and is currently enrolled in Grade 12 with a June graduation date, they may be, at the discretion of the Principal, enrolled in the Adjudication process. This Ministry-approved process can be used to achieve the literacy requirement.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), as referenced in the Ontario Ministry of Education Policy/Program Memorandum PPM [129](#) and [132](#), 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. The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting a credit for a course developed from a provincial curriculum policy document. Assessment must include formal tests and other assessment strategies for 70% of the final mark and a final assessment for the remaining 30%. The equivalency process involves the assessment of credentials from other jurisdictions. DSC International School does not offer the PLAR challenge process.

DSC International School does PLAR equivalency. For students transferring from a school outside Ontario, the principal will grant equivalency credits for placement purposes based on his or her evaluation of the student's previous learning. The principal will determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's Ontario Student Transcript (OST). Students will have to meet the provincial secondary school literacy requirement. The principal will determine the number of hours of community involvement activities the student will have to complete.

LEVELS OF ACHIEVEMENT

The levels of achievement are broad and general, and supply a reference point for assessment. They enable teachers to make consistent judgments about student work, and help teachers provide clear and specific information to parents and guardians and students. There are four categories of knowledge and skills:

1. Knowledge and Understanding: subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
2. Communication: the conveying of meaning through various forms
3. Thinking: the use of critical and creative thinking skills and/or processes
4. Application: the use of knowledge and skills to make connections within and between various contexts.

The levels of achievement are linked with percentage grades as follows:

Achievement	Description	Provincial Standard	Letter Grade	Percentage Mark Gr 7-12
4+	The student has demonstrated the required knowledge and skill with a high degree of effectiveness. However, this does not mean that the student has achieved expectations beyond those specified for the grade/course.	Achievement exceeds the provincial standard.	A+	95 - 100
4			A	87 - 94
4-			A-	80 - 86
3+	The student has demonstrated most of the required knowledge and skills. Parents of students achieving at this level can be confident that their children will be prepared for work in subsequent grades/courses.	Achievement meets the provincial standard.	B+	77 - 79
3			B	73 - 76
3-			B-	70 - 72
2+	The student has demonstrated some of the required knowledge and skills. Students performing at this level need to work on identifying learning gaps to ensure future success.	Achievement approaches the provincial standard.	C+	67 - 69
2			C	63 - 66
2-			C-	60 - 62
1+	The student has demonstrated some of the required knowledge and skills in limited ways. Students must work at significantly improving learning in the specific areas needed if they are to be successful in the next grade/course.	Achievement falls much below the provincial standard.	D+	57 - 59
1			D	53 - 56
1-			D-	50 - 52
R / Below Level 1*	The student has not demonstrated the required knowledge and skills.	Extensive extra support is needed	R	Below 50%
I**	There is insufficient evidence available to determine a letter grade or percentage grade.	Insufficient work completed	I	No Grade

* Grades 7 and 8 - Students who achieve below 50% will be given "R"

* Grades 9 - 12 - Students who achieve below 50% will be given their actual percentage mark.

** Applicable to only Grades 7 - 10. "I" is not used for Grades 11 and 12 courses.

ASSESSMENT AND EVALUATION

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. There are three types of assessment: *Assessment for Learning*, *Assessment as Learning*, and *Assessment of Learning*. *Assessment for Learning* is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. *Assessment as learning* is the process whereby students are able to learn about themselves as learners and become aware of how they learn such that they can determine where they need to go and what to do next in their learning.

Evaluation is "the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality". Evaluation is based on assessments *of learning*. *Assessment of learning* is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, often at the end of a period of learning, and to make judgments about the quality of student learning on the basis of established criteria.

Evidence of student achievement for evaluation is collected over time from different sources that include observations, conversations, and student products. Student products can include tests, examinations, performance tasks, demonstrations, projects and essays. Determining a report card grade will involve teachers' professional judgment and the triangulation of evidence from the various sources.

ASSESSMENT STRUCTURE

Grade 9 and 10 courses

Term Work – 65%

Final Evaluation – 20%, with options between final exam or final exam and culminating assignment depending on course

Attendance and participation – 15%

Grade 11 and 12 courses

Term Work – 65%

Final Evaluation – 25%, with options between final exam or final exam and culminating assignment

Attendance and participation – 10%

Assessment criteria for attendance and participation

Level 4 (80% to 100%)	Level 3 (70% to 79%)	Level 2 (60% to 69%)	Level 1 (50% to 59%)
The student misses 0.0% to 2.5% of classes for unexcused absences (approximately 2 or fewer classes per semester). The student consistently: • participates in class discussions and contributes ideas • asks relevant questions • respects the contributions of others and demonstrates positive leadership • contributes to fostering a positive classroom culture	The student misses 2.5% to 5 % of classes for unexcused absences (approximately 2.5 to 4.5 classes per semester). The student generally: • participates in class discussions and contributes some ideas • asks relevant questions • respects the contributions of others • contributes to fostering a positive classroom culture	The student misses 5% to 7.5 % of classes for unexcused absences (approximately 5 to 7 classes per semester). The student occasionally: • participates in class discussions and sometimes contributes ideas • asks relevant questions • respects the contributions of others • contributes to fostering a positive classroom culture	The student misses 7.5% to 10% of classes for unexcused absences (approximately 7.5 to 9 classes per semester). The student infrequently: • participates in class discussions and rarely contributes ideas • asks relevant questions • respects the contributions of others • contributes to fostering a positive classroom culture

Below level 1 (less than 50%)

The student misses more than 10% of classes for unexcused absences (more than 9 classes per semester).

