



## **School Course Calendar**

### **Canadian International Secondary School**

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## **1. Our School**

### **1.1: Mission & Vision Statement & School Philosophy**

At Canadian International Secondary School, our mission is to provide accessible and flexible education that empowers students to succeed. We offer high-quality asynchronous learning opportunities that allow students to work at their own pace and earn high school credits. Our dedicated teachers are committed to supporting students every step of the way, providing a personalized and collaborative learning experience.

Our vision is to revolutionize education in Ontario by providing equitable access to high-quality learning opportunities that meet the diverse needs of our students. We strive to create a culture of empowerment where students feel confident, inspired, and engaged in their learning journey. Our goal is to be recognized as a leader in asynchronous education, providing innovative and adaptable solutions that support lifelong learning and personal growth. What sets CISS apart is our commitment to captivating, concise videos, and interactive lessons, that keep students engaged. Unlike traditional asynchronous schools which simply use a voice over power point, you will see that our videos get brought to life by enthusiastic teachers and state of the art animations.

### **1.2: Our Commitment:**

At Canadian International Secondary School, we believe that student success is the foundation of our mission. We are committed to providing students with the necessary knowledge and values to become holistic learners who can thrive in any academic or professional setting. Our online learning platform is designed to be accessible and flexible, allowing students to work at their own pace and achieve their academic goals on their own terms.

To support student success, we have a team of highly qualified and dedicated Ontario Certified teachers who provide quality feedback and personalized support to students. Our teachers are committed to creating a collaborative and supportive learning environment where students feel empowered to ask questions, seek guidance, and engage in meaningful discussions with their peers and teachers.

We also understand that learning doesn't stop after school hours or during weekends and holidays. That's why we're available to students 365 days a year, ensuring that they can access the support and guidance they need whenever they need it. Our commitment to student success extends beyond the classroom, as we strive to help our students become well-rounded individuals who are equipped with the skills, knowledge, and values they need to succeed in all aspects of their lives.

Whether students are looking to earn high school credits, prepare for post-secondary education, or pursue their career goals, Canadian International Secondary School is committed to providing them with the tools, resources, and support they need to achieve their goals and succeed in their academic and personal pursuits. Compare CISS to any other education platform out there and you will see that there is an emphasis on ensuring that students are doing more than just “achieving a credit.”

### **1.3: School Organization:**

**Enrollment:** Canadian International Secondary School offers a flexible continuous entry and exit model, meaning that there are no set start or end dates for courses. Students can enroll in a class at any point during the year, as long as there is space available in the course. It is the student's responsibility to communicate their anticipated endpoint to the teacher and adhere to that timeline as closely as possible. The enrollment

process involves filling out an application, providing school transcripts and a birth certificate/government issued photo. Our enrollment process is designed to be streamlined and efficient, allowing students to begin their studies as soon as possible. With a focus on accessibility and flexibility, Canadian International Secondary School offers a high-quality educational experience for students of all backgrounds and learning styles.

**Coursework:** Students will be responsible for completing various Assessment *for*, *of* and *as* learning tasks. After enrolling, students can begin their coursework immediately and work at their own pace with no set start or end dates. Evidence shows that attentive students are more successful, so we encourage completing at least one lesson per week.

**Teacher support:** Our teachers are committed to ensuring that students receive the support they need in each course. At any time during the course, students are encouraged to reach out to their teacher, via email, with any questions they may have on a specific lesson or assessment. Our teachers pride themselves on being able to respond to your questions within 24 hours. In addition, our teachers provide office hours (one hour per week), where they are readily available and respond (through email) to student inquiry in an especially short time period; the specific office hours differ for each teacher but will be between the hours of 9:00AM - 4:00 PM Monday to Friday. We also offer Student Success Support for students who may struggle with attendance or course material.

**Progress tracking:** Students can track their progress in day to day lessons directly on our platform. On Assessment *for* and *as* learning, immediate feedback is given to our students. Using the Gradebook feature, both students and parents are able to access updated student marks. At the halfway point in the course, a midterm mark is generated and sent to both student and parent (if under 18). Please note that midterm marks cannot be generated prior to the midway point of the course. After the midterm mark is issued, students are given two instructional days to decide if they would like to remain in the course. If a student decides to remain in a course, their grade will be included in the Ontario Student Transcript (OST). Once student CPT's are marked and submitted, a final mark will be generated, and a report will be sent to both parent and student.

Completion and credit: Once students have completed all the coursework and assessments for a course, they are eligible to receive credit for the course. Credits are awarded on a rolling basis, so students can receive credit for a course as soon as they have completed all the requirements, regardless of when they started the course. Students can then use these credits to meet their academic requirements and graduate from high school.

#### **1.4: Canadian International Secondary School Code of Conduct**

At Canadian International Secondary School, our goal is to provide a positive learning environment that promotes academic growth and intellectual curiosity. In order to achieve this, we have established a student code of conduct that is in accordance with the *Ontario Safe School Act/ Policy* and emphasizes the following:

- **Respect for others:** The Golden Rule, "Do unto others as you would have them do unto you," forms the basis of our belief in respect for others. We expect all students to demonstrate respect towards individuals of different faiths, cultures, learning abilities, physical abilities, and sexual orientations in order to build a positive learning community. Students are required to treat each other with respect and kindness, whether they are interacting online or communicating through

written or verbal means. Moreover, students should extend respect to their classmates, teachers, and administrators.

- **Professionalism:** Students are expected to conduct themselves in a professional manner at all times. This includes using appropriate language, grammar, and tone in their communications. Students are also expected to take initiative in their learning and communicate with their teacher if they have any issues.
- **Academic integrity:** We take academic integrity very seriously at Canadian International Secondary School. Students are expected to adhere to the school's academic integrity policy, which prohibits cheating, plagiarism, and other forms of academic dishonesty. All work submitted must be original and will be checked for plagiarism and Artificial Intelligence.
- **Timeliness:** We encourage students to keep up with their learning and complete a minimum of one lesson per week. Although we have continuous enrollment, students have the option to complete a course in as little as 25 school days, and as long as 365 days. If a student has not completed an assignment in the previous 21 days, they will be referred to the Student Success teacher to discuss time management skills and expectations for their course.
- **Privacy and security:** We expect students to respect the privacy and security of their classmates and instructors. This includes not sharing any confidential information or passwords with others.
- **Technology usage:** We expect students to use technology responsibly and appropriately. This includes avoiding the use of inappropriate language or materials, not engaging in online bullying or harassment, and reporting any instances of such behavior to the appropriate authorities.
- **Participation:** We believe that active participation is essential for a positive learning experience. Students are expected to actively participate in each lesson through assessment for/as learning tasks, complete all assignments, and seek help when needed to fully engage with the course materials and to promote a positive learning experience for themselves and their peers.

### **1.5.A. Rights & Responsibilities of Students, Parents & Staff**

#### ***Students' Rights and Responsibilities:***

- Students have the right to be informed about the evaluation process, receive feedback promptly, and understand the consequences of academic dishonesty.
- Students have the right to remain in secondary school until the age of 18 or until an Ontario Secondary School Diploma is obtained.
- Students are responsible for providing evidence of their work, being respectful to teachers and classmates, communicating with teachers, being active in their learning and assessments, completing work on time, and maintaining academic honesty.

#### ***Teachers' Rights and Responsibilities:***

- Teachers have the right to expect students to be active participants and use professional judgment when evaluating and assessing academic honesty.

