Canadian International School of Hong Kong (CDNIS)
Upper School Course Calendar
2021 – 2022

To inspire excellence, cultivate character, and empower engagement locally and globally

CONTENTS

PRINCIPAL'S MESSAGE

We welcome all of our new students to CDNIS and extend a warm welcome as well to our Grade 6 students who are joining us in the Upper School! There are many exciting learning and experiential activities and events that await you and we look forward to your full participation as you make your Upper School years as rewarding and fulfilling as possible.

I hope that you have a great start to the year and a very successful year as it continues all the way to June. I look forward to seeing your positive attitude and enthusiasm on display every day, whether it be in the classroom, on the stage, on the playing fields, or in the hallways of CDNIS.

Dr Tim Kaiser
Principal, Upper School

IMPORTANCE OF A SECONDARY EDUCATION

It is essential for you to remain focused on the value of an education in general and on the specific importance of completing your secondary education. You have the unique opportunity to complete both the OSSD and the IBDP in the course of your secondary studies. At CDNIS, your teachers and counsellors remain firmly committed to reach all of your individual learning needs and to see successful completion of both these rich educational opportunities. This positions you well to succeed in all aspects of your life beyond secondary school.

I remind all of you of the Ontario Ministry of Education requirement that you must remain in secondary school until you have reached the age of eighteen or obtained the OSSD.

HISTORY OF THE SCHOOL

The Canadian International School of Hong Kong was established in 1991 by the Canadian community at the request of the Hong Kong Government. The School, open to students of all nationalities, aims to provide a well-rounded, high quality, international education from Pre-Reception level to Grade 12 graduation.

CDNIS is staffed by creative, dynamic teachers and a strong administration team, headed by a Head of School and two Principals and overseen by an elected Board of Governors and appointed Advisory Council. The Honorary Patron of the School is the Chief Secretary for Administration, Hong Kong S.A.R., and the Honorary President is the Consul General for Canada in Hong Kong. The Upper School of the Canadian International School encompasses Grades 6-12.   In 2021-22, there are 449 students in the Upper School. While in this programme, students in Grade 9 and 10 achieve concurrent credits towards their Ontario Secondary School Diploma (OSSD). All students in Grades 11 and 12 study towards the International Baccalaureate Diploma Programme (DP).   They also achieve concurrent credits towards completing their OSSD.

SCHOOL VISION AND MISSION

Vision Statement
To inspire excellence, cultivate character, and empower engagement locally and globally.

Mission Statement
CDNIS is a school united by the joy of learning, excellence in achievement and development of character. We will inspire academic and personal growth in our students by encouraging inquiry, stimulating creativity and innovation, embracing cross-cultural and global perspectives, and fostering meaningful participation and service.

ORGANIZATION AND TIMETABLE

Grade 6 - 8 Day 1 / 2 / 3 / 4 / 5 / 6	
Homeroom	8:55 – 9:05
Block 1	9:10 – 10:10
Break	10:10 – 10:25
Block 2	10:30 – 11:30
Block 3	11:35 – 12:35
Lunch	12:35 – 1:35
Block 4	1:35 – 2:35
Block 5	2:40 – 3:40
Homeroom	3:45 – 3:55

Grade 9 - 12 Day 1 / 2 / 3 / 4	
Block 1	8:55 – 10:20
Block 2	10:30 – 11:55
Block 3	12:05 – 1:30
Lunch	1:30 – 2:30
Block 4	2:30 – 3:55

(NEW!)

For the most part, the Upper School has been organized on a full year system with students taking four different courses on alternate days. For Grades 6-8, periods are 60 minutes in length and G9-12, periods are 85 minutes in length.

CODE OF BEHAVIOUR

CDNIS places significant emphasis on four key values statements. These values are the touchstone of all student/teacher/parent interaction at the school.

Respect and Caring for Self
Respect for self becomes manifest in many different ways. Those who plan effectively and work hard to achieve success in the classroom or in a club, on stage or in the gym demonstrate respect for self. Those who hold high personal standards for their conduct and deportment demonstrate respect for self. Those who make use of a positive, balanced and open-minded outlook and perspective on issues demonstrate respect for self. In all cases, by doing so, our relationships with one another become healthier and our school can truly establish a sense of genuine community.

Respect and Caring for Others
All school members must respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, age or disability. Mutual respect, co-operation and sharing are important values in any social experience. The ability to work with and for others is an important ingredient in the learning process. Students are expected to be courteous and respectful to fellow students and to staff at the school. General school and classroom rules are clearly explained to all students by teachers and administration and are to be followed by students. If behaviour is inappropriate, disruptive, or in any way injurious to the moral tone of the school, it will result in an interview with the vice principal, and if deemed significantly

detrimental, will result in detention, suspension, or expulsion.

Sense of Belonging

All members of the school are valued and have gifts that they can offer to the school to make our school community a better place. When one contributes, one feels a sense of accomplishment and pride which helps foster a further sense of belonging.

Social Responsibility

As members of a learning institution, we have a duty to be socially responsible to all members of our community. We further have a duty to reach out and use our talents and gifts to support those who are less privileged. With the adoption of a new CDNIS Mission Statement and a commitment to honour the IB Mission Statement, we are called to become responsible global citizens and to create a better and more peaceful world through intercultural understanding and respect.

In addition, on a much more local setting, we have a responsibility to respect and properly maintain all school property (including building, grounds, equipment, furnishings, textbooks etc.). Those who destroy or deface school property will be required to pay the full cost of repair or replacement. The student must also replace lost school property. Students are expected to return their textbooks, library resources, musical instruments and all loaned equipment in the same condition (within reason) that they received them.

In the event of materials or payment outstanding of any kind, further borrowing privileges will be denied and the report card/transcript will be withheld.

It is the responsibility of all CDNIS students to be aware of, and to abide by, the Code of Behaviour. It is the responsibility of parents who chose to send their children to CDNIS to understand and accept the philosophy of the school and its regulations and to support the school in their enforcement. It is the responsibility of the school administration and teachers to be objective and even-handed in the administration of the Code of Behaviour, to maintain respect for students, and to make communication with parents and students around matters of discipline as open as possible.