The student does not:

- participate in class discussions or contribute ideas
- ask relevant questions
- respect the contributions of others
- contribute to fostering a positive classroom culture

Final Exams

Most courses in Grade 9 to 12 will have a mandatory final exam. This may be in combination with a culminating activity. For more subject-specific details, please see:

<https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12>

Students who, for any reason, do not write the final examination or do not complete their final assessment receive a grade of zero on the final examination or final assessment.

Examinations are written in the School Auditorium or designated classroom at the end of each semester. A timetable of examinations will be given to students. Student attendance is taken at the beginning of the examination so that the School can call home for a student who is not in attendance. Students caught cheating on an examination or final assessment will be given zero for that assessment.

ASSESSMENT POLICY

Missed Assessments

There may be times students miss assessments at school. In this situation, the teacher may choose to allow the student to write an alternate assessment, use everyday observations and discussions with the student in lieu of the assessment, or not count the assessment, depending on the circumstances.

When an alternate assessment is given, the alternate assessment must cover the same specific expectations as the missed assessment.

Late Assessments

Assessment and evaluation practices are based on the Ontario Ministry of Education policy document, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. As stated on page 38 of Growing Success, “The primary purpose of assessment and evaluation is to improve student learning” and that evaluation of student work “provides evidence of student achievement at strategic times throughout the grade/course” (p. 38). Growing Success also states that students “are responsible for providing evidence of their learning within established timelines and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late” (p. 42). One of the consequences of submitting work late includes “deducting marks for late assignments, up to and including the full value of the assignment” (p. 43).

Students have a responsibility to complete and submit all assignments on the date that the assignment is due. To minimize the likelihood of assessment tools being handed in late, teachers implement a variety of strategies to assist students in meeting timelines that may include breaking larger assignments into smaller segments with different due dates for the various segments; providing choices or alternate assessment tools that evaluate the same overall curriculum expectations; negotiating deadlines for the submission of assignments together with the students; and monitoring student progress on assignments.

Due dates for all assessments are posted on Google Classroom and are referenced in class. In addition, teachers maintain ongoing communication with the parents of students who habitually struggle to meet deadlines. Parents are encouraged to check Google Classroom for due dates and contact the teacher should they have any concerns.

At times there may be extenuating circumstances that prevent a student from meeting the assignment deadline. In these cases, an extension must be requested up to 48 hours before the assignment due date and must be submitted in writing to the Vice Principal. In exceptional situations, extension requests within the 48 hours may be considered.

Extensions will only be granted under exceptional circumstances due to **medical reasons** (with documentation from a physician) or on **compassionate grounds** (traumatic event in the family or of a close friend). Time management, multiple assignments at the same time, or procrastination are not acceptable reasons to request an extension. Any requests which do not meet these requirements will be refused. Extension requests which are approved will be for a maximum of 3 days (unless extenuating circumstances are ongoing and then a due date will be decided by the Vice Principal in consultation with the teacher).

If a student does not hand in an assignment on the day and time it is due, the student will automatically have 5% deducted from the overall grade assignment. Submitting assignments on time is a very important skill that students must have to be successful in school.

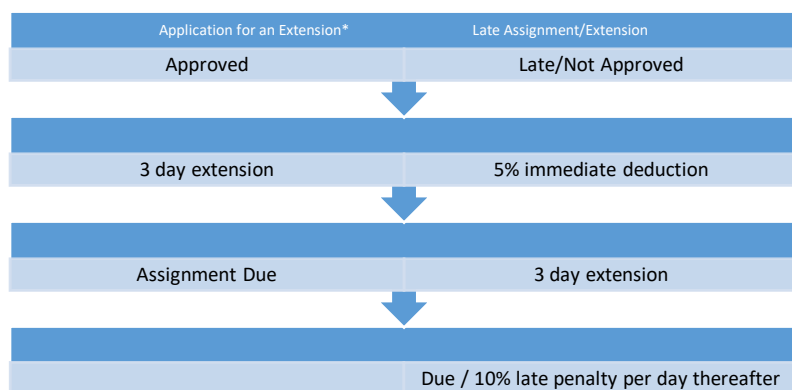
Given that the assignment is late, the student must meet with the teacher after school the same day; this meeting is mandatory and takes precedence over other after-school activities including extracurricular activities. This meeting cannot be postponed by the teacher or by the student. At that meeting, the student will explain why the assignment has not been completed. This meeting must be documented in Edsebli.

The student will be given three days, including Saturday, Sunday and public holidays, to complete the assignment. Teachers cannot extend the time beyond three days. The assignment is due by 4:00 pm on the third day. Assignments can be submitted electronically by email or through Google Classroom.

Within 24 hours of the meeting with the student, the teacher will call the parents informing them of the missing assignment; the immediate 5% penalty; the meeting with the student; the support that the teacher will provide; the revised due date; and note a further penalty (as outlined below) should the assignment not be handed in on or before the revised due date.

If the work is not submitted to the teacher on or before the new due date, an additional 10% per day up to a maximum of 50% will be deducted from the student's mark. The number of days is calculated beginning on the revised due date. For example, a student who hands in an assignment two days after the revised due date will be deducted 25% off the final grade (initial 5% plus 10% x 2 days). If the assignment is not handed in by the end of the reporting period, then the student receives a mark of zero for that assignment.

