



School Course Calendar: 2022 -2023

School Policies & Procedures

GOALS & PHILOSOPHY

Waterloo Independent Secondary School (WISS) offers quality education and individualized support to local and international high school students, preparing them for success in their post-secondary endeavours. The mission of the school is to provide students with an optimum learning environment to ensure that each student can reach their highest potential. Waterloo Independent Secondary School has extensive experience facilitating international students studying online and in person in Canada. The school takes great care to equip international and local students with the skills necessary to thrive as independent learners and contributing citizens in their communities; for example, time management, organization, problem-solving, communication, responsibility, and leadership.

WISS is proud of its diverse student population and fosters a community of respect and generosity. Students and staff engage in personal, school and even international traditions that help students feel both celebrated, and connected to a broader global perspective.

SCHOOL ORGANIZATION

School Semesters

Semester 1: September 9, 2022 – January 26, 2023
Semester 2: January 30, 2023 – June 14, 2023
Summer School: July 3, 2023 – August 25, 2023

Reporting dates

Semester 1: Midterm: November 8, 2022
Final: January 27, 2023
Semester 2: Midterm: April 13, 2023
Final: June 15, 2023
Summer: Midterm: July 28, 2023
Final: August 28, 2023

Timetable

Period 1: 9:05-10:25 a.m.

Period 2: 10:30-11:50 a.m.
Lunch: 11:50-12:20 a.m.
Period 3: 12:20-1:40 p.m.
Period 4: 1:45-3:05 p.m.
Period 5: 3:05 - 3:55 p.m. (No credit courses are taught during this time period.)

STUDENT RESPONSIBILITIES

Code of Student Behaviour

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions which put the safety of others or oneself at risk.

Alcohol and illegal drugs are addictive and present a health hazard. Waterloo Independent Secondary School will respond strongly to students who are in possession of, or under the influence of, alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

We expect that students will:

- Be diligent in studies.
- Attend school punctually.
- Be prepared for class with learning materials and homework assignments.
- Treat people with respect, courtesy and consideration.
- Respect the opinions and ideas of others.
- Show self-respect in habits of dress.
- Show proper care and regard for school property and the property of others.
- Not use cell phones and electronic devices in the classroom unless directed by the teacher.

Appropriate Use Policy

All students will engage with the school's Learning Management System (LMS). The LMS is designed for educational purposes only. All use of any LMS tool for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, disruptive, commercial, offensive or illegal purposes.

The administration has the right to review all online student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the student and parent or guardian will be contacted and consequences may include restricting online access, removal from the course or pursuing legal action.

Students are reminded to:

- Always protect their passwords and not share them with anyone

- Immediately inform their teachers of suspicious messages or other incidents that they encounter in the online environment
- Only access content that is intended for student use.

Computer Hardware & Software Requirements

Online students must have the following system requirements to access course content:

Hardware

- A PC running Windows 8 or higher
- A Mac running one of the 3 most recent versions of the OS
- Stable High speed internet connection
- A sound card with speakers or headphones
- Webcam & Microphone
- In some cases a scanner or camera may be required to submit handwritten assignments (a cellphone can be sufficient)

Software

- Adobe Reader
- An Office Suite that includes a word processor, spreadsheet application and presentation application

Attendance

Regular attendance is necessary for success in any learning process. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations. Attendance will be closely monitored. Persistent absence and lateness may result in an Attendance Contract. The policy and procedure is fully described in the school's Policy/Procedure Documents.

Online Learning Attendance

Attendance is equally important in an online learning environment.

For courses delivered synchronously, attendance will be monitored in the same manner as in-person learning. Students are considered present when they have their webcam turned on and are fully visible on the screen.

For courses delivered asynchronously, students are required to access the online environment at least 3 times per week and attend the scheduled class meetings to fulfill attendance requirements. The LMS provides information to the teacher on student frequency and duration of access. Persistent failure to meet the attendance requirements may result in an Attendance Contract.

