



Jaya International High School Course Calendar 2023-2024

Jaya International High School

School Course Calendar: 2023-2024

GOALS AND PHILOSOPHY

Jaya International High School (JIHS) combines traditional teaching with 21st century vision to build a pathway to success. JIHS prepares its students to become successful participants in both Canadian society and globally. At JIHS we teach students to become lifelong learners. JIHS' holistic approach to education includes: Judgment, Critical Thinking, Literacy, Cooperation, and Social Responsibility.

The Importance and Value of Completing a Secondary Education

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information becomes essential in order to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides them with the analytical skills necessary to pursue a wide-range of career objectives. At JIHS, our approach to learning is one that emphasizes the individual. Each student will not only receive assistance during classroom hours, but he/she will also receive one-on one tutoring after school and on weekends. Our aim is to ensure that each student has strong understanding of the fundamental concepts learned in each class. Our teachers understand the importance of not leaving a single student behind in his/her academic studies. We do our utmost to ensure that students succeed in school. However, parents are also responsible of ensuring that their child completes the assigned homework for each course.

The Requirement to Remain in Secondary School until 18 or Obtained OSSD

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.

SCHOOL ORGANIZATION

JIHS operates with 3 terms: September –January, February-June, and July-August. Occasionally, classes will begin throughout the year; however, they will be completed by the end of June.

The daily schedule can be found on the last pages of this calendar.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

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

- Earn 18 compulsory credits
- Earn 12 additional optional credits
- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement.

Compulsory Credits

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

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

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

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

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

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional Credits

In addition to the 18 compulsory credits (7 for the OSSC), students must earn 12 optional credits (7 for the OSSC). Of these 12 optional credits, up to 4 may include credits earned through approved dual credit courses. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by JIHS.

The Ontario Secondary School Certificate (OSSC)

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 substitution policy for OSSC compulsory credits is the same as that for the OSSD.

The 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.

List of Available Courses

The following courses are currently being taught at JIHS:

AVI3M	Visual Arts, Grade 11, University/College Preparation
AVI4M	Visual Arts, Grade 12, University/College Preparation
BAF3M	Financial Accounting Fundamentals, Grade 11, University/College Preparation
BAT4M	Financial Accounting Principles, Grade 12, University/College Preparation
BBB4M	International Business Fundamentals, Grade 12, University/College Preparation
BOH4M	Business Leadership: Management Fundamentals, Grade 12, University/College Preparation
CHC2P	Canadian History Since World War I, Grade 10, Applied
CHV2O	Civics, Grade 10, Open
ENG1W	English, Grade 9, De-streamed
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
ESLCO	English as a Second Language, Level 3, Open
ESLDO	English as a Second Language, Level 4, Open
GLC2O	Career Studies, Grade 10, Open
HFA4U	Nutrition and Health, Grade 12, University Preparation
ICD2O	Digital Technology and Innovations in the Changing World, Grade 10, Open
ICS3U	Introduction to Computer Science, Grade 11, University Preparation
ICS4U	Computer Science, Grade 12, University Preparation
MCR3U	Functions, Grade 11, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MDM4U	Mathematics of Data Management, Grade 12, University Preparation
MHF4U	Advanced Functions, Grade 12, University Preparation
OLC4O	Ontario Secondary School Literacy Course, Grade 12, Open
SBI3U	Biology, Grade 11, University Preparation
SBI4U	Biology, Grade 12, University Preparation
SCH4U	Chemistry, Grade 12, University Preparation
SNC1W	Science, Grade 9, De-streamed
SNC2D	Science, Grade 10, Academic
SPH3U	Physics, Grade 11, University Preparation
SPH4U	Physics, Grade 12, University Preparation

Curriculum documents for all secondary courses can be accessed online at the following URL:

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

Course outlines for all courses offered at JIHS are given to students registered in the course, and can also be obtained upon request to the principal.

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 principal. 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.