Process Flowchart



Plagiarism

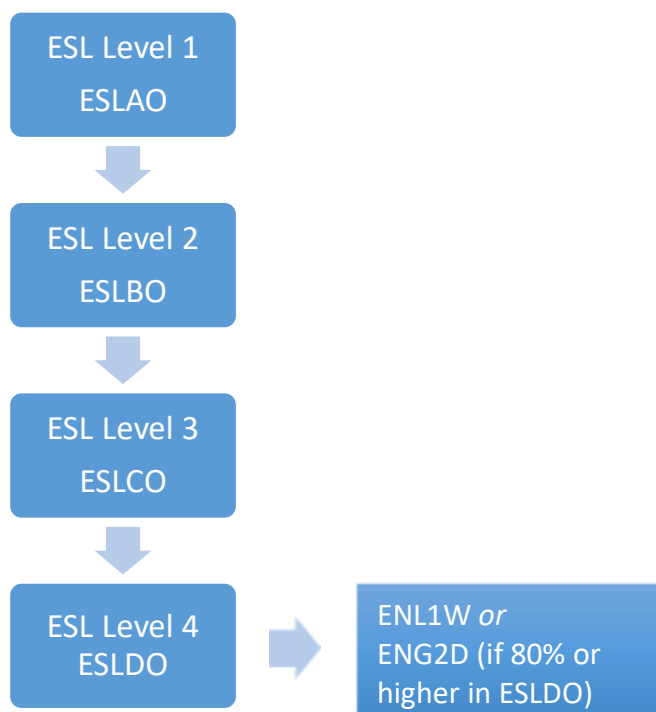
Please see "[Plagiarism](#)" section under Code of Conduct

PREREQUISITES

Certain courses require previous preparation before they may be taken. These required preparatory courses are called prerequisite courses. Prerequisites are noted and are clearly indicated in the Course Description section of this Course Calendar. The principal may give consideration to a student who does not meet the prerequisites as stated but who may have suitable background in the subject. Equivalent credits from other educational systems may also be used to waive pre-requisites.

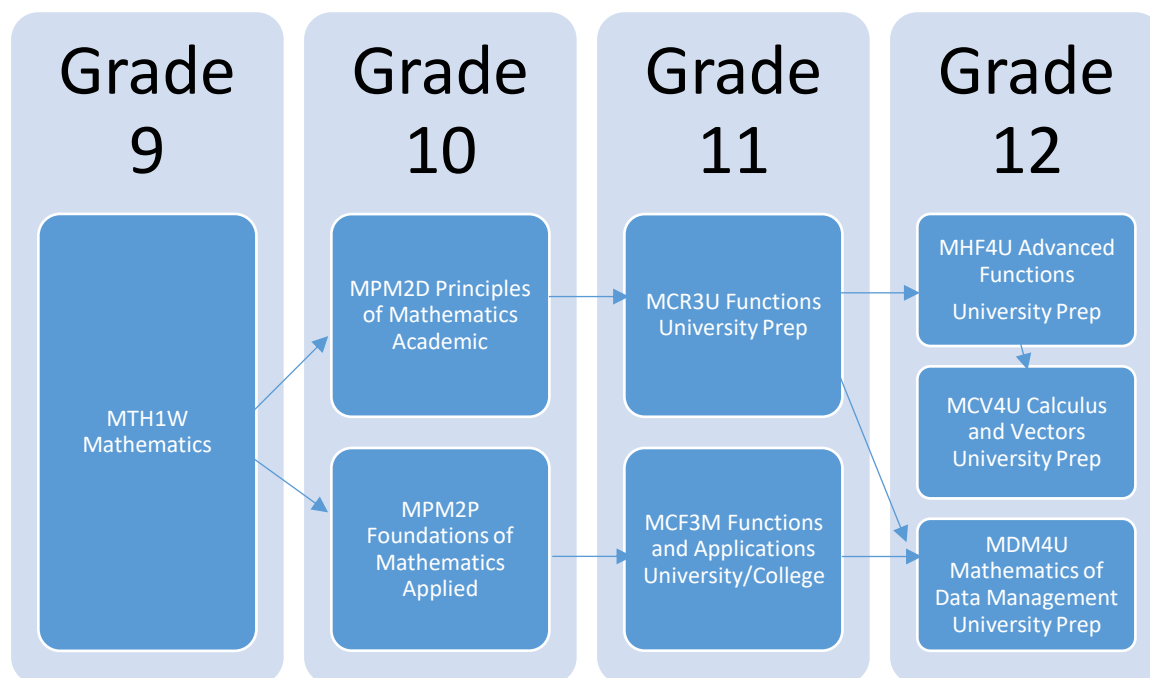
ENGLISH AS A SECOND LANGUAGE PATHWAYS

Please note the pathways chart for English as a Second Language below.



MATHEMATIC PATHWAYS

Please note the pathways chart for mathematics below. Students must ensure that they have the prerequisite courses needed as they advance grade to grade:



REACH-AHEAD OPPORTUNITIES

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses in the summer prior to entering Grade 9. Students who have finished Grade 8 and take and pass a Grade 9 credit course at Summer School will have their credit recognized September 1st. Acceptance of the credit is at the discretion of the secondary school principal.

Students in Grade 8 also have the opportunity to reach ahead to start earning community involvement hours in the summer before they enter Grade 9. All community involvement activities must be *pre-approved* by the School.