Academic Honesty

When students submit work to their teachers for evaluation, they imply that the work is the result of only their own efforts and is not in any way the result of the efforts of others. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and may receive a mark of zero for the work and have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations may receive a mark of zero on the test or examination and have the details of the cheating noted in their school records. The policy and procedure is fully described in the school's Policy/Procedure Documents.

Late Assignments

The school makes it clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. The policy and procedure is fully described in the school's Policy/Procedure Documents.

Diploma & Certificates

ONTARIO SECONDARY SCHOOL DIPLOMA(OSSD)

Completion of a secondary education is a valuable and important step in the growth of all Ontario students. Students are required to remain in secondary school until they have reached the age of eighteen or obtained the Ontario Secondary School Diploma.

In order to earn the Ontario Secondary School Diploma a student must:

- Earn 18 compulsory credits
- Earn 12 additional optional credits
- Successfully meet the Ontario provincial literacy requirement
- Earn at least 2 online learning credits
- Complete 40 hours of community involvement activities

Compulsory Credits (total of 18)

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2, and 3 courses (1 credit in each group listed below)
- 2 credits in Science
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in the Arts
- 1 credit in Health and Physical Education

- 1 credit in French as a second language
 - 0.5 credits in civics
 - 0.5 credits in career studies
- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, Native languages, First Nations, Metis, and Inuit studies, classical studies and international languages, social sciences and the humanities, Canadian and world studies, guidance and career education, cooperative education, American Sign Language as a second language
 - **Group 2:** Health and physical education, the Arts, business studies, French as a second language, cooperative education, American Sign Language as a second language
 - **Group 3:** Science (Grade 11 or 12), technological education, French as a second language, computer studies, cooperative education, American Sign Language as a second language

English as a second language (ESL) and English literacy development (ELD)

Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

Substitutions for Compulsory Credits

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1 of OS. Substitutions are made to promote and enhance student learning or to respond to special needs and interests. Each substitution is noted on the student's Ontario Student Transcript.

The decision to substitute one course for another for a student is 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 the 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.

The Secondary School Literacy Graduation Requirement

Students must pass the Ontario Secondary School Literacy Test which is administered annually in March. Students who do not pass may take the Ontario Secondary School Literacy Course (OLC40). The school principal has the discretion to allow a student to enroll

in the OLC4O before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. The result is recorded on the student transcript. WISS offers the OSSLC in accordance with The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

Information about the OSSLT

The following information is Ontario Ministry of Education policy described fully in Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011 available at <http://edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.html>.

Accommodations

The school provides accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.

Special Provisions

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. They do not affect the validity or reliability of the test. Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Deferrals

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal in such cases.

Exemptions

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and *a clear indication that the student is not working towards an OSSD*. Both parental consent and the approval of the principal are required for an exemption.

Online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy

and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning”

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

- examinations and other final evaluations
- occasional meetings with educators and other school staff, and
- access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

In online learning courses, coursework is teacher-led. Students from the same online class may follow different timetables. Students complete their online coursework with the support of the teacher, with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications required by the student.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the support they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners).

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. The school also allows for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

Community Involvement

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school. Students must choose an activity that is approved by the school such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community. A student who wishes to undertake an activity that is not on the approved list must receive the written approval of the school principal. The complete school policy is available from the school administration.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

Information that follows is taken from Ontario Ministry of Education Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (2016) document.

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

The provisions for making substitutions for compulsory credits described in section 6.2 also applies to the Ontario Secondary School Certificate.

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. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Curriculum

CREDIT & COURSE INFORMATION

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of classroom instruction, or planned learning activities for asynchronous online courses. Credits are granted to students by the school principal on behalf of the Minister of Education.

Types of courses

Grade 9 and 10 Courses

Ontario Ministry of Education policy indicates that the following four types of courses are offered in Grades 9 and 10:

- **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.
- **De-streamed** courses, which will replace all Grade 9 courses and offer a single stream to ensure all student have the opportunity to reach their potential, currently represented by the Math and Science curricula
- **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.