SCHOOL POLICIES: GENERAL

ATTENDANCE

- Punctuality and regular attendance are essential to success. Parents are requested to phone the School office when their son/daughter is absent. Upon return, a note must be handed in after every absence. Grade 9 – 12 students must hand in this note to Guidance in room 510 prior to attending period 1/5. Grade 6 – 8 students will hand in this note to their homeroom teacher.
- Students are not permitted to leave the school grounds during the school day.
- Parents should make every effort to have medical and other appointments scheduled outside of school hours. Family vacations should be scheduled during school holidays.

LATES

Students in Grades 9 – 12 who arrive late for school in the morning must first stop at the 9th floor reception counter to sign in and receive a late slip. Students will not be admitted to class without the Late Slip. Students in Grades 6 – 8 who arrive late for school should go directly to their first class.

Students who have arrived at school on time but are late for subsequent classes will be subject to the following consequences:

- 1st Late: warning
- 2nd Late: in-class detention
- 3rd Late: written explanation required with parental signature
- 4th Late: parents notified by teacher
- 5th Late: meeting required with parent and teacher

SIGNING OUT EARLY

Students who have an appointment and need to leave early during the day must bring a note to show their teacher(s). Students must take the note to the 9th floor

reception area and will be given a sign-out slip to show the security guards.

UNIFORMS

Students are required to wear the school uniform at all times during the day. The Uniform Policy, as well as information regarding the uniform supplier, is outlined below:

- The summer and winter uniform shirts are embroidered/crested, and may be worn tucked in or left out.
- Skirts should be no shorter that 10 cm (4") above the middle of the knee.
- Pants must be the appropriate size and not hang down too low on the waist.
- An approved CDNIS short may be worn from August-October and in May and June.
- T-shirts must be all white (no logo), tucked in and no longer than the uniform shirtsleeve or body.
- A tailored pant is available for girls in addition to a skirt. Either pants or a skirt may be worn. Girls wearing a skirt may choose to wear tights. Tights must be solid black and must cover the whole leg and foot.
- A Polartec fleece jacket and a hooded sweatshirt are available through the CDNIS 5th Floor Uniform Shop or at the company address given below.
- No sweaters, jackets or coats should be worn during the school hours other than the regulation jacket/sweater.
- The required shoe is majority black (black trainers are acceptable) with heels no higher than 3 cm. No boots are allowed.
- No gothic/excessive jewellery or excessive piercing is permitted.
- The appropriate school uniform is to be worn on all school field trips unless otherwise stated.
- At all times, the school administration reserves the right to decide if clothing and/or appearance conveys a message contrary to the philosophy of the school Uniform Policy.

The CDNIS uniform supplier is Midas Limited Uniform Company, 7A, Luen Hing Factory Building, 109 King Lam Street, Lai Chi Kok, Kowloon, Hong Kong. (Tel. 852-2742-2498)

Midas Limited Uniform Company operates an on-campus shop on the 5th floor (Room 502) that is open every day from 10:30 am – 3:45 pm in the two weeks prior to the first day of school in August. After school opening, the on-campus shop is open on Monday and Wednesday from 10:30 am – 3:45 pm and on Friday from 7:30 am – 1:00 pm.

CONSEQUENCES FOR INAPPROPRIATE DRESS

Students will be asked to change and come back to see the reporting teacher in appropriate attire immediately.
- Students may be asked to return home to change or have the appropriate uniform delivered to school.
- The following are possible consequences for repeat offences:
  1. Detention
  2. Loss of Dress Down Day privilege
  3. Letter sent home and retained in student file
  4. Suspension

SMOKING

The school has a zero tolerance policy toward smoking. Smoking is not permitted in the school or on the school grounds. Offences will lead to suspension. Counselling support is available for students.

ALCOHOL OR DRUG ABUSE

The school has a zero tolerance policy toward the use of alcohol or drugs. Students will be suspended and required to attend an interview with their parents and the school administration on a first offence. Repeat offences may lead to expulsion. Counselling support is available for students.

HOMEWORK

Homework assignments vary over the Upper School years. Students in MYP are expected to have 1-2 hours of homework daily or about 5-10 hours weekly. Students in the IB Diploma years should expect 2-3 hours daily or 10-15 hours per week. During exam or internal assessment periods, this load may become heavier. Time frames to complete homework will vary depending on the skill

levels of each student. These timings are based on periods of focused work (not periods of multi-tasking; for example, switching between work and social media).

As a guide for the MYP years, students should not have more than two major assessments due on any given date. Major assessments generally require a significant amount of time to complete. Because MYP and DP courses often include complex tasks to be completed over extended periods of time, students will need to manage their time well.

MYP and DP teachers are expected to monitor the homework load of their students. Whenever possible, accommodations will be made to stagger tests. Teachers are encouraged to make whatever accommodations are necessary at the time due dates are established. It is important to note that the IB Diploma Programme assigns dates for completion of tasks. These dates are fixed and cannot be changed by a school. It is the students' responsibility to plan their timetables for successful completion of their assignments.

REVISION ASSISTANCE

Teachers offer regularly scheduled revision time either at lunch or after school. It is very important for students to communicate with their teachers and request assistance when required. As required, teachers may choose to make these sessions mandatory for certain students and it will be incumbent upon these students to make regular appearances in revision sessions.

COMMUNICATION WITH PARENTS

The importance of regular communication between teachers and parents cannot be over-emphasized. A Curriculum Night will be held in September to explain curricula and other important aspects of school life. Report cards will be issued three times per year.

Parent-Teacher-Student-Conferences are held following the distribution of the first two report cards. Parents are strongly encouraged to attend and meet teachers to discuss student progress and establish home-school partnerships for enhancing student success.

In addition to the opportunities available for communication as part of our parent/teacher conference days, teachers will call or e-mail parents at other times if a student is experiencing difficulty. Parents are encouraged to call the school to talk with teachers, guidance counsellors or administrators if they require information or need assistance regarding their child. Additional forms of communications are The Flash (online weekly newsletter), Parent Communicators (online), and text messages from the school.

If parents have any questions regarding their child's progress, they may contact the school at any time.

ASSESSMENT POLICY

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both assessment *for* learning and assessment *as* learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have

a common and shared understanding of these goals and criteria progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment tools including formal and informal conversations, discussions, questioning, conferences, homework, tasks done in a group, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests;
- analyse and interpret evidence of learning;
- give and receive timely and descriptive feedback about student learning;
- help students develop skills of self and peer-assessment.