SPECIALIZED PROGRAMS

Specialized programs are programs that provide a particular focus to assist students to meet graduation requirements and to transition to post-secondary education, apprenticeships, or work place programs. DSC International School does not offer these educational programs.

SUBSTITUTIONS FOR COMPULSORY COURSES

Principals may authorize the replacement of up to three compulsory courses using courses from the remaining courses offered by the School that meet the compulsory credit requirements. This allows flexibility to tailor an individual student’s program to the student’s needs and to support his or her progress through Secondary School.

Note: Students entering the Ontario secondary school system may receive up to a maximum of 3 credits in English as a Second Language (ESL) towards the 4 compulsory English credits required for graduation. The 4th compulsory English credit must be a Grade 12 compulsory English course.

The decision to substitute one course for another should be made only if the student’s educational interests are best served by such a substitution. Both students and parents can request a substitution. The student

and his or her parent should make an appointment to meet with the Guidance Counselor prior to requesting a substitution. The principal will determine if a substitution should be made. The principal can also initiate consideration for a substitution.

PROGRAMS IN MUSIC TAKEN OUTSIDE THE SCHOOL

A student may be awarded a maximum of 2 credits towards the Ontario Secondary School Diploma for music programs taken outside the school through one of the following options:

A maximum of 1 Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- ◆ Grade VII Practical and Intermediate Rudiments (formerly Grade I Rudiments) of the Royal Conservatory of Music, Toronto
- ◆ Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- ◆ Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- ◆ Grade V Practical and Grade III Theory of Trinity College London, England
- ◆ Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England 2.

A maximum of 1 Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- ◆ Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
- ◆ Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- ◆ Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- ◆ Grade VI Practical and Grade IV Theory of Trinity College London, England
- ◆ Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes: The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts. The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

Please see your Higher Education & Pathways Advisor for more information.

40-HOURS OF COMMUNITY INVOLVEMENT

All students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. All students who enter the School in Grade 9 or Grade 10 must complete a minimum of 40 hours of unpaid community involvement over the years prior to graduation; for students who enter the School in Grade 11 or Grade 12, the number of community involvement hours required will be determined by the principal.

The purpose of the community involvement requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of their Individual Pathways Plan (IPP). A format for recording the community involvement activities has been developed and is available from the Guidance Counselor.

Students who have completed Grade 8 can begin accumulating community involvement hours in the summer before they enter Grade 9. All community involvement placements must be *pre-approved* by the School.

Minister's Certificate of Recognition for Community Involvement

The Minister's Certificate of Recognition for Community Involvement is a provincial initiative by the Ontario Ministry of Education for high school students who exceed their 40-hour graduation requirement. The certificate honors exceptional civic engagement and can help students stand out when applying for jobs, university or college programs, apprenticeships, and scholarships.

Certificate Levels

Students receive one of the following levels of distinction upon graduation, based on their total recorded and verified volunteer hours:

Bronze Level: 50–99 community involvement hours

Silver Level: 100–199 community involvement hours

Gold Level: 200+ community involvement hours

Eligibility Requirements

To be eligible to receive this certificate, students must meet the following conditions:

- Complete more than 50 community involvement hours.
- Ensure all hours are recorded and verified by their school principal prior to graduation.

The certificate does not replace or eliminate the standard 40-hour volunteer requirement for earning an Ontario Secondary School Diploma (OSSD).

EXPERIENTIAL LEARNING PROGRAMS: COOPERATIVE EDUCATION AND WORK EXPERIENCE

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allows them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in high school.

Co-operative educational opportunities exist for students in Grade 11 and 12. Students can earn a credit towards the compulsory high school graduation requirements. Selection of cooperative education courses (Career Integrated Learning) takes place in February of each year during course selection process. Students will be placed with a business or organization within the community. Please see your Guidance Counsellor for further details.

SCHOOL RECORDS

ONTARIO STUDENT RECORDS (OSR's)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Each student in the Secondary Section has an Ontario Student Record (OSR) that is maintained and kept in the Secondary Section Office. The OSR contains copies of report cards and a copy of the most up-to-date transcript, and lists awards, and is accessible to the principal and teachers for the improvement of instruction of the student. Parents and students also can request access to all information contained in the OSR for review. The OSR is maintained in accordance with the Ontario Ministry of Education regulations and complies with the principles laid out in the Hong Kong Personal Data (Privacy) Ordinance.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. It includes 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 obtained and the credits earned; confirmation that the student has completed the Community Involvement requirement; and confirmation that the student has completed the provincial Secondary School Literacy requirement. In addition, for Grade 11 and 12 courses, withdrawals from these courses after five instructional days following the issue of the first provincial Report Card in a semestered school will be recorded on the OST along with the percentage grade at the time of withdrawal. The transcript will also indicate any course that has been substituted for one that is a diploma requirement.

ONTARIO PROVINCIAL REPORT CARD

DSC International School uses the Ontario Provincial Report Card. This Report Card is used in all Ontario schools to document a student's achievement in every course in percentage grades, and is issued two times per semester. The Report Card includes information about attendance; Learning Skills and Work Habits; percentage grades and the achievement of curriculum expectations; and teachers' comments providing information on what the student has learned, specific strengths, and next steps for improvement.

At the end of the semester, a final grade as a percentage is assigned, with credit granted for every course for which a minimum mark of 50% has been achieved. The final grade is based on semester work (70%) and a final evaluation that includes culminating activities (30%).