- Teachers are responsible for using differentiated instruction, providing descriptive feedback, using achievement charts and rubrics, adhering to Ontario Curriculum category weightings, returning work promptly, and informing students and parents about additional supports.

***Parents/Guardians' Rights and Responsibilities:***

- Parents/Guardians have the right to be informed about course requirements, assessment and evaluation methods, due dates, and work submission timelines. They also have access to their child's learning through email communication with the teacher.
- Parents/Guardians are responsible for communicating regularly with the school, understanding how they can contribute to their child's success, initiating contact with teachers if difficulties arise, actively monitoring their child's progress, and working collaboratively with the school, teacher, and child to plan for improvement.

***Cheating and Plagiarism:***

- Plagiarism is defined as the use of someone else's ideas or work without proper acknowledgment, submission of material obtained from a purchased or computerized source as one's own, or submission of the same work in more than one course without permission.
- Cheating is defined as having someone else prepare one's assignment, allowing one's assignment to be copied, or providing another student with one's own assignment.
- Students must respect intellectual property, submit their own work, and may use AI to generate ideas but cannot submit AI-generated work as their own.
- Acts of academic dishonesty are unacceptable and will result in consequences, which can include a mark of 0% on the assignment, suspension, or expulsion from the program in recurring situations. Vigilance is essential to prevent inappropriate use.

**1.5.B: Student Achievement**

At Canadian International Secondary School our focus is to enhance student learning through the use of the [Ontario Secondary School Curriculum](#) and in accordance with the [Growing Success document](#). As students work through the course material, they will be assessed on assessment *for*, *of* and *as* learning.

**Assessment for** learning will assist student learning for formative purposes. Examples of this include: Self-assessments, peer assessments, formative assessments (used in our video lessons), teacher observations in the online tasks, descriptive feedback from our teachers, rubrics and goal setting.

**Assessment as** learning helps students to develop their metacognitive skills by encouraging them to reflect on their own learning and progress. Examples of this include: Self-reflections, discussion forums, video practice questions, rubrics, checklists, and conferencing.

**Assessment of** Learning is used to confirm that students have achieved curriculum outcomes and contribute directly to the students overall grade. Examples of this include: Quizzes, tests, essays, interactive projects, digital presentations and portfolios.

Course evaluations are divided into two sections: Term (70% of overall grade) and a Culminating Performance Task (CPT) (30% of overall grade). At the beginning of the course, students will receive

course outlines which indicate how the student will be evaluated. Each course will be evaluated using the same four categories: Knowledge, Thinking, Application & Communication.

### **1.5.C: Course Transfer Policy**

Students can request a course transfer if they are enrolled for 5 days or less and haven't completed any assessments, but only one transfer is permitted per enrollment.

### **1.5.D: Reporting Student Achievement**

Canadian International Secondary School uses Provincial Report Card twice during the course, first to reflect the student's achievement of curriculum expectations and learning skills during the first reporting period, and second to reflect the overall achievement and learning skills for the entire course. The first reporting will take place at the midpoint in each course. The final reporting period will occur at the conclusion of the course, once the Culminating Performance Task is completed.

### **1.5.E: Learning Skills**

| <b>Learning Skills and Habits</b> | <b>Criteria</b>                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility                    | <ul style="list-style-type: none"><li>• Meet learning environment responsibilities and commitments.</li><li>• Submit class work, homework, and assignments in a timely manner (the one week policy).</li><li>• Manage own online behavior.</li><li>• Seeks clarification when uncertain about a lesson.</li></ul>             |
| Organization                      | <ul style="list-style-type: none"><li>• Submits assessments in an organized fashion.</li><li>• Uses templates, and submits these templates, when completing work.</li><li>• Prioritize and manage time to complete tasks and achieve goals.</li><li>• Use information, technology, and resources to complete tasks.</li></ul> |
| Independent Work                  | <ul style="list-style-type: none"><li>• Monitors, assess, and revise plans to complete tasks and meet goals.</li><li>• Follow instructions with minimal supervision.</li><li>• Effectively completes tasks.</li></ul>                                                                                                         |
| Collaboration                     | <ul style="list-style-type: none"><li>• Respond positively to the ideas, opinions, values, and traditions of others in discussion posts.</li><li>• Build healthy peer relationships through personal and media-assisted interactions.</li></ul>                                                                               |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• Resolve conflicts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| Initiate        | <ul style="list-style-type: none"> <li>• Act on new ideas and learning opportunities.</li> <li>• Demonstrate innovation and a willingness to take risks.</li> <li>• Show curiosity and interest in learning.</li> <li>• Approach new tasks with a positive attitude.</li> <li>• Advocate appropriately for the rights of self and others.</li> </ul>                                                                                      |
| Self-Regulation | <ul style="list-style-type: none"> <li>• Set individual goals and monitor progress towards achieving them.</li> <li>• Seek clarification or assistance when needed.</li> <li>• Reflect critically on own strengths, needs, and interests.</li> <li>• Identify learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Persevere and make an effort when responding to challenges.</li> </ul> |

### 1.5.F: Attendance Policy

Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning experience. The following processes have been put in place to encourage regular attendance by the student:

- The Principal and teachers will maintain attendance records as it is expected that students should login to their course on a regular basis.
- Due to the continuous entry and exit model of our school, there is no prescribed yearly or even semester timetable; students are registered on a per course basis. All courses are required to meet the 110-hour requirement. It is expected that a typical online course will take approximately 110 days, or 4 months, for the student to complete (assuming a minimum of 1 hour per day online participation), but this time may start or end arbitrarily. Students are be able to complete a course in as little as one month (4 weeks), and up to a maximum of 12 months (365 days).
- **Regular Students** shall maintain an attendance record of not less than 80%. Total excused absence can not be more than 20%. No unexcused absence shall be admitted and the parents/ guardians of the students shall be notified immediately and will have to furnish an explanation in 02 working days.
- **Online Students** are expected to log in three times each week, not including scheduled holidays, for the entire duration of the course. If a student fails to log in to his or her course three times in a single week then an absence will be recorded on the report card.
- School Admin will track students' attendance via the LMS. If admin finds the students are not attending classes for a period of time, school admin will send an absent notice to the student/ parents

via email. If the student does not reply to admin in 72 hours, the student then would not have access to the course material.

- Students are expected to dedicate an appropriate amount of time to their coursework each day. While the school hours are from 9am to 4pm, Monday to Friday, students may choose to work outside of these hours to accommodate their individual schedules.
- Students who do not login and complete one lesson within a three-week period, the parents/guardian will be notified by the teacher. Students who do not complete a lesson within a one-month period, will be referred to our Student Success Team, by the classroom teacher, in an effort to be reengaged.
- Attendance will be measured by the completion of assignments, videos, and participation in class discussions. Students are expected to log into their Google Classroom and engage with course materials regularly.
- It is required that students who wish to withdraw from a course before its completion must notify the Principal of their intentions in writing. This is necessary to ensure accurate record-keeping and to allow for any corresponding requests to be addressed promptly.
- To encourage attendance, the Principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and break down any existing technology barriers.
- Students who have not completed their course within 12 months from the day of enrolment in that course, will automatically be removed from the course, unless they have arranged to extend their course with Canadian International Secondary School administration.
- Parents/guardians should ensure their child's preparedness for learning by ensuring regular attendance, and keeping in touch with the school. They should also review the Code of Conduct (see below) with their child, discourage teasing/bullying, and monitor their child's internet use.