The Secondary School Literacy Graduation Requirement

Students must pass the Ontario Secondary School Literacy Test which is administered annually in March-April. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). The school principal has the discretion to allow a student to enrol in the OSSLC 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. Students who pass the course are considered to have met the literacy graduation requirement. The result is recorded on the student transcript.

If JIHS does not serve as the student's home school, he/she will not be able to write the OSSLT at JIHS, and instead will write at his/her regular day school.

In the case of accommodations, special provisions, deferrals and exemptions, the principal will contact the EQAO directly to apply for them if the need arises.

Substitutions for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of JIHS that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the _____

student's Ontario Student Transcript.

At this time, JIHS does not do substitutions for compulsory courses.

Online Learning Graduation Requirement Opt-Out Process

As part of the Ontario Ministry of Education's mandate, parents and guardians of students currently in grades 9-11 may choose to opt-out of the mandatory online learning courses required for graduation from secondary school. If you have a child, who is currently enrolled in Grades 9-11, and would like to opt them out of mandatory online learning courses in secondary school, please contact our school in order to obtain the Online Learning Opt-Out Form. Once this form is complete, please return it to the school office. Only hard copies of the Online Learning Opt-Out Form will be accepted. The submitted form will be subsequently stored in the respective student's Ontario Student Record (OSR).

NOTE: If you do not wish to opt-out of mandatory online courses, you do not need to complete this form.

Prerequisite Courses

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At JIHS, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

Waiving Prerequisites

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his decision in consultation with the parent and appropriate school staff. The principal's decision is final and there is no further avenue of appeal. As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination.

At this time, JIHS does not waive prerequisites.

CREDIT SYSTEM and COURSES

The Credit System

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. Credits are granted to students by the school principal, on behalf of the Minister of Education.

Types of Courses

Ontario credit courses have a common course code system: e.g. ENG4U, BBB4M

1. The first 3 characters represent the course name: e.g. ENG = English, BBB=Introduction to International Business.
2. The 4th Character indicates the grade or language level: e.g. 1=Grade 9; 2=Grade 10; A=Level 1.
3. The last character indicates the course type: e.g. C= College; D= Academic; P= Applied; M= College or University; U= University; E= Workplace.

Changing Course Types

When students decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. 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 the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

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, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, he may waive the prerequisite.

Cooperative Education

JHHS will provide, in the future, students with the opportunity to extend their knowledge through cooperative education programs. Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience.

A cooperative education course is based on a related course (or courses) from an Ontario curriculum policy document in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component.

The cooperative education teacher will develop the student PPLP.

Remedial Programs

When necessary, the school will provide its students with tutoring services. Teachers are available daily to assist students with the completion of their homework. For the purpose of _____

remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

ACHIEVEMENT

Curriculum Expectations

The expectations, or content standards identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on assessments, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The ***overall expectations*** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The ***specific expectations*** describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum.

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 (student products such as assignments and tests, observations of student performance, and conversations with students) 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, or performance standards and assigning a level of achievement to represent that quality.

Assessment and evaluation will be based on the content standards and the performance standards outlined in this document and in the curriculum policy document for each discipline.

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.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students;*

- *support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;*
- *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;*
- *are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;*
- *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;*
- *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
- *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment for Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Performance Standards

Levels or degrees of achievement are organized into broad learning categories. These include communication, knowledge/understanding, application and thinking.

While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information and act as a framework used to assess and evaluate each student's achievement. As such, 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.

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 per cent 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.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for
- all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are: Knowledge and Understanding, Thinking, Communication, and Application.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding	Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
Thinking (Thinking and Investigation in Science)	The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
Communication	The conveying of meaning through various text forms.
Application	The use of knowledge and skills to make connections within and between various contexts.

Report Cards

At the end of each course a Report Card will be given to the student with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills demonstrated by the student. If JIHS does not function as the student’s home school, a copy of the report card will be delivered to the student’s home school upon course completion.