Report Cards are issued two times per semester – November (mid-semester) and January - February (final) in the Fall semester, and April (mid-semester) and June (final) in the Winter semester. Report Card conferences are scheduled at each mid-semester reporting period. Parent, guardian and teacher communication is encouraged throughout each semester.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The Ontario Secondary School Diploma (OSSD) is awarded to students who successfully earn a minimum of 30 credits including 18 compulsory credits and 12 optional credits; complete 40 hours of Community Involvement; and meet the Provincial Secondary School Literacy requirement.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate (OSSC) is granted to students, on request, who leave secondary school upon reaching the age of eighteen without having met the requirements for the OSSD. They must earn at least 14 credits as defined below:

- **Compulsory credits** (7 in total), include:
 - 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 Education
 - 1 credit in The Arts, Computer Studies, or Technological Education
- **Optional Credits**
 - 7 credits from available courses.

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, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution.

CERTIFICATE OF ACCOMPLISHMENT

The Certificate of Accomplishment may be issued to students who leave school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. When issued, an Ontario Student Transcript accompanies the 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.

COURSE DESCRIPTIONS

GRADE 9

THE ARTS

Drama, Grade 9, Open (ADA10)

Prerequisite: None

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experience to develop an understanding of themselves, the art form, and the world around them.

Visual Arts, Grade 9, Open (AVI10)

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 principals 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.

BUSINESS STUDIES

Building the Entrepreneurial Mindset, Grade 9, Open (BEM10)

Prerequisite: None

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

CANADIAN and WORLD STUDIES

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

Prerequisite: None

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

GRADE 9

ENGLISH

English, Grade 9, De-streamed (ENL1W)

Prerequisite: None

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

FRENCH as a SECOND LANGUAGE

Core French, Grade 9, Academic (FSF1D)

Prerequisite: minimum of 600 hours of French instruction, or equivalent

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use 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.

GUIDANCE AND CAREER EDUCATION

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)

Prerequisite: None

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.

HEALTH and PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open (PPL1O)

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.

GRADE 9

MATHEMATICS

Mathematics, Grade 9, De-streamed (MTH1W)

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.

SCIENCE

Science, Grade 9, De-streamed (SNC1W)

Prerequisite: None

Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

TECHNOLOGICAL EDUCATION

Technology and the Skilled Trades, Grade 9 Open (TAS1O)

Pre-requisite: None

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

GRADE 10

THE ARTS

Drama, Grade 10, Open (ADA2O)

Prerequisite: None

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 representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Visual Arts, Grade 10, Open (AVI2O)

Prerequisite: None

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative processes. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

BUSINESS STUDIES

Launching and Leading a Business, Grade 10, Open (BEP2O)

Prerequisite: None

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

CANADIAN and WORLD STUDIES

Canadian History since World War I, Grade 10, Academic (CHC2D)

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.

GRADE 10

Civics and Citizenship, Grade 10, Open (CHV2O)

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 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

This ½ credit course is offered in combination with the ½ credit course GLC2O for a full credit.

COMPUTER STUDIES

Digital Technology and Innovations in the Changing World, Grade 10, Open (ICD2O)

Prerequisite: None

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

ENGLISH

English, Grade 10, Academic (ENG2D)

Prerequisite: Grade 9 English, Destreamed

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.

GRADE 10

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open (GLC2O)

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.

This ½ credit course is offered in combination with the ½ credit course CHV2O for a full course.

HEALTH and PHYSICAL EDUCATION

Healthy Active Living Education, Grade 10, Open (PPL2O)

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.

MATHEMATICS

Foundations of Mathematics, Grade 10, Applied (MFM2P)

Prerequisite: Mathematics, Grade 9, De-streamed

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Please note: Students who successfully complete this course will proceed to Grade 11 Functions and Applications, Grade 11, University/College Preparation (MCF3M). Students wishing to take University preparation mathematics courses in Grade 11 and 12 must first successfully complete both Grade 9 and Grade 10 Academic Mathematics: Principles of Mathematics.

GRADE 10

Principles of Mathematics, Grade 10, Academic (MPM2D)

Prerequisite: Mathematics, Grade 9, De-streamed

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.

SCIENCE

Science, Grade 10, Academic (SNC2D)

Prerequisite: Science, Grade 9, Destreamed

This course enables students to develop 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 effect climate and climate change; and the interaction of light and matter.

TECHNOLOGY EDUCATION

Technological Design, Grade 10, Open (TDJ2O)

Prerequisite: none

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

GRADE 11

THE ARTS

Drama, Grade 11, University/College Preparation (ADA3M)

Prerequisite: Drama, Grade 9 or 10, Open

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Visual Arts, Grade 11, University/College Preparation (AVI3M)

Prerequisite: Visual Arts, Grade 9 or 10, Open

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 studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. 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 artform (e.g. photography, video, computer graphics, information design).

BUSINESS STUDIES

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

Prerequisite: None

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, and ethics and current issues in accounting.

Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)

Prerequisite: None

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Marketing: Goods, Services, Events, Grade 11, College (BMI3C)

Prerequisite: None

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

GRADE 11

Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA30)

Prerequisite: None

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

CANADIAN and WORLD STUDIES

The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)

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 affect 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.

Travel and Tourism: A Geographic Perspective, Grade 11, Open (CGG30)

Prerequisite: Issues in Canadian Geography, Grade 9, De-streamed

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

COMPUTER STUDIES

Introduction to Computer Science, Grade 11, University Preparation (ICS3U)

Prerequisite: None

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.