### **1.5.G: Late and Missed Assignment Policy:**

It is the responsibility of students to provide evidence of their learning within established timelines. Ultimately, it is a shared responsibility among parents, students and staff to ensure students provide evidence of their learning. Submitting assignments in a timely manner in accordance with teacher expectations also helps students to become: Self-directed Responsible, Lifelong learners, Collaborative contributors and Responsible citizens. Timelines for submission of assignments are established to encourage students to manage their time effectively and take responsibility for completion of assigned work. Deadlines are also used to allow teachers to effectively deliver curriculum and manage the assessment of the assignments. The ability to meet deadlines is highly valued as both an employability skill and a general life skill. Therefore, teaching students to respect timelines is extremely important.

- All assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher;
- Choosing not to complete or submit work jeopardizes whether a teacher can make a valid and reliable judgment about the student's achievement.
- A penalty for late assignments can include a mark deduction, such as 5% per school day up to a maximum of 20%.

- A missed assignment will usually result in a mark of zero.
- Extensions; Students can request an extension if they have extenuating circumstances, such as illness or a family death. Students should contact their teacher at least one day before the due date and provide evidence of their efforts.
- Communication: Students should communicate with their teacher if they are unable to meet the deadline.
- Report cards: Consistently late or missed assignments may be reflected in a student's report card.

#### **1.5.H: Canadian International Secondary School Computer Use Policy:**

All course material and content on Canadian International Secondary School is for educational purposes only. Any use of this content for purposes other than educational, such as criminal, obscene, commercial, or illegal purposes, is strictly prohibited. The administration reserves the right to review all student work to ensure appropriate computer use. Inappropriate use may result in consequences including suspension or removal from the program. Further action may be taken, including contacting day schools, legal representation, or the police. To prevent any suspicion of inappropriate use, students must protect their passwords and only access content intended for student use. They must also immediately report any suspicious messages or incidents to their teachers.

#### **1.6: Student Technological Requirements:**

Students will need access to a reliable high-speed internet connection and an updated laptop or desktop computer that includes a video camera and microphone. It is recommended that students have software such as Adobe Acrobat Reader, Google Docs and Google Sheets installed on their device. In addition, students will need to access their Google account that will be provided to access their subjects Google Classroom and YouTube for video lessons. For Mathematics courses, students may also require a scanner or camera to submit assignments with complex mathematical notation.

#### **1.7: Online Examination Policy:**

The student selects the date, time, and location of the final exam. If the student is choosing to find a proctor, the student and proctor must agree on the date and time selected. When the student is nearing the end of the course, they can submit a Proctor Approval Application at any time. Students must allow two weeks for the application to be processed. If the student does not apply for two weeks in advance of the exam date, the application will not be processed. The student will be asked to reschedule with an appropriate time frame.

If the student is currently registered in a public or private school, then the student should consider arranging to write the exam with a person associated with his or her home school (teacher, librarian, counselor), where feasible. If the student is not currently registered with another school, or this is not an option, we recommend that the student contact a local public library, college/university, or testing center to see if they offer proctoring services. The student will be required to adhere to the policies and procedures of these locations in addition to online OSSD final exam policies and procedures. If this option is not available, then the student can ask anyone whom he or she knows that meets all requirements set out above. Acceptable proctors include Certified Teacher, lawyer, registered family physician, registered nurse, government social

worker, registered psychologist and professional registered counsellor. Relatives, supervisors without a professional email address and hired tutors will not be approved to proctor a student exam.

## **2. Diploma & Certificates**

### **2.1: Requirements for OSSD:**

In order to obtain an Ontario Secondary School Diploma (OSSD), students must successfully earn a minimum of 30 credits, which includes 18 compulsory credits and 12 optional credits. In addition, students must complete 40 hours of community involvement and the provincial literacy requirement.

#### **2.1.A: Compulsory Credits:**

- 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

As well as **one credit in each** of the following groups:

**Group 1:** English, French as a second language, a Native language, a classical or an international language, social sciences, Native studies, humanities, Canadian and world studies, guidance and career education, or cooperative education.

**Group 2:** Health and physical education, the arts, business studies, French as a second language, or cooperative education).

**Group 3:** Science at the Grade 11 or 12 level, technological education, French as a second language, Computer studies, or cooperative education).

#### **2.1.B: Optional Credit Requirement:**

Students must earn 12 optional credits by successfully completing courses offered in their school's program and course calendar.

#### **2.1.C: Ontario Literacy Requirements**

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

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School Literacy Test (OSSLT). Students at CISS seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript. Students looking to write the OSSLT must make arrangements with our guidance team not later than January 10. The OSSLT identifies students who have demonstrated the required skills in literacy, as well as those who have not demonstrated the required skills and will need to do further work. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

## **Ontario Secondary School Literacy Course (OSSLC)**

Students who have attempted the OSSLT, at least twice without success, are eligible to take a course that aims to develop the cross-curricular literacy skills assessed by the test. Successfully completing this course will fulfill the provincial literacy requirement for graduation. The curriculum includes reading and writing tasks of various genres such as informational, narrative, and graphic texts, with a focus on writing summaries, information paragraphs, opinion pieces, and news reports. Additionally, students will keep a portfolio to track their reading and writing progress. In special circumstances, students who have already met the literacy requirement may also be eligible to take the course, subject to the principal's discretion.

## **Ontario Secondary School Literacy Course for Mature Students (OSSLC)**

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT. A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

### **2.1.D: Community Involvement Requirement for High School Graduation**

The community involvement requirement aims to develop strong community values by involving students in their community in a positive and contributory manner, outside of scheduled class time, and through safe and appropriate activities. In order to encourage positive community values, all students are required to complete a minimum of 40 hours of unpaid community involvement activities in addition to the 30 credits required for a high school diploma. Students must provide documentation of their completion to the school where their OSR is held. For example, for students attending a regular day school, the community involvement paperwork must be completed and submitted through the day school. It is the responsibility of the student to complete the requirement outside of scheduled class time, and maintain a record of their activities in a tracking booklet provided by our Guidance team. This data will be placed on the OST and kept in the student's OSR. Students are to select community activities that are appropriate to their age, maturity, and ability, and must not participate in any activity that compromises their safety. The Principal is responsible for informing parents, students, and community sponsors about the community involvement requirement, providing students with the necessary forms and information to complete the requirement, and

evaluating whether the student has met the requirement once the student has completed and submitted all documentation of their completion. Parents are encouraged to provide assistance to their child in selecting community involvement activities and to communicate with the community sponsor and school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years. Parents are also responsible for obtaining appropriate insurance covering the student for any unforeseen circumstances while involved in community activities.

#### **2.1.D.i: Community Involvement Procedure**

Step 1: Student requests a *Notification of Planned Community Involvement Activity* form from the CISS Guidance Team.

Step 2: Parent, student and the potential employer all sign the *Notification of Planned Community Involvement Activity* form and student submits the document to the CISS Guidance Department for approval.

Step 3: Once formal approval is granted; students may begin completing their volunteer work. Students may not begin their community service before approval is granted. The guidance team will share a Completion of Community Involvement Activities form.

Step 4: Once community hours are completed at the specific activity, students are to get the Completion of Community Involvement Activities form signed by the employer, student and parent (if under 18).