The information gathered in assessment *for* learning is used by teachers to monitor students' progress towards achieving overall and specific expectations in the curriculum. Information gathered in this way helps teachers scaffold next steps and differentiate instruction as further assessment in response to student needs.

The information gathered in assessment *as* learning is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

The information gathered in assessment *of* learning is used by teachers to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria and overall expectations within the curriculum. A value is assigned to represent that quality which supports the communication of information about achievement to students themselves, parents, teachers, and others. Assessment *of* learning occurs at or near the end of a period of learning, and may be used to inform further instruction.

For grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation at or towards the end of a course. This evaluation will be based on evidence from one of the following: an examination, a performance, an essay, and/or other method of evaluation suitable to the overall expectations of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

ELICITING INFORMATION ABOUT STUDENT LEARNING

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:
- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback. Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning. (NEW!)

PROVIDING DESCRIPTIVE FEEDBACK

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals.

Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve.   (NEW!)

ACADEMIC HONESTY POLICY

The Canadian International School of Hong Kong (CDNIS) offers a quality education that not only ensures a strong pursuit of knowledge, but also cultivates the values of respect and caring for self and others and a sense of belonging and social responsibility. It is through these values that we hope to cultivate the virtues of honour, courtesy and perseverance. Of these virtues, honour is perhaps of greatest importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help advance the development of such principles, an Academic Honesty Policy has been established for all students at CDNIS. This policy exists to promote, uphold and reinforce values that are central to the tradition of excellence, and applies to all classes and activities associated with CDNIS. The purpose of this Academic Honesty Policy is to:

- Develop responsible and ethical behaviour
- Reinforce self-respect, respect for peers and respect for the work of others
- Protect the integrity of the academic achievement level of all students
- Promote a high level of learning and an understanding of the inter-connectedness of human knowledge
- Guide parents and students in the traditions of academic honesty valued by the school
- To prepare students for academic honesty expectations in tertiary education

Examples of Academic Dishonesty

Academic dishonesty, or cheating, includes, but is not limited to, the following examples:

Plagiarism – submitting ideas, images and/or selections of passages of any length with the intent to represent this work as one's own by failing to acknowledge or seek permission from the original author. This includes copying or cutting and pasting directly from a web page or another person's work in whole or in part and submitting it as your own. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of plagiarism.

Collusion – one student permitting another student to copy or submit his or her work and failing to report this to the teacher. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of collusion.

Examination and Test Dishonesty – using cheat sheets or other prohibited items during a class test or examination; looking at another student's paper during a class examination; providing another student, whether at CDNIS or elsewhere, with questions or answers from an examination or test which he or she has taken and the other student has not.

Theft – stealing notes, notebooks, reports, lab books, or other work from other students to use as one's own or to transmit to any other user.

Too Much Assistance – receiving too much assistance from sources such as websites, individuals or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work.

Promoting Academic Honesty

At CDNIS we take the values of personal integrity and honour associated with Academic Honesty very seriously and we believe that every member of our community should understand that although great work is often produced in response to the work of others as we build upon, argue against or are inspired by their ideas, those influences must be properly credited.

As such CDNIS students are expected to reference properly as this not only reinforces the importance of these values but also lends credibility to their ideas and acknowledges the way in which their work exists as part of a wider, shared, communal attempt to understand the world.

Using another person's work (written, visual or otherwise) is therefore an entirely acceptable academic practice **as long as proper acknowledgement and credit** is given and if the intent is to add support and/or credibility to one's ideas. At CDNIS, we adopt the **Modern Language Association (MLA) style** of citing reference materials unless otherwise stated by the teacher. Failure to reference properly, however, is a form of academic misconduct and this is often the result of carelessness when completing assignments, poor time management and/or pressure on students to achieve higher grades. As such students should aim to manage their time effectively and thus minimise the chances that they will feel as if they have 'no choice' but to plagiarise if they are to meet a deadline and perform according to expectations. There are currently a number of academic honesty tools available that analyse student work for plagiarism. At CDNIS Turnitin.com is used to detect plagiarism but it is ultimately the responsibility of each student to ensure that any ideas, words and images (etc) that are not the their own have been acknowledged.

Practices Related to Supporting Students with Academic Honesty:

- In classes, students are taught how to correctly cite the work of others and are given clear guidelines for submitting work.
- Teachers work with students to develop shared understandings about cheating, plagiarism, and other instances of academic misconduct.
- Teachers educate students carefully about matters of academic honesty, including engaging students in activities that clarify what constitutes plagiarism and how to avoid it and about the difference between authorized collaboration and illegitimate collusion.

Consequences

If a student is found guilty of academic misconduct, the following steps will be taken:
- He or she will receive a mark of zero for the assignment or test in question and will receive an unsatisfactory work habit mark for the term.
- Eligibility for term awards will be under review.
- The respective teacher will inform parents of the infraction.
- Each of the student's teachers will be informed of the infraction and will be asked to report any similar incidents to the administration.
- Repeat offenders will face more serious consequences.

Academic Honesty Contract

All Upper School students are required to sign an Academic Honesty Contract.

Academic Honesty Contract
1. I have read the International Baccalaureate's Academic Honesty policy and understand what academic honesty is.
2. I will not copy others' work, in whole or in part, and claim it as my own. I understand that this is academic malpractice.
3. I will not share my assignments with other students. I will not discuss test questions and answers with students who have not taken the test. I understand that this is considered collusion and is also academic malpractice.
4. During a test, I will not copy answers. I will not use outside information on tests, such as notes or textbook, without the express permission of the teacher. I understand that this is academic malpractice.
5. I will not plagiarize. I know that plagiarism is using words or ideas of authors in my work without giving those authors credit. I understand that this is academic malpractice.
6. I understand that copying an author's words and making minor alterations (just changing a few words) is also plagiarism. I know that paraphrased text must include citations and sections of text copied word for word must be referenced clearly and accurately. I understand that making minor alternations to others' work is also academic malpractice.
7. I understand that if I am found to be guilty of academic malpractice, I will receive a zero for that assignment and risk being removed from the full Diploma Programme.
8. I understand that if I am found to be guilty of academic malpractice by the IBO on any of my externally marked or moderated work, I will automatically fail the class (for which that

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work is submitted) and therefore, I will not earn the full diploma. Academic malpractice will be indicated on my official IB Certificate, which is sent to Universities.