GRADE 11

CO-OP EDUCATION

Creating Opportunities through Co-op, Grade 11, Open (DCO3O)

Prerequisite: None

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

ENGLISH

English, Grade 11, University Preparation (ENG3U)

Prerequisite: English, Grade 10, Academic

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 information 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.

Media Studies, Grade 11, Open (EMS3O)

Prerequisite: Grade 10 English, Academic or Applied

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

GUIDANCE AND CAREER EDUCATION

Leadership and Peer Support, Grade 11, Open (GPP3O)

Prerequisite: None

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

GRADE 11

MATHEMATICS

Functions, Grade 11, University Preparation (MCR3U)

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.

Functions and Applications, Grade 11, University/College Preparation (MCF3M)

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

SCIENCE

Biology, Grade 11, University Preparation (SBI3U)

Prerequisite: Science, Grade 10, Academic

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 autonomy, 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 investigations.

Chemistry, Grade 11, University Preparation (SCH3U)

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.

Physics, Grade 11, University Preparation (SPH3U)

Prerequisite: Science, Grade 10, Academic

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

GRADE 11

SOCIAL SCIENCES AND HUMANITIES

Food and Culture, Grade 11 University/College Preparation (HFC3M)

Prerequisite: None

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)

Prerequisite: The Grade 10 academic course in English, or 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, and to become familiar with current thinking on a range of issues within the three disciplines.

TECHNOLOGICAL EDUCATION

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

Prerequisite: None

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

GRADE 12

THE ARTS

Drama, Grade 12 University/College Preparation (ADA4M)

Prerequisite: Drama, Grade 11, University/College Preparation

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Visual Arts, Grade 12, University/College Preparation (AVI4M)

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

This course focuses on enabling students to refine their use of the creative process when creating and presenting two-and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

BUSINESS STUDIES

Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)

Prerequisite: Financial Accounting Fundamentals, Grade 11, 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 students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)

Prerequisite: None

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.

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

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.

GRADE 12

CANADIAN AND WORLD STUDIES

Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

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.

World History since the Fifteen Century, Grade 12, University Preparation (CHY4U)

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.

World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

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

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

COMPUTER STUDIES

Computer Science, Grade 12, University Preparation (ICS4U)

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

This course enables students to further develop 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 a 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.

GRADE 12

ENGLISH

English, Grade 12, University Preparation (ENG4U)

Prerequisite: English, Grade 11, University Preparation

This course emphasizes consolidation of 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 information 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.

Ontario Secondary School Literacy Course (OLC4O)

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

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 report. Students will also maintain and manage a portfolio containing a record of their reading experience and samples of their writing.

HEALTH AND PHYSICAL EDUCATION

Introductory Kinesiology, Grade 12 University Preparation (PSK4U)

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education.

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

GRADE 12

MATHEMATICS

Advanced Functions, Grade 12, University Preparation (MHF4U)

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.

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling 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.

Note: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

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 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.

GRADE 12

SCIENCE

Biology, Grade 12, University Preparation (SBI4U)

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.

Chemistry, Grade 12, University Preparation (SCH4U)

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 on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Earth and Space Science, Grade 12, University Preparation (SES4U)

Prerequisite: Science, Grade 10, Academic

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Physics, Grade 12, University Preparation (SPH4U)

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 relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

GRADE 12

SOCIAL SCIENCES AND HUMANITIES

Challenge and Change in Society, Grade 12, University Preparation (HSB4U)

Prerequisite: Any university or university/college, preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

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.

Nutrition and Health, Grade 12 University Preparation (HFA4U)

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

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.

Philosophy: Questions and Theories, Grade 12 University Preparation (HZZ4U)

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

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). * Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

TECHNOLOGICAL EDUCATION

Communications Technology, Grade 12, University/College Preparation (TGJ4M)

Prerequisite: Communications Technology, Grade 11, University/College Preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language, Level 1, Open (ESLAO)

Prerequisite: None

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language, Level 2, Open (ESLBO)

Prerequisite: English as a Second Language, Level 1, or equivalent

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.

English as a Second Language, Level 3, Open (ESLCO)

Prerequisite: English as a Second Language, Level 2, or equivalent

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.

English as a Second Language, Level 4, Open (ESLDO)

Prerequisite: English as a Second Language, Level 3, or equivalent

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

INTERNATIONAL LANGUAGE

Putonghua, Level 1, Academic (LKBBB), Grade 10

Prerequisite: None

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Japanese, Level 1, Academic (LKJBD), Grade 10

Prerequisite: None

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Putonghua, Level 2, University Preparation (LKBCU), Grade 11

Prerequisite: Putonghua Language Level 1, Academic or equivalent

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Japanese, Level 2, University Preparation (LKJCU), Grade 11

Prerequisite: Japanese Language Level 1, Academic or equivalent

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

INTERNATIONAL LANGUAGE

Putonghua, Level 3, University Preparation (LKBDU), Grade 12

Prerequisite: Putonghua Language Level 2 University Preparation

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Japanese, Level 3, University Preparation (LKJDU), Grade 12

Prerequisite: Japanese Language Level 2 University Preparation

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

STUDENT SUCCESS

ACCOMMODATIONS

DSC International School provides accommodations to students with an identified special education need within the regular classroom setting. Members of the School's Student Support Team meet to review the assessment reports and create a list of accommodations and a plan that is put in place to meet the learning needs of the student within the regular classroom. The plan could involve targeted support from the Inclusive Education Specialist within the regular classroom from time to time, and/or support in a withdrawal setting where the student is withdrawn for a short period of time for targeted support, or indirect support where the Inclusive Education Specialist works with the classroom teachers to provide strategies to be used in the classroom.