Step 5: Students are to submit the Completion of Community Involvement Activities form to the CISS Guidance team for approval.

#### **2.1.D.ii: Approved Community Involvement Activities:**

- Fundraising for non profit Organizations
- Coaching sports at the community level
- Assisting seniors with chores
- Involvement in community committees and projects
- Participation in environment projects

#### **2.1.D.iii: Not Approved Community Involvement Activities:**

- Any paid activity (i.e. babysitting)
- Cooperative education
- School-organized activities or programs (i.e. cadets)
- Playing on sports teams
- Involving the operation of motor vehicles, power tools, or scaffolding
- Involving the administration of medications or medical procedures to others

- Occurring in an unsafe or unsupervised environment
- Displacing a paid worker
- In a logging or mining environment if the student is under 16 years old
- In a factory if the student is under 15 years of age
- In a workplace other than a factory if the student is under 14 years of age and not accompanied by an adult
- Involving designated substances under the Occupational Health and Safety Act
- Requiring knowledge of a tradesperson whose trade is regulated by the provincial government
- Involving banking, securities, jewelry, works of art, antiques, or other valuables
- Consisting of duties normally performed in the home or personal recreational activities
- Involving court-ordered programs (i.e. community service program for young offenders, probationary program)

## **2.1.E: Prerequisites, Exemptions, Substitutions and Alternative Studies**

The prerequisites for Grade 11 and 12 courses are clearly outlined in the curriculum policy documents for each respective discipline. These policy documents can be accessed on the Ministry of Education website. It is important to note that students will only be enrolled in a course once they have submitted appropriate documentation verifying their completion of the prerequisite course.

In cases where a student has completed a course of a similar subject and grade level that does not meet the stated prerequisite for the desired course in the subsequent grade, but has completed a transfer course, they may still be eligible to enroll in the requested course. However, it is imperative that the student provides supporting documentation to the CISS guidance team ([admissions@cissedu.ca](mailto:admissions@cissedu.ca)) for verification purposes. It is essential to acknowledge that Canadian International Secondary School does not grant substitutions for compulsory or optional courses. Students are expected to fulfill all requirements for compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements.

### **2.1.E.i: Mature Student Prerequisite Exemption**

In exceptional circumstances, mature students who do not meet the prerequisite requirements have the option to apply for an exemption. To request a prerequisite exemption, the following procedure must be followed:

1. Written Request:
  - Submit a written request to the Principal of Canadian International Secondary School, expressing the desire for a prerequisite exemption and providing a detailed explanation of the circumstances.
  - Send an email to our guidance team (addressed to the Principal) at [admissions@cissedu.ca](mailto:admissions@cissedu.ca), including the requested information outlined below.
2. Required Information in the email:
  - Name:

- Contact information: Address, phone number, and email address
- Date of Birth:
- Last school attended and the year of attendance:
- Reason for the Request:
- Special Circumstances:

3. Supporting Documentation:

- Attach your most recent transcript to the email, demonstrating your academic background.

Please note that each exemption request will be evaluated on a case-by-case basis, and approval will depend on the specific circumstances. An example of a situation that may be considered for approval is a student who has been out of any school system for a period exceeding one year.

It is crucial to adhere to this process and provide all necessary information to ensure your request is properly evaluated. The final decision regarding the exemption will be communicated to you by the Principal of Canadian International Secondary School.

## **2.2: Ontario Secondary School Certificate**

The Ontario Secondary School Certificate (OSSC) may be granted to students who leave school prior to obtaining the Ontario Secondary School Diploma, provided they have accumulated a minimum of 14 credits following the prescribed distribution:

Compulsory Credits (total of 7):

- 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 or technological education

Optional Credits (total of 7):

- 7 credits selected by the student from the available courses.

It is important to note that the provisions outlined in section 3.2: Substitutions for Compulsory Courses, which allow for the substitution of compulsory credits, also apply to the Ontario Secondary School Certificate.

Please be informed that at present, Canadian International Secondary School does not offer the Ontario Secondary School Certificate as part of its program offerings.

## 2.3: The Certificate of Accomplishment

Students who do not meet the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate upon leaving school may be eligible for a Certificate of Accomplishment. The Certificate of Accomplishment serves as a valuable recognition of achievement for students intending to pursue vocational programs, further training, or immediate employment.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript, providing a comprehensive record of their academic progress. In cases where students have an Individual Education Plan (IEP), a copy of the IEP may also be included.

It is important to note that if students choose to return to school to complete additional credit and non-credit courses, their transcript will be updated accordingly. However, they will not receive a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will only be granted once all the requisite requirements are fulfilled by the student.

## 3. Curriculum

### 3.1: Credit Definition

A credit is awarded to acknowledge the successful completion of a course that aligns with the guidelines provided by the Ontario Ministry of Education. To qualify for a credit, the course must have a minimum of 110 hours of scheduled instructional time. The Principal of a secondary school, acting on behalf of the Ontario Ministry of Education, grants the credit in recognition of the student's achievement.

### 3.2: Definition for Types of Courses

#### Grade 9 & 10 Courses:

**De Streamed (W):** The de streaming approach eliminates the division of students into Academic and Applied Streams, promoting inclusivity and removing barriers. Under the de streaming model, students have the opportunity to select courses from a combination of De-streamed, Academic, and Open levels.

**Academic (D):** Academic courses in grades 9 and 10 encompass the essential core content of the subject, emphasizing theoretical and conceptual learning. These courses align with the University pathway, while still allowing students to opt for C level courses if desired. The provided sample course, ENG2D, falls within this category. Successful completion of ENG2D enables students to progress to ENG3U or ENG3C courses.

**Applied (P):** Applied courses focus on fundamental concepts, offering practical applications and covering essential content. Theoretical elements are integrated as relevant. The sample course, ENG2P, is an example of an Applied course. Students who excel in ENG2P will be enrolled in the ENG3C course. To transition to ENG3U, students must complete a transfer course.

**Locally Developed (L):** Locally Developed courses are designed to accommodate students who require flexibility and additional support in meeting subject requirements. These courses aid in preparation for further academic pursuits. The sample course, ENG2L, is classified as a Locally Developed course. Successful completion of ENG2L leads to enrollment in ENG3E. To switch to ENG3C, students must complete a transfer course.

**Open (O):** Open courses in grades 9 to 12 establish equal learning expectations for all students, equipping them for future study or enrichment in the subject area. Open courses can be mandatory or elective and do not impact a student's academic pathway.

### ***Grade 11 & 12 Courses:***

**University (U):** University preparation courses are designed to equip students with the knowledge and skills necessary to meet the entrance requirements of traditional universities. These courses emphasize theoretical understanding, independent research capabilities, and the development of independent learning skills.

**University/ College (M):** University/College preparation courses provide students with content that is applicable to both university and college entrance requirements. These courses cover theoretical concepts as well as their practical application in real-world contexts.

**College “C”:** College preparation courses are tailored to prepare students for meeting the entrance requirements of traditional colleges. These courses focus on theory, critical thinking, research, and problem-solving skills necessary for success in a college setting.

**Workplace (E):** Workplace preparation courses are specifically designed to prepare students for entry into the workforce or apprenticeship programs. These courses equip students with the practical skills and knowledge needed for immediate employment.