I have read the Contract and I agree to abide by the rules stated above.
Student Name:
Date: *Signature:*

I have read the Contract and will support academic honesty at CDNIS.
Parent Name (Print):
Date: *Signature*

LATE SUBMISSION OF ASSIGNMENTS POLICY

It is important that all students continue to develop ownership and responsibility for their education. In order to encourage and develop self-management skills, support will be provided to assist students with completing assessments on time. In addition, consequences will be identified for students who submit assessments late or who fail to submit an assessment.

A. To encourage and promote successful achievement for all students, teachers will:
- Communicate in advance key dates for completing assessments;
- Plan for major assessments to be completed in stages, so that students are less likely to be faced with an "all-or-nothing" situation at the last minute;
- Encourage and model time-management skills and techniques.

B. To demonstrate responsible attitudes and develop self-management skills, students will:
- Communicate with teachers when there are extenuating circumstances that prevent them from meeting a deadline;
- Seek assistance from teachers and counselor to develop alternative strategies to manage deadlines and prioritize tasks;
- Strive to be principled and positive when faced with challenges that he/she may not be able to overcome alone;
- Maintain an honest and respectful attitude when communicating with teachers.

C. To encourage student responsibility and the development of self-management skills, all teachers will:
- Take into consideration legitimate reasons for missed deadlines;
- Assist the student with the completion of the assessment by requiring them to attend the next scheduled revision session(s) or additional sessions purposely planned to address the late submission;
- Provide alternate assessments where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- Discuss and agree on a revised submission date.
- Communicate with the student's parents/guardian and share information on any decisions made in relation to a revised deadline, alternative assessment or consequences associated with a late submission;
- Communicate with the student's counsellor to deal positively with repeat cases of late submissions.
- Record an appropriate achievement level on the report card in the Approaches to Learning/Learning Skills section.

MISSED TEST / EXAM POLICY

Students who are absent for a test will be given an alternate test on their first day back in the respective course. A doctor's note will be required to validate the absence. If a student does not submit a doctor's note or submits a parent letter only the teacher will follow-up with a parent to inquire about the absence. Students absent for an exam will be given a zero. The only exceptions are at the discretion of the principal. Illness must be documented by a doctor's note submitted no later than three days after the exam.

Practices Related to Supporting Students with Attendance on Test Days:
- Teachers are required to share with students the requirement that a doctor's note be submitted to verify an absence on the day of a test.
- Teachers are required to check the appropriate Grade Calendar to avoid scheduling tests on days when two tests are already listed.
- Teachers are required to post the date of their tests in the appropriate Grade Calendar.

Roles and Responsibilities

Administrators
The Assessment Policy and its implementation within and across departments is monitored and evaluated by Administrators, Department Heads and IB Coordinators. It is the responsibility of Administrators to lead Department Heads to review, monitor and evaluate all aspects of the Assessment and Evaluation Policy within the context of whole school development planning.

Department Heads
It is the responsibility of Department Heads to apply and embed the principles of the School Assessment Policy within their own departments.

Subject Teachers
It is the responsibility of Subject Teachers to implement the school Assessment Policy; to mark in accordance with policy and practice in a positive, accurate, meaningful and formative manner; to compile and maintain individual pupil records; to report to pupils, parents and staff on pupil progress and liaise with the relevant Department Head and Guidance Counsellor regarding individual pupil concerns or support.
Where more than one class follows the same course of study, standardization procedures are used to ensure consistency across the department. These may include the use of common tests and teachers exchanging student work for comparative marking. This will include the use of common exams upon which mark schemes are agreed.

Internal Moderation by Subject Teachers
Where more than one class follows the same course of study, moderation procedures are used to ensure consistency across the department. These may include the use of common tests and teachers exchanging student work for comparative marking. This will include the use of common exams upon which mark schemes are agreed.

Moratorium on Assignments, Excursions, and Extra-Curricular Activities
During the last week prior to June OSSD culminating activities, no assignments will be due or excursions or extra-curricular activities scheduled which would entail students missing review classes. Parents are asked to assist their children by ensuring that appointments during these times are made for out-of-school hours.

SPECIAL EDUCATIONAL NEEDS (SEN POLICY)

Guiding Principles, Definitions and Practices, Policies and Practices

1. The primary purpose of the Special Educational Needs Policy is to recognize individual learning needs of students and to support all learners to access the full curriculum and succeed.

2. Bi-weekly, Student Services meetings are held throughout the year, attended by the five Upper School Counsellors, MYP Coordinator, DP Coordinator, Vice Principals and School Psychologist, where learning and behavior issues are discussed. Teachers report student concerns through emails to the Student Services Team prior to the meeting.

3. When a potential learning challenge is identified by teachers and discussed in the Student Services meeting, it will be brought forward to students and parents through face-to-face meetings. At these meetings there is the student's guidance counsellor plus one or more of the following individuals: MYP Coordinator, DP Coordinator, Vice Principal, School Psychologist, Principal. In the case of DP students, as the recommendation, intervention, modification invariably has an impact on the student's DP programme, the DP Coordinator is always a part of these meetings.

4. All students who are identified as having substantial learning challenges will be recommended for diagnostic testing (Psycho-Educational Assessment) through an outside agency. The school psychologist and counsellors have a list of recommended local certified and reputable psychologists that they will make available to parents and students. These psychologists have worked with the school for many years and the school has a high level of confidence in

the testing done and the recommendations made.

5. As a result of recommendations of the formal Psycho-Educational Assessment, adjustments will be made in the classroom setting to enable student success. (These adjustments may include change of position in the classroom for students, extra time and/or private room for writing quizzes and tests, scribes, use of keyboard, etc.)

6. Any adjustments to teaching and learning that are made (as a result of the Psycho-Educational Assessment Report) are discussed in advance with parents and students and their wishes are considered.

7. All teachers will be made aware of recommendations and asked to make adjustments accordingly. These recommendations are reviewed regularly at Student Services meetings and counsellors and coordinators communicate regularly with teachers to make sure that recommendations are being followed up.