Accommodations can be categorized into three types: instructional, environmental, and assessment. It should be noted that accommodations do not result in modifications to the curriculum expectations for the grade.

Examples of instructional accommodations include scaffolding concepts, chunking tasks, use of assistive technology (text to speech software), use of computers for note taking, use of graphic organizers and mind maps, use of manipulatives, rewording or rephrasing of information, extra processing time, and more frequent breaks.

Examples of environmental accommodations include strategic seating, proximity to teacher, a work area away from other students, quiet setting, and use of headphones to block out distractions.

Examples of assessment accommodations include extra time for assessments, use of computers, chunking the assessment into parts with different deadlines, uncluttered format with one question per page, use of a scribe, use of manipulatives, choice of tool to demonstrate learning, and an alternate setting.

Throughout the student's enrolment at DSC International School, the Inclusive Education Specialist follows the student's progress, reviewing the accommodations and their effectiveness and making changes to the plan as required. The review will take place at least once a year and more often if deemed necessary.

ATTENDANCE

Regular class attendance is vital for the learning process. When this process is disrupted, both the individual student and his or her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will experience poor academic results because their achievement cannot be fully assessed.

Attendance in the Ontario Program is vital. Student must have a minimum of 110 credit hours of instruction. Students who miss more than 10 days of school or ten classes in a full-credit(s), or 5 days or 5 classes in a half-credit course(s) may lose their credit(s) for that semester.

Students are required to remain in school until the age of 18 or until the student has achieved the Ontario Secondary School Diploma (OSSD).

INDIVIDUAL PATHWAYS PLAN (IPP)

All students will complete an Individual Pathways Plan (IPP) the purpose of which is to assist students in taking responsibility for their learning and for planning their future. Developing their IPP increases students' awareness of their strengths and interest and of the related opportunities for learning and work. It also enables them, in collaboration with their teachers and parents, to make decisions, set goals, and develop and implement the steps needed to successfully complete secondary school and proceed to their initial postsecondary destination.

In completing the IPP, students will:

- get to know themselves
- explore opportunities
- make decisions and set goals
- create a plan to achieve the goals they have set

The Individual Pathways Plan is integrated into the Teacher Advisor Program.

LEARNING COMMONS

DSC International School promotes a healthy, safe and inclusive School environment for all students. Learning Commons have been established throughout the School as a means of enhancing school culture by providing spaces for students to collaborate, work independently, and/or socialize when not in classes. With the exception of the Student Conference Rooms, none of the Learning Spaces may be reserved and are used on a first come basis. Students can reserve a Student Conference Room by making a booking with the supervisor in Learning Commons Room 426. Learning Commons Room 426 also contains novels and resource materials that can be signed out.

PARENT AND GUARDIAN - TEACHER COMMUNICATION

Together, the School staff and parents and guardians are responsible for the education of each child and have the responsibility of sharing in the planning of the child's education and in determining how the child's individual needs are to be met. Therefore, communication between the School and parents and guardians is extremely important. The School informs parents and guardians about what is happening at school through several means of communication:

- official parent and guardian-teacher conferences are scheduled throughout the year;
- parents and guardians may arrange meetings with teachers at mutually convenient times;
- parents and guardians may communicate with teachers via telephone or e-mail;
- letters are sent to parents and guardians when there is a special activity;
- Google Classroom contains course-specific information
- the School website informs parents and guardians about class and school information;

SCHOOL YEAR

The school year is September through June. The school year is divided into two semesters – a Fall Semester from September through January and a Winter Semester from February through June. Students take four courses each semester. A full course load is four courses per semester for a total of eight courses per year. Students can earn a maximum of eight credits towards graduation during each school year.

STUDENT RESPONSIBILITIES

Students have responsibilities at school. These responsibilities include:

- attending school every day;
- arriving at school and each class on time;
- putting forth a consistent effort each day that is to the best of their ability;
- participating in classroom activities;
- completing and submitting all assignments on time and to the very best of their ability;
- seeking support from teachers, the Guidance Counselor, and other School staff when needed;
- following the School rules and expectations for behaviour as set out in the Code of Conduct and in the *Student and Parent Handbook*;
- being courteous to and respectful of all members of the School Community;
- respecting property.

STUDENT SUPPORT

Several programs are in place to provide support to our students both academically and socially. All students in the High School are assigned a Guidance Counsellor who will remain their counsellor until graduation. Students with a surname beginning with A-L are assigned to Mrs. Murray and M-Z with Mrs. Schnepf-Comeau. The Guidance Department is located on the 3/F, Room 316.

The role of the Guidance Counsellor is to provide academic and social counselling to students assisting them in developing skills needed for academic success, and to ensure that they are meeting their graduation and post-secondary destination requirements. These services include educational planning, career and occupational information, and assistance with academic and personal problems.

In addition, the Guidance Counsellors provide four sessions per year in which students work, with their Homeroom teacher, on their Individual Pathways Plan (IPP). The IPP is a requirement for all students. The four sessions take place during the Teacher Advisor Program (TAP). Through TAP, students have their academic progress monitored regularly; receive assistance with their Individual Pathways Plan (IPP); and receive personal support and positive encouragement.