**Open (O):** Open courses in grades 9 to 12 establish equal learning expectations for all students, equipping them for further study or enrichment in the subject matter. Open courses may be either required or elective, providing students with flexibility in their academic pursuits.

**Please note:** Majority of university programs require students to have completed at least six "U" or "M" level courses.

### **3.3: Course Coding System**

The secondary education system in Ontario is structured around the attainment of credits, encompassing both mandatory and optional courses. To ensure consistency and recognition, CISS utilizes a 5-character course coding system established by the Ministry of Education. For instance:

E1N2G344U5

The first digit designates the major subject area of the course, such as E for English, M for Mathematics, and S for Science. The second and third digits provide a specific descriptor within the subject area. The fourth digit indicates the corresponding grade level, with 1 representing grade 9, 2 representing grade 10, 3 representing grade 11, and 4 representing grade 12. The fifth and final digit conveys the course's intensity or level of delivery.

In grades 9 and 10, the fifth digit offers options such as W for de-streamed courses, D for academic courses, P for applied courses, and O for open level courses. In grades 11 and 12, this digit aligns with the post-secondary destination, with U representing university, C for college, and M signifying courses that are applicable to both university and college pathways.

### 3.4: Courses Offered & Description

| <b>Grade 9</b> |                             |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
|----------------|-----------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>S. No</b>   | <b>Course</b>               | <b>Course ID</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Pre requisites</b> |
| 1.             | English, Academic           | ENG1D            | This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.    | None                  |
| 2.             | Mathematics, De<br>streamed | MTH1W            | 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. | None                  |
| 3.             | Science,<br>Academic        | SNC1D            | This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will                                                                                                                                                                                                                                                                                                                                                                                                                           | None                  |

|                 |                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |
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|                 |                              |       | develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.                                                                                                                                                                                                                                        |                                      |
| 4.              | Food and Nutrition           | HFN1O | This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.                                            | None                                 |
| 5.              | Issues in Canadian Geography | CGC1D | This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. | None                                 |
| <b>Grade 10</b> |                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |
| 1.              | English, Academic            | ENG2D | 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.                                                                                                                                                                                                                                                                                                                                                                                                 | Grade 9 English, Academic or Applied |

|    |                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
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|    |                           |       | 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.                                                                                                                                                                                                                                        |                                                                                     |
| 2. | Principles of Mathematics | MPM2D | 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.                                                                                                                  | Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic |
| 3. | Science, Academic         | SNC2D | This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. | Grade 9 Science, Academic or Applied                                                |
| 4. | Food and Nutrition        | HFN2O | This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | None                                                                                |

|    |                                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |
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|    |                                    |       | beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.                                                                                         |      |
| 5. | Introduction to Business           | BBI2O | This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives                                         | None |
| 6. | Career Studies                     | GLC2O | This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. | None |
| 7. | Canadian History since World War I | CHC2D | 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                                                                                                                                                      | None |

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|            |                        |       | 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. |      |
| <b>8.</b>  | Media Arts             | ASM2O | This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.                                                                                                      | None |
| <b>9.</b>  | Visual Arts            | AVI2O | This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.                                                                                                                                                                       | None |
| <b>10.</b> | Civics and Citizenship | CHV2O | This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the                                                                                                                                                                                                                                                                                                                                                       | None |

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|                 |                     |       | 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 41 of political issues and developments that are both of significance in today's world and of personal interest to them.                                                                                                                                               |                                    |
| 11              | Computer Technology | TEJ20 | This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and post-secondary pathways and career opportunities in computer technology.                             | None                               |
| <b>Grade 11</b> |                     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |
| 1.              | English, University | ENG3U | This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 | ENG2D, English, Grade 10, Academic |

|    |                            |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                      |
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|    |                            |       | university or college preparation course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                      |
| 2. | Functions                  | MCR3U | 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. | MPM2D, Principles of Mathematics, Grade 10, Academic |
| 3. | Biology, University Prep   | SBI3U | This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.                                                                                                                                              | SNC2D, Grade 10 Science, Academic                    |
| 4. | Biology, College Prep      | SBI3C | This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.                                                                                                                    | SNC2D, Grade 10 Science, Academic                    |
| 5. | Chemistry, University Prep | SCH3U | 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;                                                                                                                                                                                                                                                                                                                                                          | SNC2D, Grade 10 Science, Academic                    |

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|    |                                                                                      |       | 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.                                                                                                                                                                                                                                                                                       |                                                                                                                                    |
| 6. | Physics,<br>University Prep                                                          | SPH3U | 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. | SNC2D, Grade 10<br>Science, Academic                                                                                               |
| 7. | Introduction to<br>Anthropology,<br>Psychology, and<br>Sociology,<br>University Prep | HSP3U | This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.                                                                 | ENG2D, Grade 10<br>academic course in<br>English, or the<br>Grade 10 academic<br>history course<br>(Canadian and<br>world studies) |
| 8. | Media Arts,<br>University/College<br>Prep                                            | ASM3M | This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role                                                                | ASM2O,<br>Media Arts, Grade<br>10                                                                                                  |

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|            |                                                |       | of media artists in shaping audience perceptions of identity, culture, and values.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                         |
| <b>9.</b>  | Visual Arts,<br>University/College             | AVI3M | 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 emerging 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 art form (e.g., photography, video, computer graphics, information design). | AVI2O,<br>Visual Arts, Grade<br>9 or 10 |
| <b>10.</b> | Computer Science,<br>University<br>Preparation | ICS3U | 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.                                                       | None                                    |
| <b>11</b>  | Core French                                    | FSF3U | This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking                                                                                                                                                                                                 | Core French, Grade<br>10, Academic      |

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|    |                  |       | communities and will develop skills necessary for lifelong language learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |
| 12 | French Immersion | FIF3U | This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | French Immersion, Grade 10, Academic |

## Grade 12

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|----|--------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 1. | English, University Prep | ENG4U | This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. | ENG3U, Grade 11 English, University Preparation |
| 2. | English, College Prep    | ENG4C | This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ENG3C, English, College Preparation             |

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|----|------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|    |                                          |       | well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                         |
| 3. | Calculus and Vectors,<br>University Prep | 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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. | Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors. |
| 4. | Advanced Functions,<br>University        | MHF4U | 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                                                                                                                                                                                                                                                                                                                              | MHF3U, Functions, Grade 11, University Preparation                                                                      |

|    |                                                   |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                    |
|----|---------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                   |       | wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                    |
| 5. | Mathematics of Data Management, University Prep   | MDM4U | This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university 100 programs in business, the social sciences, and the humanities will find this course of particular interest.                               | MHF3U, Functions, Grade 11, University Preparation                                                                                                                 |
| 6. | Foundations for College Mathematics, College Prep | MAP4C | This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. | MBF3C or MCF3M, MCR3U, Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation |
| 7. | Chemistry, University prep                        | SCH4U | 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                                                                                                                                                                                                                            | SCH3U, Grade 11 Chemistry, University Preparation                                                                                                                  |