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. PLAR Challenge and Equivalency may be granted by the principal according to Ministry guidelines for PLAR, and the school procedure manual.

The principal will review previous records of achievement for the student, and following the guidelines as set out in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* they will determine and award a number of equivalent credits to meet the prior achievement of the student.

At this time, JIHS does not offer the opportunity for PLAR challenges.

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 principal deems conducive to the education of the student. Students and parents (of students under 18 years old, or with students' permission if over 18 years old) 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 mid way point of the course duration, 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.

Full Disclosure

All courses taken in grade 11 and 12 will be identified on the student's transcript. Students may withdraw from a course up to the midway point of the course's duration. Changes made after that date will result in a 'W' beside the withdrawn course with the mark at the time of withdrawal.

Reporting Student Achievement to Parents

Regular progress reports will be provided to the parents of students who are under 18 years of age. Report cards will be provided to parents at the end of each course. Students who are 18 years of age and older will have to give permission to the teachers to communicate with their parents about their academic progress.

SCHOOL SERVICES

Computers

JIHS has computers available for student use related to their academic studies. Internet access is available through these computers.

Guidance

Assistance will be given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in making application to post-secondary institutions.

Education and Career Planning Supports

When students begin at JIHS, they will sit with the principal or the principal's designate to discuss their educational goals and become familiarized with the learning pathway form to best plan their educational direction. Upon completion of their studies, they will again sit with the principal or designate to prepare a personalized transition plan either for their home-school, or post-secondary directions (university, college or the workplace).

Education Support for Parents

Parents and students may request a learning pathway form at any time to complete and review with the principal or designate. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications.

Student Accommodations and Modifications

At JIHS, no modifications are made to any of the courses. Instructional, test and environmental accommodations may be given to students upon recommendation by an educational psychologist. No modifications will be given to JIHS students.

English Language Learners

At JIHS, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject areas. Teachers provide instructional programs which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Library and Community Resources

Students are encouraged to use the Mississauga and other local Public and community Libraries, for their research projects. They are also able to use the computers and resources in the school.

The following are the libraries near Jaya International High School

Mississauga

Clarkson Public Library 2475 Truscott Drive Mississauga,

Oakville

Oakville Public Library 2860 Kingsway Drive 6R3

ON L5J 2B3

Oakville, ON L6J

STUDENT RESPONSIBILITIES

Guiding Principles

All members of the school community are to be treated with respect and dignity, especially

persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present a health hazard. JIHS will respond strongly to school members 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.

Student's achievements will be periodically reviewed with the student, teacher, and the principal. An action plan will be developed, if necessary, with the student's participation to help enhance the student's success. If the student is under the age of 18, the action plan will also be reviewed with, and signed by the parent.

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 withdrawal from the course or expulsion from the school. Students should carefully review the school attendance procedure.

Students are also required to attend school until they reach the age of eighteen or graduate.

Academic Honesty (As per Growing Success)

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 will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. In principle, students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records. (The principal will review each case individually with reference to the school policy on Academic Honesty)

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. (The school adheres to the principles of the provincial code of behavior specified in PPM No. 128.)

LATE AND MISSED ASSIGNMENTS (As per Growing Success)

The Ministry of Education's policy states that "the primary purpose of assessment and evaluation is to improve student learning". Submitting work late is a learning skills and work habits issue and may impact on the student's grade. The Ministry requires teachers to separate evaluation of achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

Teacher Responsibilities

Students should be expected to submit work on time. The teacher must inform students of the due date of an assignment and the ultimate deadline, which is the last opportunity for students to submit the assignment for evaluation. This deadline is set at the teacher's discretion. Teachers may deduct marks for late submissions. Normally the deduction should not exceed 20% of the value of the assignment.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These can be found on page 44 of *Growing Success*.

Missed Evaluations

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student's knowledge or skills. The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

Determining the Term Mark (70%)

The teacher must make a judgment as to which evaluations will be used for grading. Teachers must bear in mind the Ministry policy that requires teachers to take into account the student's most consistent achievement and they must also give attention to the more recent evaluations.