8. All Upper School Teachers are required to hold weekly tutorial sessions (at a regular posted time and location) to provide individual and smaller group instruction to support student learning and individual student learning needs. All teachers are aware of the importance of differentiated learning and the required weekly tutorial time allows for more one-on-one interaction and focus on differentiated teaching. Department Heads are asked to include differentiated learning in their regular department meetings and to discuss successful differentiation methods within their subject discipline and best practice.

ROLES AND RESPONSIBILITIES

Administrators
Upper School Vice Principals attend the bi-monthly Student Services meetings and are made aware of all students who are having learning and behavioral challenges. The Upper School Principal is involved in on-going discussions, support of students, and

is made aware of all assessments for special consideration.

Counsellors
The six Counsellors are in attendance at the bi-monthly Student Services meeting. Along with the IB Coordinators, Counsellors communicate with students and parents regarding learning challenges identified by teachers. Counsellors provide on-going support to individual students and make recommendations of psychologists who can administer the Psycho-Educational assessment when required. Copies of Psycho-Educational reports are kept in the student services offices in student files.

School Psychologist
The School Psychologist attends the Student Services meetings and is made aware of any challenges students have. The School Psychologist, along with Counsellors makes recommendations of outside specialists to support students with testing and further support. The School Psychologist works with the IBDP Coordinator to determine recommendations to the IBO for Special Consideration for G12 students writing IB exams.

Subject Teachers
Subject teachers have a key role in recognizing students with learning challenges at the school. It is the responsibility of Subject Teachers to communicate any concerns regarding learning needs to Counsellors and IB Coordinators on a regular basis. Any significant concerns should be forwarded for discussion at Student Services meeting. Subject teachers are expected to engage in and conduct differentiation in their classrooms to acknowledge and support

different learning styles and learning pathways.

SCHOOL PROGRAMMES / RESOURCES

Guidance and Career Education

Guidance and Career Education Services are available for students from Pre Reception to Grade 12. The team comprises of two Lower School counsellors, seven Upper School counsellors and a School Psychologist. The most important function of the team is to act as student advocates and to provide ongoing support for students across all areas of their lives, including emotional, social, academic and physical development, extra-curricular and post-secondary choices. The Upper School Guidance and Career Education Services department organises meetings and seminars to assist individual students with their social and emotional development, academic achievement and personal goals. The students and Guidance Counsellors work as a partnership and are actively involved in the university process. Counsellors support each individual student with creating their personalised plan towards their new and exciting journey into post secondary education. The Guidance Counsellors partner with parents by offering an array of support and information via regular seminars and encourage parents to contact the Guidance Office with any questions or concerns they may have with regard to their child's education and development.

Creating Pathways to Success

Creating Pathways to Success is an educational, career and life planning programme developed for Ontario Schools. As part of our school's Ontario Curriculum the Guidance and Career Education Services department is adopting this innovative career development policy which implements a comprehensive education, career and life planning programme from Preparatory to Grade 12. The programme is specifically designed to assist students in achieving their individual pathway plans by focusing on three key areas:

1. Student development: developing healthy habits and skills necessary for learning.
2. Interpersonal development: development of skills and knowledge needed for healthy relationships with friends and colleagues.
3. Career development: development of skills and knowledge to create short and long term goals when planning for the future.

Students document their educational and career planning through a web-based *Individual Pathways Plan* (IPP). Guidance counsellors meet with students at least twice per year to review the IPP and discuss options for course selection and post-secondary opportunities. In Grade 10, all students take the InterQuest career assessment in order to further conversation about aptitude, interests, and career possibilities.

The Guidance Department also keeps up-to-date reference information for community contacts should students or parents wish more information on a variety of matters of concern to the health and wellbeing of students.

Post-Secondary Education Preparation Programmes

University preparation programs are offered to CDNIS students who plan to go directly to university from secondary school. Students work with assigned guidance counsellors to design their individualized university preparation programs. These programs will be arranged with utmost consideration given to students' interests and aptitudes

Library Information Centre

The CDNIS Library is located on Level 10 and caters to all Upper School students. The library provides a wide range of services for students including research facilities, photocopying, printing, and independent study areas.

The library's collection includes print resources such as books, newspapers and periodicals, both local and international. Computers are available for research using the Internet, access to online databases and also in the preparation of assignments.

Our strong network of online databases can also be accessed from home and our teacher librarians are happy to assist students with the use of these powerful research tools. Our teacher librarians encourage students to become independent life-long learners by teaching the skills necessary to access, analyse, synthesize, and communicate information efficiently and effectively in a variety of formats. We also recognize that reading is a valuable pursuit that encourages imagination, empathy and the development of literacy skills and have a wide variety of fiction books to cater for all interests.

Experiential Learning

We have no formal cooperative education or job shadowing programmes in place although students gain valuable experience through their annual participation in CAS Week. This experience is cross-grade and is not linked to specific curricular expectations. These days are not counted in the annual instructional days total. Added recently to CAS Week opportunities is the week-long internship at some of Hong Kong's leading businesses and corporations.

Learning and Teaching Technologies (LTT)

Learning and teaching technologies (LTT) offer opportunities to enhance the process and depth with which students acquire, share, and demonstrate knowledge. Learning and teaching technologies support a variety of learning opportunities and styles, allow students to locate relevant and appropriate information, develop ideas and collaborate with others in ways not previously available to them. Students are learning to apply LTT skills to solve problems, conduct research, develop presentations, build projects, and communicate what they've learned to their teachers and peers.

CDNIS has chosen an integrated model for learning and teaching technologies. Rather than have students learn basic technology skills in a distinct classroom separate from core curriculum, we are integrating the use of digital tools all across the curriculum and across all grades. Nowhere is this more evident than in the MYP Programme, in which students satisfy the technology requirement by doing developmental and interactive activities during, for example, their regularly scheduled Math class. With this model, students learn how to use relevant technologies for the specific advancement of their understanding of core curriculum expectations. These core curriculum expectations are clearly and coherently laid out by all Upper School teachers in Google Classroom, a valuable organizational and informational electronic resource for all CDNIS students and teachers. To serve this model, all Upper School students are required to purchase their own Apple Laptop.

For more information, please visit the LTT website.

Responsible User Agreement (RUA)

The purpose of our Responsible User Agreement (RUA) is to provide guidelines for the CDNIS community to ensure that digital technology is used in a safe, responsible and respectful manner. This document was drafted by students under the leadership of the Upper School Student Council.