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|     |                             |       | communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                          |
| 8.  | Chemistry,<br>College Prep  | SCH4C | This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.                                                                                                                      | SNC2D,<br>Grade 10 Science,<br>Academic or<br>Applied    |
| 9.  | Physics,<br>University Prep | SPH4U | This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. | SPH3U,<br>Grade 11 Physics,<br>University<br>Preparation |
| 10. | Physics, College<br>Prep    | SPH4C | This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SNC2D,<br>Grade 10 Science,<br>Academic or<br>Applied    |

|            |                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                        |
|------------|--------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                              |       | transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.                                                                                                                                                                                                                                                                                                  |                                                                                                                                                        |
| <b>11.</b> | Biology,<br>University Prep                                  | SBI4U | 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.                                                                                                                                                                                                  | SBI3U,<br>Grade 11 Biology,<br>University<br>Preparation                                                                                               |
| <b>12.</b> | Philosophy:<br>Questions and<br>Theories,<br>University prep | HZT4U | 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. | Any university or<br>university/college<br>preparation course<br>in social sciences<br>and humanities,<br>English, or<br>Canadian and<br>world studies |
| <b>13.</b> | Nutrition and<br>Health, Grade 12,<br>University             | HFA4U | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Any university or<br>university/college<br>preparation course<br>in social sciences<br>and humanities,<br>English, or                                  |

|     |                                                                               |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                   |
|-----|-------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|     |                                                                               |       | 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.                                                                                                                                                            | Canadian and world studies                                                                                                        |
| 14. | International Business Fundamentals, University/College Prep                  | BBB4M | 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.                                            | None                                                                                                                              |
| 15. | Business Leadership: Management Fundamentals, (BOH4M) University/College Prep | BOH4M | 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                                                                                                                        | None                                                                                                                              |
| 16. | World Issues: A Geographic Analysis, University Prep                          | CGW4U | 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 | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities |

|     |                                                |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |
|-----|------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|     |                                                |       | technologies, to investigate these complex issues and their impacts on natural and human communities around the world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                          |
| 17. | Visual Arts,<br>University/College<br>Prep     | AVI4M | This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.                                                                                                                                                                                      | AVI3M,<br>Visual Arts, Grade<br>11                                                       |
| 18. | Media Arts,<br>University/College<br>Prep      | ASM4M | This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values | ASM3M,<br>Media Arts, Grade<br>11,<br>University/College<br>Preparation                  |
| 19. | Computer Science,<br>University<br>Preparation | ICS4U | his 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 to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.               | ICS3U,<br>Introduction to<br>Computer Science,<br>Grade 11,<br>University<br>Preparation |
| 20. | French<br>Immersion                            | FIF4U | This course provides students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grade 11 French<br>Immersion                                                             |

|     |                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                   |
|-----|--------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|     |                    |       | <p>with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p>                             |                                                                                                                                   |
| 21. | Families in Canada | HHS4U | <p>This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and</p> | Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies |

|     |             |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
|-----|-------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|     |             |       | parent-child relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
| 22. | Core French | FSF4U | This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language-learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French speaking communities, and will develop skills necessary for lifelong language learning. | Core French, Grade 11 |

### 3.5: Course of Study / Course Selection

To access our course of study, you can find a summary of our course outlines on our website. For more detailed information, please feel free to contact us via email at [admissions@cissedu.ca](mailto:admissions@cissedu.ca) and request the complete course outlines. In addition, if you require further support in the course selection process, please email our guidance team in order to set up an appointment.

### 3.6: Ontario Curriculum Policy Documents

Canadian International Secondary School is an online educational platform that provides students in Ontario with access to a wide range of courses and resources. As an online learning platform, we at Canadian International Secondary School follow the guidelines and requirements set forth by the Ministry of Education. Information on the Ministry of Education documents and Ontario curriculum policy can be found directly on the [Ministry of Education website](#). One of the key documents that Canadian International Secondary School follows is the [Growing Success document](#). This document is the Ministry of Education's policy document on assessment, evaluation, and reporting in Ontario schools. It ensures that all assessments and evaluations are fair, transparent, and inclusive. The document outlines the principles and practices that should be used to guide assessment and evaluation in all subject areas and grade levels. By aligning with these documents, Canadian International Secondary School ensures that its courses and resources meet the standards and expectations set forth by the Ministry of Education.

Overall, Canadian International Secondary School is committed to providing students in Ontario with a high-quality online learning experience that is aligned with the Ministry of Education's policies and guidelines. By following documents such as Growing Success, the platform helps ensure that students receive a fair and equitable education that prepares them for success in the future.

### **3.7: Experiential Learning**

Please note that Canadian International Secondary School does not offer cooperative education (co-op) programs. While we provide a wide range of online courses to support students in their academic journey, cooperative education, which involves work placements and on-the-job training, is not currently available. We are committed to providing a robust online learning experience that focuses on academic excellence and prepares students for their future endeavors. Our dedicated team is here to support students in achieving their educational goals and exploring various career pathways.

### **3.8: Student Withdrawal Policy**

Withdrawal from an CISS course within 5 days of the first report card excludes the mark from being recorded on the OST. In the case of Grade 11 or 12 course withdrawals, after 5 days, a "W" is noted in the "Credit" column on the OST, alongside the mark obtained at the time of withdrawal. Withdrawals from Grade 9 or 10 courses do not appear on the OST, unless under exceptional circumstances where an "S" may be entered in the "Note" column. Repeating a course results in earning only one credit, while in Grades 11 and 12, an "R" is indicated on the OST for the course with the lower mark. It's important to note that no refunds are provided for course withdrawals.

### **3.9: Changing Course Types**

Students who perform well in academic or applied courses during Grade 9 are given the option to switch to the corresponding course type for the same subject in Grade 10. However, with the new Ontario curriculum, changes have been made to English, Math, and Science courses. In Grade 9, these courses are now de-streamed, meaning that students are not placed in either an academic or applied track. Instead, they have the freedom to choose whether they want to enroll in academic or applied courses for Grade 10 after completing Grade 9.

### **3.10: Prior Learning Assessment & Recognition PLAR Process**

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), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process involves two mandatory components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions.

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

### **3.10.A: PLAR Challenge Process**

**Step 1:** In order to be eligible to challenge a credit, you must answer ‘**NO**’ to all of the questions below:

- Have you earned a credit in the course you plan to challenge?
- Have you earned a credit in a course similar to the one you plan to challenge? (ex: challenging for ENG 2D, when you have ENG 2P)?
- Did you get this credit as part of a block of equivalency credits for the course you plan to challenge?
- Are you challenging a course that you were unsuccessful in?
- Did you already earn an English credit and plan to challenge an English as a second language (ESL), or Anglais pour debutants (APD)?
- Did you already earn a French credit and plan to challenge French as a second language (FSL), or Actualization Linguistique en Francais (AFL), or Perfectionnement du Francais (PDF)?
- Are you currently enrolled in the course you are intending to challenge?
- Are you interested in challenging a grade 9 credit?

**Step 2:** In addition, you must answer ‘**YES**’ to all the questions below:

- Do you plan to challenge the whole course for credit?
- Have you met the prerequisite requirements for the course you plan to challenge?
- Does a successful challenge for credit meet educational goals outlined in your Individual Pathways Plan?
- Are you currently a day school student with Canadian International Secondary School?

If you wish to apply for such consideration, please send us an email outlining the following information as well as forwarding your most recent transcript by email [admissions@cissedu.ca](mailto:admissions@cissedu.ca)

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

The Principal will review the application and schedule an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

### **3.10.B: Prior Learning Assessment & Recognition (PLAR) for Mature Students**

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students.

A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

### **3.11: Other Ways of Earning Credits**

Students have various options to earn high school credits beyond Canadian International Secondary School. Prior approval from the guidance department is necessary for registration in these courses. Available opportunities include eLearning, Independent Learning Centre (ILC), and continuing education courses offered by public or Catholic school boards.