Grade 11 and 12 Courses

Ontario Ministry of Education policy indicates that the following five types of courses are offered in Grades 11 and 12:

- **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.

- **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **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.

Course Codes

All Ontario credit courses have a common course code system. The first 3 characters represent the course name; for example ENG (English), BBB (Introduction to International Business). The 4th Character indicates the grade or language level; for example 1 (Grade 9), 2 (Grade 10). The last character indicates the course type or destination; for example D (Academic), C (College), U (University).

List of Available Courses

*indicates online course option is available

indicates **only online course available

Students study the following courses for credit:

- Arts: Grade 10 ([AMI2O](#)), Grade 11 ([AMI3M](#)) ([ASM3M](#)) ([AVI3M](#)) Grade 12 ([ASM4M](#)) ([AVI4M](#))
- Business: Grade 9 ([BBI1O](#))
- Canadian World Studies: Grade 9 ([CGC1P](#)), Grade 10 ([CHV2O](#)**), Grade 12 ([CHY4U](#)*) ([CIA4U](#)*) ([CPW4U](#)*)
- English: Grade 9 ([ENG1D](#)), Grade 10 ([ENG2D](#)), Grade 11 ([ENG3U](#)*) ([EPS3O](#)), Grade 12 ([ENG4U](#)*)
- Guidance and Career Studies: Grade 10 ([GLC2O](#)**)
- Social Sciences: Grade 11 ([HSP3U](#))
- Computer Studies: Grade 11 ([ICS3U](#)), Grade 12 ([ICS4U](#))
- Languages: Grade 12 ([LKEDU](#)**)
- Mathematics: Grade 9 ([MTH1W](#)), Grade 10 ([MPM2D](#)), Grade 11 ([MCR3U](#)), Grade 12 ([MCV4U](#)) ([MDM4U](#)) ([MHF4U](#))
- Literacy Course: ([OLC4O](#)**)
- Healthy Active Living: Grade 10 ([PPL2O](#)), Grade 11 ([PPL3O](#))
- Science: Grade 9 ([SNC1W](#))
- Chemistry: Grade 12 ([SCH4U](#))
- Physics: Grade 11 ([SPH3U](#)), Grade 12 ([SPH4U](#))

Course Descriptions for each course can be found in [Appendix A](#).

Course Outlines

Course outlines have been prepared for all courses offered at Waterloo Independent Secondary School. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the subject teachers or the principal. Ontario curriculum policy documents can be obtained through the Ministry of Education website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Prerequisite Courses

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. The school provides parents and students with clear and accurate information about prerequisites.

Waiving Prerequisites

A parent, adult student or the Principal may initiate a process by which a prerequisite may be waived. The Principal in consultation with students, parents and faculty will make a decision.

Student Withdrawal from Courses in Grade 11 & 12

Students in Grade 11 and 12 that wish to withdraw from a course must make that request to the Guidance Counselor. Guidance will provide a recommendation to the Principal for approval. If a student withdraws from a Grade 11 or 12 course within 5 instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after 5 instructional days following the issue of the mid term report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded on the report card.

Procedures for Students Who Wish to Change Course Types

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 take one of the specified prerequisite courses through summer school, night school, or e-learning. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Experiential Learning Programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

Job Shadowing and Job Twinning

Job shadowing and job twinning is offered to students in grade 9 as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

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

Equivalency

Equivalent credits are granted by the principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students must successfully complete the provincial secondary school literacy graduation requirement. The principal determines the number of hours of community involvement activities that the student will have to complete. The principal records the results of the equivalency assessment in the student's Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with Appendix 2, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011.

Challenge

The challenge process refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance.

Other Ways of Earning Credits

Students may earn credits through alternate learning opportunities. These opportunities include e-learning, the Independent Learning Centre and continuing education courses.

EVALUATION & EXAMINATION POLICIES

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and of determining a grade to represent that quality. Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Teachers develop learning goals for their lessons using the specific curriculum expectations. Learning goals help students understand what they are expected to know and be able to do.