The RUA states that CDNIS administration has the right to access, open and examine

electronic files on student digital devices when there is suspicion of a violation of the RUA. Also, CDNIS administration has the

right to take action even for situations out of school if it involves substantial disruption of the school community, or interference with another student's education or well-being such as cyberbullying. inappropriate use of images or personal information, etc.

The full text of the RUA can be accessed through the Upper School website.   (NEW!)

THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The Ontario Secondary School Diploma is awarded by the Ontario Minister of Education, on the recommendation of the Principal, to a student who has earned a minimum of 30 credits. A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Ministry of Education for courses that have been developed or authorized by the Ministry.

Ontario curriculum policy documents and CDNIS outlines of courses of study are available in the Upper School office or on the school website (see "Course Sequencing Chart").   Detailed Ontario curriculum information can also be found on the Ontario Ministry of Education website at *http://www.edu.gov.on.ca*.

CDNIS students will earn two diplomas at graduation – an internationally recognized International Baccalaureate Diploma and an Ontario Secondary School Diploma (OSSD).

The Requirements of the Ontario Diploma
Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

18 compulsory credits
- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

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

Group 2:
- health and physical education
- the arts
- business studies
- French as a second language**
- cooperative education***

Group 3:
- science (Grade 11 or 12)
- technological education
- French as a second language**
- computer studies
- cooperative education***

In addition to the compulsory credits, students must complete:
- 12 optional credits†
- 40 hours of community involvement activities
- the provincial literacy requirement

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

** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from

group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Other Opportunities for OSSD Credits

Students have the opportunity to earn credits towards the OSSD online through Virtual High School. Students who are interested in this opportunity should consult with their Guidance Counsellor.

Online Course

CDNIS offers GPP3O as an online course. All students taking this course are able to access it using their school email account. School-imaged laptop computers should be used as they meet the hardware and software requirements for this course. As with all classes, the *Responsible User Agreeement* applies to all activities in this course.

The instructor meets with students in person early in the school year to introduce the course. Students then access the course asynchronously, completing each module at their own pace. The instructor monitors student progress, following up with students and their parents as needed to ensure steady progress through the modules. The instructor meets with each student one-on-one at the midpoint and again at end of the course as part of their final assessment. NEW!

Intervention Strategies

Guidance Counsellors monitor student progress and collaborate with the Learning Support Convenor to provide intervention strategies and supports in order to ensure that all students have an opportunity to meet the graduation requirements.

Community Involvement

For the OSSD, all students must complete a minimum of 40 hours of unpaid community involvement before graduating from high school. Students will be able to choose their own community involvement activities within guidelines provided by the school. Students are responsible for fulfilling requirements on

their own time and for keeping a record of their activities on a tracking sheet provided by the Guidance Office. Once the forty hours have been completed, the student brings their tracking sheet(s) to the Guidance Administrative Assistant to be entered on their transcript.

Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students normally take this test in Grade 10. They must pass the test in order to graduate with an OSSD and their result is recorded as a "pass" on their transcript. Students who do not pass the test will receive remedial help to prepare them for retesting. At CDNIS, the test is organized and administered by the Head of the English Department. Students with identified accommodations will be registered accordingly and accommodations will be provided for the test.

Per *Ontario Schools* (2016), the principal may approve special provisions for English Language Learners taking the OSSLT. Special provisions are made on a case-by-case basis in consultation with students, parents, and school counsellors.

In the event that a student is unable to take the OSSLT on their scheduled date, the opportunity to write the test will be deferred to the next scheduled test (ie. the following academic year. Exemptions from the OSSLT are only available to students with a documented Individual Education Plan who have clearly demonstrated that they are not working to complete the OSSD. At CDNIS, all students are required to take the OSSLT during their high school years.

The Ontario Secondary School Literacy Course is offered to provide students who

have been unsuccessful on the OSSLT with intensive support in achieving the required reading and writing competencies necessary for success at school, at work, and in daily life. The reading and writing competencies required by the Ontario Secondary School Literacy Test form the instructional and assessment core of the course. Students who successfully complete this course will have met the provincial literacy requirement for graduation and will earn one credit. The credit earned for successful completion of the OSSLC may also be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement.

Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

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

7 required optional credits
- 7 credits selected by the student from available courses

Information about credit substitution for either the OSSD or the OSSC can be found on page 22.

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

Grades 9 and 10 OSSD Credit Courses
All Grades 9 and 10 courses at CDNIS are designated **Academic, Applied,** or **Open**.
Academic Courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied Courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open Courses comprise a set of expectations that are appropriate for all students and are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Grades 11 and 12 OSSD Credit Courses
All Grades 11 and 12 courses at CDNIS are designated as follows:
- C (College Preparation)
- U (University Preparation)
- M (University/College Preparation)
- O (Open)

College Preparation Courses "C"
College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs. The only "C" course taught at CDNIS is the BMI3C Grade 11 Marketing course that is in Year 1 (Grade 11) for those who choose to study Business for their IB Diploma. It is a prerequisite to the

Year 2 Business course that is an "M" course and can be used for both college and university admissions.

University Preparation Courses "U"

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements of university programmes. The range of courses offered and the content of these courses will allow students to prepare for university programmes and related careers. Teaching and learning emphasize theoretical aspects of the course content, but also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations, and emphasize the development of both independent research skills and independent learning skills.

Univ./College Preparation Courses "M"

University/college preparation courses include are designed to equip students with the knowledge and skills they need to meet the entrance requirements of for specific programmes, offered at universities and colleges. The range of courses offered, and the content of these courses, allow students to prepare for college and university programmes and related careers. Teaching and learning emphasize both the course content's theoretical aspects and related concrete applications. All university/college preparation courses will be based on rigorous provincial curriculum expectations.

Open Courses "O"

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

OSSD Course Codes

All courses have a five or six digit code. The first five digits of these codes are uniform across Ontario secondary schools. The first three letters indicate the subject. The fourth digit denotes the year or grade in which the course is usually taken.

1 = Grade 9

2 = Grade 10 or 2nd year
3 = Grade 11 or 3rd year
4 = Grade 12 or 4th year

For Grades 9 and 10 courses, the fifth digit indicates the type of course:
D = academic,
P = applied,
O = open.