### **3.12: Evaluation & Culminating Assessment Policy**

Canadian International Secondary School's evaluation and exam policy aims to provide students with a more comprehensive and fair assessment of their learning progress. Rather than relying solely on traditional exams, we believe that a culminating project can be a better representation of a student's understanding and application of the course material.

The final culminating project will make up 30% of a student's final grade, meaning that it is a significant component of their overall mark. This project will require students to demonstrate their understanding of the course material and apply it in a real-world context. The project will be designed to be challenging yet achievable, providing students with an opportunity to showcase their knowledge and skills.

The decision to eliminate traditional exams is based on research and evidence showing that exams may not always be the most accurate way to measure a student's learning progress. Exams can create anxiety and stress, which can negatively impact a student's performance. Additionally, exams may not always reflect a

student's full potential, as some students may struggle with test-taking but excel in other areas such as project work.

By using a culminating project as a significant component of the final grade, we can provide a more accurate and holistic assessment of a student's learning progress. This approach allows students to demonstrate their understanding and skills in a way that best suits their learning style, while also reducing stress and anxiety associated with traditional exams.

Overall, our evaluation and exam policy aims to provide students with a fair and comprehensive assessment of their learning progress while also reducing stress and anxiety associated with traditional exams. We believe that the culminating project is an effective way to achieve these goals and help students succeed in their studies.

### **3.13: Reporting Procedures**

- **Ontario Student Record (OSR)**

The Ontario Student Record (OSR) is a comprehensive record of a student's educational journey in Ontario schools. According to the Education Act, school principals are responsible for collecting, maintaining, and disposing of the OSR, which is privileged information accessible to supervisory officers, principals, and teachers for instructional improvement. It is mandatory for students and parents to be informed about the purpose and content of the OSR and have access to its information. If a student is enrolled in both CISS courses and another Ontario secondary school, the school with the most courses will hold the OSR. CISS is responsible for managing the OSR for students exclusively pursuing their OSSD through their courses. The OSR includes report cards, IEP documentation, community involvement, and Ontario Secondary School Literacy test results.

- **Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is an official document issued by all public and private schools in Ontario. It provides a comprehensive record of the courses completed by a student from grades 9 to 12, including both successful and unsuccessful attempts. The OST is stored in the Ontario Student Record (OSR) and is retained for an extended period after the student graduates. As outlined in the Ontario Student Transcript Manual 2010, the school responsible for maintaining the OSR is also responsible for updating and maintaining the OST. If a student is enrolled in another school, that school will be in possession of the OST. Canadian International secondary school assists in this record-keeping process by notifying the school holding the OST about the student's course and final achievement. Upon completion of a course through CISS, students receive a final report card, with a second copy forwarded to the school maintaining their OSR for inclusion in their overall transcript. Students in need of a certified copy of their Ontario Student Transcript should contact the guidance department of the OSR-holding school. For students requiring their final marks to be faxed to the Ontario University Application Centre, an email should be sent to [admissions@cissedu.ca](mailto:admissions@cissedu.ca), clearly authorizing the request and including their full name, course, final mark, OEN, and OUAC reference number.

## **4. School Supports & Resources**

### **4.1: Guidance**

At Canadian International secondary school, we recognize the significant demands and pressures that high school students face throughout their academic journey. From the challenges of selecting courses and exploring post-secondary options to personal and socio-emotional difficulties, these barriers can impede students from reaching their full academic potential. That's why CISS is dedicated to providing comprehensive support to students in all aspects of their lives. Our team includes qualified and experienced guidance counselors who are committed to assisting students. Here are some of the services we offer:

**Individual Pathways Plan (IPP):** As part of the Education and Career/Life Planning Program, all Ontario students (grades K-12) develop an IPP, which they review and revise at least twice per year. The IPP is designed to help students explore key questions, such as understanding their identity, identifying opportunities, envisioning their future selves, and creating a plan to achieve their goals. These questions can be revisited multiple times during the Individual Pathways Planning process. The ongoing development of the IPP serves as a valuable record of students' learning and provides resources to support their planning. It helps students recognize their interests and strengths, explore various opportunities, make informed decisions, and set meaningful goals for their future. Additionally, students acquire essential education and career life planning skills that extend beyond secondary school. Parents and teachers play a crucial role in this student-led process.

**OUAC:** The Ontario Universities' Application Centre (OUAC) is a centralized processing center for undergraduate admission applications to Ontario universities. Located in Guelph, Ontario, the OUAC receives, processes, and transfers application information to the universities selected by applicants. It's important to note that the OUAC does not make admission decisions; this responsibility lies with the universities themselves.

**OCAS:** The Ontario College Application Service (OCAS) is an application processing center for undergraduate admissions to Ontario Colleges. The OCAS receives student applications, processes them, and transfers the information to the respective colleges. The admission decisions are made by the colleges, not the OCAS.

**Job Bank:** Job Bank is Canada's national employment service, available as a website and mobile app. Its purpose is to assist Canadians in finding employment and planning their careers, while also providing employers with easier recruitment and hiring processes across the country. Job Bank is delivered by Employment and Social Development Canada on behalf of the Canada Employment Insurance Commission, in collaboration with provincial and territorial governments. If you would like to learn more about our services or if you would like our support staff to contact you, please don't hesitate to reach out to us at [admissions@cissedu.ca](mailto:admissions@cissedu.ca).

### **4.2: Student Success Team (SST)**

At Canadian International Secondary School, we prioritize the success of every student and aim to provide them with the necessary support to thrive academically. To ensure student success, we have implemented the following policies:

- Academic Support for Students with Grades Below 65%:

Students who receive grades below 65% following midterm, will be identified and flagged by our SST team. These students will receive additional support tailored to their specific needs in order to foster

academic improvement. Our SST team will work closely with these students, providing resources, guidance, and interventions to help them succeed.

- Re-engagement Plan for Students with Incomplete Lessons:

Students who fail to complete a lesson within a 21-day window will be flagged by their teacher, triggering an email notification to both the SST team and the student's parent or guardian. Our SST teacher will then initiate a re-engagement plan, reaching out to the student to understand any challenges they may be facing and develop strategies for reintegration into the learning process. The purpose is to ensure that students stay on track and actively participate in their educational journey.

In implementing these policies, we reference and adhere to the guidelines outlined in [Creating Pathways to Success](#) and the [Growing Success](#) document. These resources provide valuable frameworks and best practices for supporting student achievement and fostering a positive learning environment.

By proactively identifying struggling students, providing targeted interventions, and promoting reengagement, we aim to empower all our students to reach their full academic potential. Through collaborative efforts between students, parents, teachers, and the SST team, we strive to create a culture of success and support that promotes lifelong learning and achievement.

#### **4.3: English Language Learners**

##### **Accommodations related to learning resources:**

To ensure equitable access to learning resources, we offer various accommodations tailored to meet the needs of ELLs. We utilize visual materials, such as graphics, images, and videos, to enhance comprehension and facilitate language acquisition. Additionally, we provide dual language translators and bilingual translators to assist students in understanding and engaging with the content. These accommodations are designed to foster language development, promote academic success, and empower ELLs to actively participate in their educational journey.

##### **Accommodations related to assessment strategies:**

To ensure a fair and inclusive assessment process, we offer accommodations that support the diverse linguistic abilities of our ELLs. Accommodations such as extra time allow students the opportunity to demonstrate their knowledge and skills without feeling rushed. We also employ alternative assessment strategies, including oral interviews, learning logs, and portfolios, which provide ELLs with alternative ways to showcase their understanding and language proficiency. Furthermore, we strive to provide simplified language in our instructions, ensuring clarity and accessibility for ELLs. These accommodations are implemented to create an inclusive assessment environment that recognizes and values the diverse linguistic backgrounds of our students, promoting their academic success and growth.

#### **4.4: Resources**

We understand the importance of providing students with access to free resources that can enhance their learning experience. Here are some recommended resources available for students at our online asynchronous school:

1. OpenStax ([openstax.org](https://openstax.org)): OpenStax provides free, peer-reviewed textbooks for college and high school courses. Students can access high-quality textbooks in subjects like biology, physics, chemistry, and mathematics, among others.
2. Project Gutenberg ([www.gutenberg.org](https://www.gutenberg.org)): Project Gutenberg offers a vast collection of free eBooks that students can access and read on their devices. The platform includes classic literature, reference books, and textbooks across different subjects.
3. Duolingo ([www.duolingo.com](https://www.duolingo.com)): Duolingo is a popular language-learning platform that offers free interactive lessons in various languages. Students can practice their language skills through fun exercises, games, and quizzes.
4. TED-Ed ([ed.ted.com](https://ed.ted.com)): TED-Ed provides a wide range of educational videos on various topics, including science, history, literature, and more. Students can explore engaging lessons and thought-provoking talks from experts in different fields.
5. National Geographic Kids ([kids.nationalgeographic.com](https://kids.nationalgeographic.com)): National Geographic Kids offers an interactive website with educational games, videos, and articles that cover a wide range of topics, including animals, geography, culture, and the environment.

These resources can supplement the learning materials provided in our courses and offer additional opportunities for self-study and exploration. We encourage students to take advantage of these free resources to enhance their knowledge, skills, and overall learning experience.

## **5. Special Education**

### **5.1 Individual Education Plan**

At Canadian International Secondary School, we do not facilitate IPRC (Identification, Placement, and Review Committee) meetings for enrolled students. Nevertheless, our dedicated teachers utilize assessments to identify each student's unique needs and make appropriate accommodations to foster their success. We strongly encourage parents to establish open lines of communication with teachers to actively support their child's progress throughout the course. By working together, we can ensure a positive and fulfilling learning experience for every student.

### **5.2 Accommodations/ Modifications Provided**

At our school, CISS, we firmly believe in providing an inclusive learning environment that caters to the unique needs of every student. We understand the importance of accommodations in granting students enhanced access to the course material, while preserving the expected knowledge and skills they are required to demonstrate. With this in mind, we have integrated a range of features across all our courses to ensure the success of all our students:

- Our licensed teachers deliver fully narrated lessons enriched with dynamic elements such as pictures, videos, and online simulations, fostering an engaging learning experience.
- We employ assessment tasks that serve both as learning opportunities and evaluations throughout the course, effectively breaking down the lessons and supporting student comprehension.
- Pre-recorded video lessons are available, offering the flexibility to pause, replay, and review the content as many times as necessary for optimal understanding.

- We provide diverse assessments and evaluations, allowing students to showcase their learning through various methods and formats.
- Recognizing the importance of reducing anxiety during assessments, we offer extra time for tests and CPTs (Critical Performance Tasks).

We understand that Individual Education Plans (IEPs) facilitate collaboration among students, parents, and teachers to enhance the education of students with identified learning exceptionalities. While IEPs are typically associated with public education and are not mandatory for private schools, we encourage CISS students with IEPs to share a copy with their teacher and our administration. This enables us to implement the necessary accommodations into their courses, fostering their progress and success within our school community.

### **5.3 Non-Credit Courses**

We currently do not offer non-credit courses at our institution. Our focus is on providing high-quality credit courses that meet the academic requirements and standards set by the Ontario Ministry of Education. We are dedicated to ensuring that our students have access to a comprehensive and rigorous curriculum that allows them to earn credits towards their high school diploma. Our team of qualified educators and support staff is committed to helping students succeed in their credit courses and achieve their academic goals.

### **5.4 Special Education Parent Guide & Policy/Procedures**

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, and assistive technology) as outlined in the Ministry of Education's Curriculum Documents.

## **SCHEDULE OF ACADEMIC SESSIONS FOR 2024-2025**

| <b>1st Semester</b>                                |                                   |
|----------------------------------------------------|-----------------------------------|
| Monday September 16, 2024                          | Classes Begin                     |
| Friday September 30, 2024                          | Professional Activity Day         |
| Monday October 14, 2024                            | Thanksgiving                      |
| Monday October 21,2024                             | Mid- Term                         |
| Monday November 18, 2024– Friday November 22, 2024 | Last Days of Session & Final Exam |
| <b>2nd Semester</b>                                |                                   |
| Monday November 25, 2024                           | Classes Begin                     |
| Friday December 06,2024                            | Professional Activity Day         |
| Monday December 23,2024-Friday January 03,2025     | Winter Vacation                   |
| Friday January 10, 2025                            | Mid-Term                          |
| Monday February 17,2025                            | Family Day                        |
| Tuesday February 18,2025– Friday February 21,2025  | Last Days of Session & Final Exam |
| <b>3rd Semester</b>                                |                                   |
| Monday February 24,2025                            | Classes Begin                     |
| Friday March 07,2025                               | Professional Activity Day         |
| Tuesday March 25,2025                              | Midterm                           |
| Friday April 18,2025                               | Good Friday                       |
| Monday April 19,2025                               | Easter Monday                     |
| Monday May 05,2025-Friday May 02,2025              | Last Days of Session & Final Exam |
| <b>Summer Semester</b>                             |                                   |
| Monday June 02, 2025                               | Classes Begin                     |
| Tuesday 01 July, 2025                              | Mid-term                          |
| Friday July 04, 2025                               | Professional Activity Day         |
| Monday July 28, 2025- July 31, 2025                | Last Days of Session & Final Exam |

**PLEASE NOTE: EVENING COURSES WILL BE OFFERED ON A MODIFIED INTAKE BASIS**

### Daily Timetable **CISS**

#### **School Timetable**

| <b>Monday-Friday</b> | <b>Class Period</b>            | <b>Time</b>    | <b>Course</b> |
|----------------------|--------------------------------|----------------|---------------|
|                      | Period 1                       | 10:30am-1:30pm |               |
|                      | <b>Lunch Break (1:30-2:00)</b> |                |               |
|                      | Period 2                       | 2:00pm- 3:30pm |               |
|                      |                                | 3:00pm-5:00pm  |               |

### **Online Classes on Moodle**

| <b>Monday-Friday</b> | <b>Class Period</b> | <b>Time</b>                                                                                                     | <b>Course</b>                                                                                                                                         |
|----------------------|---------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Online on Moodle    | Date/Time be informed to students by teachers Via Zoom<br>Also mentioned on moodle welcome page for each course | ENG3U<br>ENG4U<br>END2D<br>ENG1D<br>MHF4U<br>MCV4U<br>MCR3U<br>SBI4U<br>SPH4U<br>SCH4U<br>SPH3U<br>BBB4M<br>BOH4M<br>SNC2D<br>SNC1D<br>MTH2D<br>CGC1D |