When faced with a mark of zero on a student's assignment, the teacher must use professional judgment to decide whether or not to include this mark in the calculation. In most cases, a zero is an anomaly and is, therefore, not consistent with performance throughout the term. In such cases, a zero will not affect the term grade. Many zeros, however, indicate that the student has not demonstrated achievement of the overall expectations. In such cases, these zeros are factored into the calculation of the term grade.

Missed evaluations will not reduce the final grade if the overall curriculum expectations have been adequately evaluated through other assignments during the term.

PLAGIARISM AND CHEATING

To the Student

Growing Success Policy

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

The school will develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. The school will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing
- consequences for students who cheat or plagiarize

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student.
- Copying someone else's work or homework.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

To the Teacher

Help students avoid plagiarising by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build

understanding of a topic.

- Teaching them how to make an outline for a report or research essay.
- Having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.
- The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.
- There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher.

This policy is based on: *Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools*, Toronto District School Board, 2006.

SCHOOL COURSE INFORMATION

Course Outlines

Detailed course outlines have been prepared for all courses offered at JIHS. 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.

The following courses are currently being taught at JIHS:

AVI3M	Visual Arts, Grade 11, University/College Preparation
AVI4M	Visual Arts, Grade 12, University/College Preparation
BAF3M	Financial Accounting Fundamentals, Grade 11, University/College Preparation
BAT4M	Financial Accounting Principles, Grade 12, University/College Preparation
BBB4M	International Business Fundamentals, Grade 12, University/College Preparation
BOH4M	Business Leadership: Management Fundamentals, Grade 12, University/College Preparation
CHC2P	Canadian History Since World War I, Grade 10, Applied
CHV2O	Civics, Grade 10, Open
ENG1W	English, Grade 9, De-streamed
ENG2D	English, Grade 10, Academic
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
ESLCO	English as a Second Language, Level 3, Open
ESLDO	English as a Second Language, Level 4, Open
GLC2O	Career Studies, Grade 10, Open
HFA4U	Nutrition and Health, Grade 12, University Preparation
ICD2O	Digital Technology and Innovations in the Changing World, Grade 10, Open
ICS3U	Introduction to Computer Science, Grade 11, University Preparation
ICS4U	Computer Science, Grade 12, University Preparation
MCR3U	Functions, Grade 11, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MDM4U	Mathematics of Data Management, Grade 12, University Preparation
MHF4U	Advanced Functions, Grade 12, University Preparation
OLC4O	Ontario Secondary School Literacy Course, Grade 12, Open
SBI3U	Biology, Grade 11, University Preparation
SBI4U	Biology, Grade 12, University Preparation
SCH4U	Chemistry, Grade 12, University Preparation
SNC1W	Science, Grade 9, De-streamed
SNC2D	Science, Grade 10, Academic
SPH3U	Physics, Grade 11, University Preparation
SPH4U	Physics, Grade 12, University 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).

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.

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

This course introduces students to the fundamental principles and procedures of accounting with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.

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

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

International Business Fundamentals, Grade 12, University/College Preparation (BBB4M) This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

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

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.

Canadian History Since World War I, Grade 10, Applied (CHC2P)

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, you will develop your ability to make connections between historical and current events. You will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

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 and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

English, Grade 9, De-streamed (ENG1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that

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

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.

English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

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.

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

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

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

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

Career Studies, Grade 10, Open (GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Nutrition and Health, Grade 12, University Preparation (HFA4U)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and

environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

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

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.

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.

Functions, Grade 11, University Preparation (MCR3U)

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

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.

Mathematics of Data Management, Grade 12, University Preparation (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.

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.

Ontario Secondary School Literacy Course, Grade 12, Open (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.

Biology, Grade 11, University Preparation (SBI3U)

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

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

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.

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.

Science, Grade 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

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

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.