All Grades 11 and 12 courses, the fifth digit indicates the post-secondary designation:

▸ **C (College Preparation)**
▸ **U (University Preparation)**
▸ **M (University/College Preparation)**
▸ **O (Open)**

For example, SNC1D is Science in Grade 9 at the Academic Level; ENG3U is English in Grade 11 at the University-prep level.

Secondary School Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses.

Achievement Levels

Levels, or degrees, of achievement of the curriculum expectations are described in detail in the achievement charts that appear in the Ontario secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of each level of achievement. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and

specific information about their achievement to students and their parents.

The broad categories of knowledge and skills are:
- Knowledge/Understanding,
- Thinking/Inquiry,
- Communication, and
- Application/Making Connections

- The names of the categories vary slightly from one discipline to another, reflecting differences in the nature of the disciplines.

The levels of achievement are associated with percentage grades and are defined as follows:

80–100% **Level 4**	A very high to outstanding level of achievement. Achievement is ***above*** the provincial standard.
70–79% **Level 3**	A high level of achievement. Achievement is ***at*** the provincial standard.
60–69% **Level 2**	A moderate level of achievement. Achievement is ***below, but approaching***, the provincial standard.
50–59% **Level 1**	A passable level of achievement. Achievement is ***below*** the provincial standard.
Below 50%	Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Grade 6-10 MYP Report Card
The Grade 6 – 10 MYP Report Card is issued twice during the year (approximately mid-year and year end). The MYP report card provides feedback to a student on how they are managing with their Approaches to Learning and assigns marks to each of the established criteria in the MYP subject areas. Homeroom teachers also provide information on how the student is meeting expectations with regard to the IB Learner Profile, their attitude in general, and their level of commitment and involvement in the school.

The Provincial Report Card, Grades 9–12
Student achievement is communicated formally to students and parents by means of the (Ontario) Provincial Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

Reporting on Demonstrated Learning Skills
The report card provides a record of the learning skills demonstrated by the student in every course in the following 6 categories: Responsibility, Independent Work, Collaboration, Organization, Initiative, and Self-Regulation. The learning skills are evaluated using a 4-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these 6 areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, will not be considered in the determination of percentage grades.

Reporting on Achievement of Curriculum Expectations
The report card provides a record of the student's achievement of the curriculum expectations in every course at particular points in the school year in the form of a percentage grade. Upper School students will receive three report cards during the year. Grade 7-10 students will receive a fall progress report and two full MYP reports along with the Provincial Report Card. Grade 11-12 students will receive three Provincial Report Cards. The percentage grade on the

report represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and an OSSD credit is granted in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In grade 12, students take IB World Exams in May. Teachers of grade 12 courses identify and document how each task fulfils Ontario overall expectations for the 30% summative evaluation.

In all of their courses, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Student Records and the Ontario Student Transcript

The Ontario Student Record (OSR) is the official record for a student. The OSR contains achievement results, credits earned, diploma requirements and other information important to the education of the student. Students and parents have a right to view the OSR upon request. Along with the student's report cards, a copy of an Ontario Student Transcript (OST) is kept in the OSR. The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses.
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course).
- identification of any course in Grade 11 or 12 from which the student has withdrawn (See following note on "Course Withdrawals").
- identification of any course that has been substituted for one that is a diploma requirement.
- confirmation that the student has completed the community involvement requirement.
- the student's successful completion of the secondary school literacy requirement (OSSLT).
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

In addition to recording the number of credits earned, it may be indicated on a student's transcript that the student has taken a specialized programme or a programme in a specialized school. For example, students taking a programme in one of the arts or in technological education or in a language may thus be given recognition on their OST for their participation in such a programme.

Course Withdrawals

Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the OST. Specifically, the withdrawal must take place prior to the 6th class following the first term report card. Withdrawals from courses in grades 11 and 12 that take place prior to the 6th class following the first term report card will not be recorded. Students and parents have a right to view the Student's Record upon request. The purpose of the Ontario Student Transcript is to provide students, parents, post- secondary institutions, and employers with a common record of student achievement.

Changing Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may investigate how to achieve the pre-requisite courses in discussion with the student's counsellor. If the principal believes that a student can be successful in a particular course without having taken the specified pre-requisite course, the principal may waive the prerequisite.

Course Changes

It is the responsibility of the student, with counsel from parents and teachers, to develop an educational plan that will provide them with the courses required to pursue post-secondary education. It is expected that students will be able to choose courses that both meet their needs and match their abilities. However, from time to time, students (or their parents) may find that a change of plan is the best alternative.

In order to change a course selection **prior to the commencement of the course,** the student must make an appointment with their school guidance counsellor. The counsellor will explore the reasons for the change, explain the ramifications of the change, and check on prerequisite requirements for any new course being requested. Provided there is space available in the class, a form will be sent home for a parent's approval and signature.

In order to change a course selection **after the commencement of the course,** the student must make an appointment with their school guidance counsellor to look at the factors associated with the change; for example, how much work has been missed in the course that the student wishes to pick up. The counsellor will explore the reasons for the change, explain the ramifications of the change, and confirm the prerequisite requirements. Provided there is space available in the class, a form will be sent home for a parent's approval and signature. Until the form is returned to the guidance office, the student must continue in the timetabled class. All Grade 6 to 10 students are expected to take a full load of courses each year.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's programme and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be fewer than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such a substitution. If a parent requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent and appropriate school staff. In cases where the parent disagrees with the decision of the principal, the parent may ask the Head of School of the Canadian International School of Hong Kong to review the matter.

Each substitution will be noted on the student's Ontario Student Transcript.

Students Transferring to CDNIS

Secondary school students who transfer from one Ontario secondary school to another will have their credits (as recorded on their Ontario Student Transcript) transferred with them, along with information on their progress towards meeting graduation requirements (i.e., whether they have passed the OSSLT; their accumulated community involvement hours). The principal of the receiving school may award credit for work started in the previous school but completed in the receiving school. Where this work cannot be completed in the receiving school, the receiving principal may, after consultation with the principal of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

For secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's OST. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), 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 components: challenge and equivalency. CDNIS implements the PLAR equivalency process.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal will grant equivalency credits for placement purposes based on the principal's evaluation of the student's previous learning.

An initial assessment is done by the Head of Guidance with a recommendation made to the principal for PLAR equivalency credits.