The Homeroom teacher takes on the role of teacher advisor who:

- has regular contact with a group of students;
- monitors the student's academic achievement and his or her progress toward goal completion;
- has an overview of the student's progress in all subject areas and other aspects of school life;
- helps track student course selection process to ensure pre-requisites, compulsory courses and graduation requirements are being met, and courses chosen will lead to their post-secondary destination;
- complements the Guidance Counselor's work by tracking the progress of a group of students;
- refers students requiring additional assistance to the Vice Principal (Secondary) or Principal (Secondary)

The Guidance Counsellors also provide support to both students and parents in the form of workshops dealing with topics connected to stress management, wellness, positive self-esteem, anti-bullying, healthy active living, healthy relationships, and conflict resolution. As part of this initiative, there are student

workshops after school throughout the year as well as parent workshops offered by Guidance to provide parents with some at-home support strategies.

In addition, there is a social worker on-site four days per week for High School students. In September, the Guidance Counsellors will organize Homeroom visits by the Social Worker so that she can outline the services available to students. Appointments to see the Social Worker are made by student self-referral directly to the Social Worker or by teachers contacting the Social Worker directly, or contacting Vice Principal or Guidance Counsellors who will follow up with the student and contact the Social Worker. If parents or guardians would like to make an appointment for their child, they contact the Vice Principal who will then follow up with the Social Worker. All discussed information is held in the strictest confidence.

For support in a specific subject, students should see their teacher.

SUMMER SCHOOL

Summer School operates during the month of July. Credit courses are offered; students who successfully complete these courses earn credits towards graduation. These courses run for four weeks.

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses in the summer prior to entering Grade 9. Students who have finished Grade 8 and take and pass a Grade 9 credit course at Summer School will have their credit recognized September 1st. Acceptance of the credit is at the discretion of the secondary school principal.

CODE OF CONDUCT

Student Code of Conduct

DSC International School believes that the School must be a safe place for all students and staff. The following Student Code of Conduct was formulated to ensure that the moral tone of the School and the physical and mental wellbeing of all students and staff members are maintained and protected. Students must respect the rights of others and the property of the School. Students must be diligent in their studies and be co-operative with all School staff. Students must not be involved in such things as, but not limited to, fighting, swearing, harassment, smoking, substance abuse, disrespectful behavior, and property damage, for example.

When necessary, students will encounter appropriate disciplinary measures. These may include, but not limited to, counseling, signing a behavioral contract, and suspension. Students who commit serious acts such as endangering the security of students and staff will be expelled from the School.

Electronic Devices

As a 1:1 laptop school, all students are required to bring their laptops daily. Laptops must meet to minimum requirements and have all required software.

If a student brings a cellphone/smartphone to campus it must be switched to silent mode and kept in their knapsack/school bag unless approved for use by the classroom teacher. Please refer to the Student and Parent Handbook for addition information on electronic device use.

Plagiarism

Plagiarism is a serious offence involving the theft of intellectual property. Plagiarism occurs when someone takes credit for the thoughts, words, ideas, photographs and other images, creative work, and music of another individual or artificial intelligence and presents it as his or her own. There are consequences for those who copy or use another's work without giving acknowledgement through proper referencing and use of a bibliography.

Students will learn how to paraphrase and how to acknowledge and cite sources correctly. Students are expected to use research in their assignments by paraphrasing ideas and citing sources for all materials used, including non-print materials such as photographs, creative works, and music that are not the student's own. The program Turnitin is used as a means to teach students how to avoid plagiarism.

In the event of a plagiarized assignment, the following will occur:

First Offence:

The assignment will not be evaluated. The teacher will explain to the student how the student plagiarized the assignment and how to avoid plagiarism. The student will be required to re-do the assignment and it will be re-evaluated without penalty. Parents or guardians are notified by the teacher and the Vice Principal is informed. If there are several assignments that have been plagiarized in different courses that are concurrent, these collectively will be considered a first offence.

All Subsequent Offences:

All subsequent offenses of plagiarism, depending on the circumstances, may result in the student receiving a zero on the assignment. The Deputy Principal will meet with the student and parents to review the case and discuss the consequences occurring after the student has been informed of the first offense and had the opportunity to be reminded by the teacher on how to avoid plagiarism.

School Uniform

Students must wear the School uniform items, unless given permission otherwise, when attending School or related activities. High School students may wear to school any of the items available in the Uniform Shop for High School students. When taking PE, students must wear proper sports shoes and must change into the PE uniform for PE classes. Please refer to the Student and Parent Handbook on Student Uniform and Dress Code for further information.

The School uniform must be clean, neat, and tidy. Unsatisfactory dress may lead to the student being required to report to the School Office to call home and make arrangements to change into the proper uniform. Repeated offences will lead the School to take disciplinary action.

Please also note the following:

- conservative hairstyles
- no low hanging trousers/shorts
- subtle make-up
- no excessive jewelry (no jewelry during P.E. classes)
- no wallet chains
- no defacing the School logo
- white/red/black solid colored undershirts may be worn under school polo shirt
- jackets/scarves/gloves/hats may be worn in cold weather
- no boots, sandals, high-heeled or platform shoes.

Smoking/Substance Abuse

Healthy living choices, including the avoidance of smoking, promotes wellness. Cigarettes, including vaping, and other illegal substances cannot be used or possessed at school, and/or used or possessed off the school property while students are in school uniform. Students may be suspended or expelled for violation of this rule.



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