Achievement Chart

Levels or degrees of achievement are organized into categories: knowledge/understanding, thinking, communication and application. The achievement levels serve as a guide for gathering information and act as a framework to assess and evaluate student achievement. They enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents. To help students better understand the criteria on which they are assessed, teachers develop success criteria for their lessons. These criteria are derived from the achievement charts. 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. Level 3 is defined as the provincial standard. A student achieving this level is well prepared for work in the next grade or the next course.

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.

The information on student achievement is communicated to students and parents at regular intervals in a variety of ways. Informal communication of student achievement includes ongoing feedback to students based on assessment strategies implemented throughout the course, as well as feedback to parents during parent-teacher conferences and at other appropriate times.

Balance

Teachers assess student work in a balanced manner with respect to the four categories and they ensure that achievement of particular expectations is considered within the appropriate categories. The balance in particular subject areas is determined by the teacher. Students are informed of the balance for each category on the first day of the course. Instructional time reflects the balance for each category.

Grading

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade in the form of a percentage grade for each course will be determined as follows:

- Seventy per cent 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.
- Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Assessments are based on products that students complete, on teacher observation of students and on conversations between teacher and student. The final grade determined is based on performance in 3 areas: products, observations, conversations.

Learning Skills and Work Habits

Students are assessed on their achievement of the learning skills and work habits weekly and results reported to parents weekly. These assessments do not form part of the final grade but are reported separately.

Report Cards

Progress Reports are issued weekly. Report Cards are given to students at midterm and after final exams each term with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills and work habits demonstrated by the student.

After each reporting, the principal contacts parents to discuss students who have failed. In these meetings, parents and students are given strategies for improvement. Students are then monitored by their teachers. This information is then provided to the students by the principal.

RECORDING AND REPORTING

Ontario Student Record (OSR)

The OSR is the official record for the student and contains report cards and a record of the diploma requirements completed, along with other information the school deems conducive to the education of the student. Students have the right to examine the contents of their OSR at any time. In addition, parents of students under the age of 18 also have access to their son or daughter's OSR.

Ontario Student Transcript (OST)

The Ontario Student Transcript is the student's official record of credits earned and other graduation requirements completed. All Ontario courses taken by the student at the Grade 11 and 12 level, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a course within five school days after the distribution of the mid-term report card, the withdrawal will not be recorded.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included on the student transcript. A copy is available, upon request, by a student and/or parent (if the student is under the age of 18). This transcript is the official document a person must present whenever evidence of secondary education standing is required.

Support & Resources

Guidance

Assistance is given to students by helping them to understand their strengths and in making applications to post-secondary institutions. The emphasis is on the university application process and program selection, organization and planning for student success, and preparation for life in Canada.

Education Planning and Course Selection

Students and their parents are advised to speak with guidance and administration about their educational goals. Students are encouraged to begin thinking about possible careers and post-secondary programs the moment they arrive at Waterloo Independent Secondary. This

process helps to ensure that all students are making the appropriate course selections in order to meet their admission requirements for their post-secondary programs.

Intervention Strategies, Supports and Programs

Students' attendance, educational progress and educational goals are routinely tracked in order to help students stay on the appropriate path. Guidance meetings, attendance contracts, study halls, after-school tutoring and meetings with teachers are all designed to ensure that students are capable of attaining their educational goals.

English Language Learners Support

At Waterloo Independent Secondary, the majority of our students are English language learners. Every course that we offer is built around the special needs of an ELL. Language development and proficiency is emphasized in all courses. Accommodations considered for all students in all courses include, but are not limited to; simplification of language used in instruction, extended time limits, graphic organizers, oral and written instruction, visual and auditory cues, definitions of key words and word banks.

Computer Laboratory

Technology is an important part of education and our society. The Computer Lab is a place for students to practice the appropriate use of technology in a classroom setting. Technology can be helpful when students are trying to gather research and plan assignments. Personal electronics are more likely to provide a distraction for students. The Computer Lab is designed to satisfy the technological needs of students, while limiting the amount of distractions they will face.