ONLINE RESOURCES AND CURRICULUM GUIDES

For our school's course of studies, please visit:
http://sites.cdnis.edu.hk/school/us/courses -2/upper-school-course-sequencing-chart/

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

The Ontario Curriculum: Secondary
www.edu.gov.on.ca

COURSE DESCRIPTIONS

ADA1O Drama Grade 9
This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADA2O Drama Grade 10
This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of

genres. Students will use the elements of d ama in creating and communicating published dramatic works and devising original work. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences throughout.

ADA3M Drama Grade 11
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

ADA4M Drama Grade 12
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

AMU1O Music Grade 9
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

AMU2O Music Grade 10
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of

reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

AMU3M Music Grade 11
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

AMU4M Music Grade 12
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

AVI1O Visual Arts Grade 9
This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

AVI2O Visual Arts Grade 10

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.

AVI3M Visual Arts Grade 11

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).

AVI4M Visual Arts Grade 12

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

AWR3M Visual Arts (Film) Grade 11

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). This course focuses on film.

AWR4M Visual Arts (Film) Grade 12

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

BBI2O Introduction to Business Grade 10

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.

BMI3C Marketing: Goods, Services, Events, Grade 11

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

BOH4M Business Leadership: Management Fundamentals, Grade 12

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.

CGC1D Geography of Canada Grade 9
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.

CGF3M Forces of Nature: Physical Processes and Disasters, Grade 11
In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

CGR4M The Environment and Resource Management, Grade 12
This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international

accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

CGW4U Canadian and World Issues: A Geographic Analysis Grade 12
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 will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

CH3TO World History since 1900: Global and Regional Interactions, Grade 11

This course traces major developments and events in world history between approximately 1900 and the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social economic and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

CHC2D Canadian History Since World War 1 Grade 10
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities,

citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that
have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHV2O Civics Grade 10
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

CHY4U World History: The West and the World, Grade 12
This course traces major developments and events in the world history since approximately 1450. Students will explore social, economic and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extent their ability to apply the concepts of historical thinking and the historical inquiry, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

CIA4U Analyzing Current Economic Issues, Grade 12
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

CIE3M The Individual and the Economy, Grade 11
This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of rms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

CPC3O Politics in Action: Making Change, Grade 11
This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

CPW4U Canadian and International Politics, Grade 12
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions,

including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

ENG1D English, Grade 9
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.

ENG2D English, Grade 10
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

ENG3U English, Grade 11
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary and media texts from various periods and cultures, as well as a range of informational and graphic texts. Students will create oral, written, and media texts in a variety of forms. An important

focus will be on using language with precision and clarity, incorporating stylistic devices appropriately and effectively and introducing students to critical theory. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENG4U English, Grade 12
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.

FEF1D Extended French, Grade 9
This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning

FSF1D French Grade 9
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking

communities, and will develop skills necessary for lifelong language learning.

FEF2D Extended French, Grade 10

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF2D Core French Grade 10

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

FSF3U Core French, Grade 11

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 communities, and will develop skills necessary for lifelong language learning.

FSF4U Core French, Grade 12

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.

GLC2O Career Studies, Grade 10

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

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

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. This course helps student build confidence and motivation to pursue opportunities for success in secondary school and beyond.

GPP3O Leadership and Peer Support, Grade 11

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing

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

HZT4U Philosophy: Questions and Theories, Grade 12
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.

ICS2O Introduction to Computer Studies, Grade 10
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

ICS3U Introduction to Computer Science, Grade 11
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.

ICS4U Computer Science, Grade 12
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through 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.

IDC3O Global Perspectives and Local Action, Grade 11
This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

LKBBD Mandarin, Grade 10
This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also

develop skills necessary for lifelong language learning.

LKBBO Mandarin, Grade 9
This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

LKBCU Mandarin, Grade 11
This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

LKBDU Mandarin, Grade 12
This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social academic contexts. Students will refine and enhance their listening, specking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

LKMBD Mandarin, Grade 10
This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading and writing in language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

LKMBO Mandarin, Grade 9
This course provides opportunities for students to communicate and interact in the language of study in a variety of practical contexts and real-life situations. Students will refine their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to simple and some complex oral and written texts, including authentic texts. They will also increase their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning

LKMCU Mandarin, Grade 11
This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

LKMDU Mandarin, Grade 12
This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine

and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

LWSCU Spanish, Grade 11
This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

LWSDU Spanish, Grade 12
This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

MCF3M Functions & applications Grade 11
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to

applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MCR3U Functions Grade 11
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.

MCV4U Calculus & Vectors Grade 12
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.

MDM4U Mathematics of Data Management Grade 12
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students

planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

MHF4U Advanced Functions, Grade 12
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

MTH1W Principles of Mathematics, Grade 9
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.   (NEW!)

MPM2D Mathematics: Principles of Mathematics, Grade 10
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.

PPL1O Healthy Active Living Education, Grade 9
This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

PSK4U Introductory Kinesiology, Grade 12
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

SBI3U Biology, Grade 11
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.

SBI4U Biology, Grade 12
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.

SCH3U Chemistry, Grade 11
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

SCH4U Chemistry, Grade 12
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

SNC1D Science, Grade 9
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

SNC2D Science, Grade 10
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.

SNC4M Science, Grade 12
This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

SPH3U Physics, Grade 11
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.

SPH4U Physics, Grade 12
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.

SVN3M Environmental Science, Grade 11
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

TDJ1O Exploring Technological Design, Grade 9
This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

TMJ3M Manufacturing Engineering Technology, Grade 11
This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

TMJ4M Manufacturing Engineering Technology, Grade 12
This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment,

enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.
(NEW!)

Support for English Language Learners
The school restricts admission to students who already demonstrate sufficient proficiency in English to complete the requirements of the Ontario Secondary School Diploma at the (D) and (U) level.

Students needing additional English language support can make arrangements for extra help from their teachers. Students seeking further assistance should consult with their Guidance Counsellor.

Community Resources
The school's Guidance Department and School Psychologist are familiar with opportunities for student support in the larger community and can make referrals as needed.

Special Education
The school provides accommodations to students with identified learning needs based on an official Educational Psychological Report.

The most common accommodations provided include:
- allocation of additional time to complete timed assessments;
- use of a separate, quiet space to complete timed assessments;
- breaks built into times assessments;
- use of a computer to complete tasks otherwise written by hand.

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