Community Resources

Our school is located in the city of Waterloo, a vibrant part of the larger Waterloo Region. Our region is fortunate to be the home of two renowned universities and one college. There are numerous opportunities to make use of community resources to enrich classroom learning. Commonly visited community resources include, but are not limited to: local natural areas, local & regional museums, Kitchener & Waterloo public libraries, art galleries, Perimeter Institute, St. Jacob's Farmers' Market, sports facilities, local churches and city hall. Visiting places in our community also immerses students in Canadian culture and society.

Appendix 1

COURSE DESCRIPTIONS

*indicates online course option is available

indicates **only online course available

Instrumental Music- Band, Grade 10, Open, AMI2O

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.

Prerequisite: None

Instrumental Music- Band, Grade 11, Open, AMI3M

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.

Prerequisite: Instrumental Music-Band, Grade 9 or 10, Open

Media Arts, Grade 11, University/College Preparation, ASM3M

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

Prerequisite: Media Arts, Grade 10, Open

Media Arts, Grade 12, University/College Preparation, ASM4M

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

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

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

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

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

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.

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

Introduction to Business, Grade 9, Open, BBI10

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

Issues in Canadian Geography, Grade 9, Applied, CGC1P

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world.

Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

****Civics and Citizenship, Grade 10, Open, CHV2O**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the 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.

Prerequisite: None

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

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

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

***Analysing Current Economic Issues, Grade 12, University, CIA4U**

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.

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

***Canadian and International Politics, Grade 12, University, CPW4U**

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

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

English, Grade 9, Academic, ENG1D

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 10, Academic, ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. 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. This course meets all Ontario ministry curriculum expectations and provides a distinct Christian perspective on creativity and entertainment.

Prerequisite: English, Grade 9, Academic

***English, Grade 11, University Preparation, ENG3U**

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

Prerequisite: English, Grade 10, Academic

Presentation and Speaking Skills, Grade 11, Open, EPS3O

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations

Prerequisite: English, Grade 10, Academic or Applied

***English, Grade 12, University Preparation, ENG4U**

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

Prerequisite: English, Grade 11, University Preparation

****Career Studies, Grade 10, Open, GLC2O**

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.

Prerequisite: None

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

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

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

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Computer Science, Grade 12, University Preparation, ICS4U

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.

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

****Simplified Chinese, Level 3, University Preparation, LKEDU**

This course prepares students for university studies in Mandarin. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where Mandarin is spoken through the use of community resources and computer technology.

Prerequisite: Simplified Chinese, Level 2, University Preparation

Mathematics, Grade 9, De-streamed, MTH1W

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic, MPM2D

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics, De-streamed or Grade 9 Mathematics Transfer, Applied to Academic

Functions, Grade 11, University Preparation, MCR3U

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Calculus and Vectors, Grade 12, University Preparation, MCV4U

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

Prerequisite: The Advanced Functions course (MHF4U) or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12, University, MDM4U

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

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

Advanced Functions, Grade 12, University Preparation, MHF4U

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

****Ontario Secondary School Literacy Course, Grade 12, OLC40**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation.

Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

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

Healthy Active Living Education, Grade 10, Open, PPL20

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. This course meets all Ontario ministry curriculum expectations and provides a distinct Christian perspective on healthy living.

Prerequisite: None

Healthy Active Living Education, Grade 11, Open, PPL30

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. This course meets all Ontario ministry curriculum expectations and provides a distinct Christian perspective on healthy living.

Prerequisite: None

Science, Grade 9, De-Streamed, SNC1W

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering

design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Chemistry, Grade 11, University, SCH3U

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

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 12, University Preparation, SCH4U

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

Prerequisite: Chemistry, Grade 11 University Preparation

Physics, Grade 11, University Preparation, SPH3U

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

Prerequisite: Science, Grade 10, Academic

Physics, Grade 12, University Preparation, SPH4U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation