



**KCS Senior School  
Academic Handbook and  
Course Guide**

2023-2024

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## Message from Head of School and Head of Senior School

Welcome to a new year of learning and leadership. Welcome to a distinctly enriched secondary school experience designed to help students thrive both at high school and beyond.

Thanks to KCS staff, our community of Learning Partners, and the amazing facilities and greenspaces within our reach, our students:

- meet and learn from external experts in every course and co-curricular.
- engage in regular excursions outside the classroom so they could learn about the world by being in it.
- receive the time, guidance, resources, and access to expertise to independently learn about the topic of their choosing, from a variety of perspectives, as part of our unique KCS Path Program.
- develop leadership skills in our KCS By Design program, choosing to make a difference within and beyond our school community.
- meet and exceed the Ministry of Education's curriculum
- help us build a school experience that honours wellbeing, passion-driven learning, and the ability of students to apply growing knowledge and skills by making a difference in the communities around them.

We're proud of our students and look forward to their ongoing leadership as we welcome new students to our grade 9-11 classes in 2023-2024. Every student joining us, like those already here, will be an active school leader, by design. Every student will play a role in shaping the KCS Senior School, revealing what's possible when students are supported in doing so. It's with much anticipation that we await the new school year. While we can't predict all that's to come, we know the upcoming one will be full of active learning, creativity, community, adventure, impact, and discovery of both oneself and the world, for us all.

Derek Logan, Head of School, and Andrea Fanjoy, Head of Senior School

## OUR MISSION

To be the defining force in developing lifelong learners by stewarding a learning environment that inspires us to reach our ultimate potential.

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## OUR COMMITMENT TO STUDENTS

This is where secondary school will increasingly reach its own potential.

We're listening to students, parents, educators, and peers from Toronto, across Canada, the US and beyond. We're learning from university presidents, researchers from the Organisation for Economic Cooperation and Development, Harvard University, the Conference Board of Canada, thought leaders from multiple sectors, and more. We acknowledge that the world today, let alone the world to come, is vastly different from what it was when we went to school, and most certainly from when formal schooling was initially developed over 100 years ago. While schools still need to develop core skills and knowledge, they need to do more and they need to do better. The KCS Senior School is heeding this call.

Following years of research and development, we are proud to offer a Senior School which delivers the secondary school experience that students need, want, and deserve. It is connecting students with their community and the infinite array of expertise that is willing to inform and inspire. It is honouring the difference students can make and the leadership potential they possess. It is making room for student passions, interests, voice and choice, and leveraging the greater engagement and learning that are the result. It is preparing students for a world where they need to endlessly lead their own learning, where they need to adapt, where they will benefit from the energy and creativity that their passions will unleash, and where they understand the complexity of the world in which they need to play a meaningful role.

Our students will graduate high school exceptionally prepared to be leaders and learners in their post-secondary lives. They will stand out as applicants for their next phase of learning, both because they have learned more through our distinct framework but also because they have done better thanks to an experience that will have catalyzed their passion and intrinsic motivation to go above and beyond.

Our students will graduate with a distinct sense of who they are, how they can lead their learning, and what they aim to both bring to and get from their post-secondary pursuits. They will have met a wide array of leaders from all sectors and have an uncommon understanding of the world outside of school books and facilities. They will graduate with a personal network of impactful leaders in society, KCS Learning Partners, who have engaged with them in their courses and co-curricular activity.

Our students will graduate inspired to reach their unique potential and equipped with the knowledge, skills, attributes, and track record that allow them to do so.

This is the Senior School where students lead, passions drive, and impact begins.

## LEARNING FRAMEWORK

Learning at the KCS Senior School is designed to develop students into independent, intrinsically-driven learners and leaders who are ready to thrive in their post-secondary lives and beyond. With this as our goal, the learning experience has been designed to develop students in three fundamental ways.

1. **Capacity** - The foundational capacity all students require is captured by the Ministry of Education curriculum. This curriculum includes the knowledge and understanding that represent the core content in the curriculum, as well as the thinking, communication, and application skills that represent full competence with the curriculum.

Capacity also includes the six Ministry Learning Skills and work habits:

- a. Responsibility
- b. Organization
- c. Independent Work
- d. Initiative
- e. Collaboration
- f. Self-regulation

In addition to the skills above, capacity includes the **KCS Leadership in Learning Skills**, which go beyond those expected by the Ministry of Education to fully capture our school's enriched focus:

- a. Integrity – strength of character rooted in honesty, empathy, compassion, kindness, self-discipline, and confidence to do what's right
- b. Ingenuity – creative confidence; willingness to take responsible risks; readiness to persist in finding effective solutions to complex problems
- c. Insight – Deep understanding, global perspective, cross-discipline connections, driving curiosity, critical thought, constructive doubt, and balanced judgment

Students learn about and regularly reflect on their growth on the KCS Leadership in Learning Skills in the Advisory Program.

2. **Agency** - The KCS Senior School challenges students to apply their growing knowledge and skills in purposeful ways. All courses include students learning from external experts who will introduce students to the challenges and breadth of initiative that is happening in all sectors, local and global. One or more assignments in every course require students to leverage their learning and find their own way to make a difference, whether to the school community or beyond. Additionally, the KCS Path Program (see Appendix A) gives all students the unique challenge, as well as the time, location, resources, and access to expertise, to exercise agency in their chosen area of interest or passion.
3. **Impact** - KCS Senior School students are challenged to exercise their growing capacity and sense of agency by leading and engaging in projects that have authentic value in the world, in every course, in KCS By Design, and in their multi-year KCS Path Project. They are supported by all faculty, a community of expert Learning Partners, dedicated time, access to relevant resources and spaces, and a distinctly designed curriculum.

## EXPERIENTIAL LEARNING

Learning becomes real, and unforgettable, when part of a deeply engaging experience. On a regular basis and wherever it is relevant to do so, KCS students engage in experiential learning in all subjects and in co-curriculars. Notable elements of experiential learning at the KCS Senior School include:

### Engagement with External Learning Partners

All students engage with external Learning Partners in every course and in their Path Program, by design. KCS is building an extensive and ever-growing roster of experts, the [KCS Learning Community](#), in a limitless array of fields. These individuals, vetted and managed through faculty oversight, have agreed to serve as a Learning Partner in a variety of possible ways, from as small as agreeing to be interviewed by a student, to as large as hosting co-op students. All KCS parents will be invited to join this roster and be available to share, to whatever extent they choose, their knowledge, passions, and areas of expertise. Teachers, as part of their course planning, will reach out to individuals and organizations of all kinds, local and beyond, so these experts can bring their perspective ‘from-the-field’ to student learning. And our students will be challenged to get to know the world around them, and find their own experts who can help them learn in greater breadth and depth than any textbook could provide.

One type of Learning Partner plays a distinct role in informing and inspiring students. As part of the Path Program, all students are assigned a Mentor in the area of each student’s interest or passion. This Mentor is an external expert who can connect with the student two or three times over the year, virtually or in person, to share insights and provide feedback and suggestions as each student pursues their Path Project. The engagement between students and Mentors is overseen by each student’s Faculty Advisor.

### Offsite, Place-Based Learning

Students and teachers will take advantage of offsite facilities and greenspaces to further enrich learning in all course areas. Where possible, these excursions will focus on authentic engagement with spaces over prepackaged workshops and tours. Unearthing archival data at libraries or the City of Toronto Archives, collaborating on a design project to support local organizations, and participating in citizen science along the lakeshore are examples of the offsite learning possibilities that will be woven into the student experience.

Personalized offsite learning will additionally be a feature of the KCS Path Program, where all students are required to find and engage in at least one offsite learning experience related to their Path topic each year from grade 9 to 11. These experiences can be local, national, or global. A written account and reflection is required to document this learning. A further personalized source of offsite learning is available through a co-op course.

### Developing the Entrepreneurial Mindset

An entrepreneurial mindset is of undeniable value, not only for the individual who possesses it but for the world at large. The [Network for Teaching Entrepreneurship](#) defines this mindset as: “a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings.” At KCS, our

expectation of this mindset includes the moral commitment to making a positive difference. Exercising this mindset, especially in an educational context, provides deep learning opportunities that can be expected to not only improve knowledge retention and skill development in courses, but also to distinctly prepare them for the independence, resourcefulness, and ability to bring value that will be expected of them in their post-secondary lives.

An introduction to design thinking through the KCS By Design program, starting in grade 9, sets the stage for the entrepreneurial mindset. In grade 10, all students will receive direct instruction and guidance in entrepreneurship by engaging in the launch of the student-led cafe. The KCS Path Program, with the expectation that students learn about their area of their interest in a way that makes a positive difference, will provide further opportunities for students to exercise their entrepreneurial mindset. Finally, students with a particular drive to pursue a venture will have the support of the KCS StEP Program (Student Entrepreneurship Program) that was established in 2018. Students who reach the stage of a successful pitch will have personal support from a Mentor and access to seed funding.

### **The KCS Path Program**

Students begin Grade 9 being formally guided and empowered to pursue learning related to a chosen interest or passion, to connect their passion to their course work in relevant ways, to benefit from an external mentor with expertise in their area of interest, and to lead a creative, impactful application of their learning by the end of Grade 11.

Specifically, the Path Program includes the following elements:

1. A dedicated Faculty Advisor who will oversee each students' Path Program from Grades 9 to 11.
2. A dedicated external Path Mentor who will provide expertise in the student's chosen area of interest.
3. Wednesday mornings that include time dedicated for Advisory and Path for all students - While some of this time will be structured and teacher-led, significant time will be provided for student-led learning and initiatives related to their Path portfolio and culminating project.
4. An e-portfolio where students will capture learning about their interest from an academic, artistic, athletic, and citizenship perspective; observations from related offsite learning; and reflections on their learning journey
5. Annual Path Presentations of Learning to an audience including faculty, students, parents, and Learning Partners
6. A creative and impactful application of their learning as a capstone project in Grade 11
7. An extended essay describing how the student's creative journey in Path led to their capstone project

A sample student experience in Path is shared in Appendix A.

### **Student Leadership and KCS By Design**

KCS is committed to developing authentic leadership in all students. As such, multiple opportunities will be available to students, some optional and others not. Path is one source of what is expected to be multiple experiences in leadership, subject to student choice and initiative. One example would be students who initiate and host opportunities for others, such as arranging a workshop with an invited expert in one's area of interest that other students are invited to join. Another example would be students who choose to establish a new club or a business related to their interest.



KCS is also committed to involving students in the effort to design the Senior School experience. Called KCS By Design, all students will join a leadership committee in one of the following areas (more committees may be added based on student interest):

1. Academics
2. Arts
3. Athletics
4. Citizenship
5. Community Spirit

Each committee will meet weekly and have the support of a faculty member. Each committee will follow a design thinking process that will guide student efforts to make a positive difference in their aspect of school life.

### **Outdoor Education**

Where relevant and as regularly as possible, teachers and students will take advantage of the outdoors to enrich learning. Continuing the KCS tradition of a fall Outdoor Education trip, Senior School students will participate in an annual trip early in the school year. In addition, regular excursions along the lakeshore, to High Park, up the Humber River, and in the plethora of additional greenspaces in the GTA will be the source of lessons in science, physical education, art, language, geography, and more. Reflecting the growing issue of environmental distress, the school will have a particular commitment to understanding and supporting positive environmental stewardship. Given our campus location along the shores of Lake Ontario, freshwater health and sustainability are expected to continue as areas of focus.

### **Community Building and Contribution**

Relationships, kindness, and contribution to the community have long been hallmarks of KCS. The Senior School is no exception. In fact, it will honour the independence and abilities of the Senior School students by giving them the time, location, resources, and support they need to play a lead role in building community and in contributing, not only for the benefit of Senior School students and staff, but also for the Junior School community, west Toronto, and beyond. Both KCS By Design and the Path Program's citizenship expectations will challenge students to make good things happen for others. With faculty guidance, they will be encouraged to collaborate with other students with similar interests so initiatives can grow in impact. They will be encouraged to organize events, bring in speakers, spearhead or deliver workshops, and more. They will be supported in engaging with the Junior School, whether through club support, a learning buddy initiative, or endless other ideas that offer value and connection.

### **International Trips**

Taking place during March Break 2024, the KCS Senior School is pleased to offer its first international trip, a European Battlefield trip, to interested students in Grades 9 to 11. Additional trips will be explored as the school continues to grow.

## External Service and Global Leadership Programs

The KCS Senior School will offer opportunities supported by external organizations where students engage in global learning, collaboration, and leadership. We are currently exploring the [Global Citizen Diploma](#) for how it will connect us with an international community and support our enriched experiential program. An update on this offering will be shared in the 2023-2024 school year.

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## THE SCHOOL YEAR AND TIMETABLE

The following are important dates for the 2023-2024 school year:

The first day of school	September 6, 2023
Senior School Curriculum Night	September 28, 2023
Thanksgiving	October 9, 2023
Fall Mid-term Break	November 10 - 13, 2023
Christmas Holiday	December 22, 2023 - January 8, 2024
First day in January	January 9, 2024
End of Semester 1	January 26, 2024
Family Day	February 19, 2024
Winter Mid-Term Break	February 16 - 19, 2024
March Break	March 11 - 22, 2024
Easter	March 29 - April 1, 2024
Victoria Day	May 20, 2024
Last Day of School, End of Semester 2	June 13, 2024

Parents and students are advised to regularly check the online KCS Senior School calendar for additional important dates. Parents and students will also be notified through newsletters, assemblies, and other means.

## Timetable

The KCS Senior School will use a timetable that includes classes that run all year long (September-June) as well as classes that last for a semester (September-January, January-June). In Grade 9, Math and Physical and Health Education will run all year long. In Grade 10, Math is a full year course. All other courses will be scheduled by semester. Most secondary school courses earn one full credit and have a minimum of 110 hours of dedicated class time. The exceptions to this are

the Grade 10 Civics and Citizenship as well as the Careers courses which each earn a ½ credit and have 55 hours of dedicated class time.

First period will typically begin at 8:45 a.m. and last period will end at 3:35 p.m. Wednesday morning classes will begin at 9:30 a.m. for students.

The timetable consists of a two-week cycle that allows for each class to have a mix of both standard 75-minute periods and extended periods. This is critical as it will allow for each course to extend learning out into the community in an authentic, regular and ongoing manner.

Two Advisor periods, a school assembly, KCS By Design, Path, and Homework Help are also embedded in the weekly schedule to support learning, leadership, and community-building.

Week A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 10:00	A	B	PD - late start	A	B
10:05 - 11:20	A	B	9:30 - 11:15 ADVISOR - PATH	B	A
11:25 - 12:00	Advisor	Assembly	----- 11:15 - NOON Grd 9/10 Math Grd 11/12 H.H.	KCS by Design	Homework Help/Wellness
12:00 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 2:15	C2	C1	C1/C2	C2	D1
2:20 - 3:35	D2	D1	D1/D2	C1	D2

Week B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 10:00	C2	D2	PD - late start	D2	D1
10:05 - 11:20	C1	D1	9:30 - 11:15 ADVISOR - PATH -----	C2	C1
11:25 - 12:00	Advisor	Assembly	11:15 - NOON Grd 9/10 Math Grd 11/12 H.H.	KCS by Design	Homework Help/Wellness
12:00 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 2:15	A	B	A	A	B
2:20 - 3:35	B	A	B	A	B

## EARNING THE ONTARIO SECONDARY SCHOOL DIPLOMA

All students in Ontario are required to stay in school until they have reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD).

### Requirements

To earn the OSSD, all students must complete 18 compulsory credits, 12 optional credits, 40 hours of community service, and successfully pass either the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course. While the Ontario Ministry of Education has stated that students earning the OSSD must also take a minimum of two online courses, the Head of Senior School has decided to exempt students from this requirement since it strongly conflicts with our place-based school model. Individual students who wish to earn online credits may still do so.

## Compulsory and Optional Credits

Having met requirements established by the Ministry of Education, credits are granted by the Head of Senior School on behalf of the Ministry. A full credit is granted following completion of a recognized course lasting 110 hours. Certain courses, considered half-credit courses, are granted following 55 hours of instruction.

The following compulsory credits are required in order to earn the OSSD:

- 4 credits in English, with one from each grade
- 3 credits in Mathematics, with at least one from Grade 11 or 12
- 2 credits in Science
- 1 credit in French as a second language
- 1 Grade 10 credit in Canadian history
- 1 Grade 9 credit in Canadian geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in Technological Education (starting in 2024)
- 0.5 credits in Civics and Citizenship
- 0.5 credits in Career Studies

Additionally, one credit from each of the three following areas must be included:

Group 1: one additional credit in English, or French as a Second Language, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education

Group 2: one additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Cooperative Education

Group 3: one additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language, or Computer Studies, or Cooperative Education

*(Note: In groups 1, 2 and 3, a maximum of two credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. A maximum of two credits in Cooperative Education can count as compulsory credits, selected from any of Groups 1, 2 or 3.)*

Students will be supported by their Faculty Advisor and our Director of Guidance in managing their choices so they qualify for courses in subsequent years and for the OSSD, and so they have the credits they need to earn entry into their desired post-secondary programs.

## Understanding Course Codes and Types

Assigned by the Ministry of Education, Course Codes at the KCS Senior School will have five or six alphanumeric characters.

### Course code example: ENG1D

1. The first letter represents the major subject area. In the above example, E stands for English. Here are the first letters for all courses:

A = Arts

B = Business Studies

C = Canadian and World Studies

E = English, English Literacy Development, and English as a Second Language

F = French as a Second language

G = Guidance and Career Education

H = Social Sciences and the Humanities

I = Computer Studies and Interdisciplinary Studies

K = Alternative (Non-Credit)

L = Classical and International Languages

M = Mathematics

P = Health and Physical Education

S = Science

T = Technological Education

2. The second and third letters are specific to the course within each subject area. For example, ENG refers to an English course, CGC refers to the Geography of Canada course, and MPM refers to the Principles of Mathematics course.
3. The fourth character is usually a number and refers to the grade level of the course.

1 = Grade 9

2 = Grade 10

3 = Grade 11

4 = Grade 12

An exception to the above applies to Classical Studies and International Languages, where either a number or letter in the fourth position can be used to indicate the level of language.

4. The fifth character applies to the course type. It can include any of the following letters:

C = College  
D = Academic  
M = College or University  
O = Open  
P = Applied  
U = University  
W = De-Streamed

5. In certain circumstances, a sixth character can indicate further differentiation. The grade 9 PE course with a rowing focus, PPL1OR, has six characters.
6. Finally, all courses will include a hyphen followed by a number 1 or 2, indicating the section of the course.

Our example of **ENG1D** is the course code for **Grade 9 Academic English**.

### Course Types

In Grades 9 and 10, course types include Academic (D), Applied (P), Open (O) and De-Streamed (W). Where the option of both Academic and Applied courses for a given subject is available, our core offering will be Academic. Applied courses may be available on a case-by-case basis, following approval from the Assistant Head of Senior School.

In Grades 11 and 12, course types include University (U), College or University (M), College (C), and Open (O). Each student's Faculty Advisor and our Director of Guidance will assist students in choosing their courses to maximize future options for post-secondary plans.

### Process for Selecting and Switching Courses

Students will receive direct guidance from their Faculty Advisor, Director of Guidance, and/or the Assistant Head of Senior School in selecting courses for the upcoming year. Student choices will also be shared with parents for their approval.

Students who wish to change courses or course types once requested must do so according to a clear process. Students should immediately speak with their Faculty Advisor to learn about this process and related steps and restrictions. Once the requested course has started, switching courses must happen no later than the fifth period into that course. Prerequisites will be required, as per usual practice. The student will also be expected to catch up on any work missed from the first periods of the course. Additional recommendations may be made by the Faculty Advisor, Director of Guidance, or Assistant Head of Senior School to set students up for success in their new course.

## Recognizing External Music with Credits

Students may earn up to two music credits, one for grade 11 and one for grade 12, for qualifying music programs completed outside of school. The granting of credits requires approval from the Head of Senior School.

## Prior Learning Assessment and Recognition (PLAR) Process

Students joining the KCS Senior School for grades 10 to 12 who have engaged in homeschooling, transferred from a non-inspected private school, or have moved from an out-of-province school, will follow a process to have their learning recognized for placement purposes, and potentially as equivalency credits that count toward their OSSD. The [PLAR](#) process, as outlined by the Ministry of Education, consists of either a challenge or equivalency process.

For students with credits earned from other jurisdictions, those credits will be assessed for their equivalency with help from an external agency such as [World Education Services](#). Equivalency will be granted, and total credit equivalency determined, by the Head of Senior School. The equivalency assessment will be kept in the student's Ontario Student Record (OSR).

For students who were homeschooled or who transferred from a non-inspected private school, students will be required to demonstrate their acquisition of the required knowledge and skills by sharing proof of their learning in products (essays, tests, projects) and/or comprehensive assessment designed for that purpose, also known as the challenge process. Specifics of the challenge process will be determined by the Assistant Head of Senior School and will reflect the most relevant forms of assessment (for example, exam, extended essay, project and/or performance task) for the credit in question. The challenge process does not include instruction and can take up to 20 hours of classroom/assessment time.

## Compulsory Course Substitution Policy

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. According to Ministry of Education policy, up to three courses can be used to substitute for compulsory courses if a student's educational interests are best served by such a substitution. In future years, credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements. Substitutions will be made following consultation that includes the student, parents, and the Assistant Head of Senior School. Documentation of compulsory course substitutions will include documented approval of the Head of Senior School and be stored in the student's Ontario Student Record (OSR).

## Withdrawal from Courses in Grades 11 and 12

Significant effort will be made to support students in making sound course selection choices from grades 9 to 12. Should circumstances prompt a student to withdraw from a course when in grades 11 or 12, this must be initiated by the student no later than five instructional days following the issuing of the Mid-Year Report Card. Withdrawals must include consultation with parents and the Assistant Head of Senior School. Students in grades 11 and 12 withdrawing from a



course after this period will have this course withdrawal and the mark at the time of withdrawal included in the Ontario Student Transcript (OST), as per OST guidelines.

### **Reach Ahead Credits**

Reach Ahead Credits will not be granted in the 2023-2024 school year.

### **Credits Earned Outside the KCS Senior School**

Given the integrated nature of the KCS Senior School model, students are strongly encouraged to complete their credits at the KCS Senior School. Exceptions that affect a student's full-time enrollment at KCS must be discussed with and are subject to the approval of the Assistant Head of Senior School. Accommodations for students with significant external responsibilities, such as those for elite athletes and performers, will be made to the extent that it is feasible for the school and responsible for the student. Students interested in pursuing online courses should speak with the Director of Guidance.

In certain circumstances a course taken outside of KCS will be noted on the student transcript.

### **The Ontario Secondary School Literacy Requirement**

The Ontario Secondary School Literacy Test (OSSLT) will be written by students in the fall or spring of their grade 10 year. The test is based on the Ontario curriculum expectations for reading and writing up to and including grade 9. A standardized province-wide test, it is designed to ensure all Ontario graduates have the language skills that will allow them to participate fully and confidently in society and the workplace. Students have up to three opportunities to pass the test. Students who try and don't pass the test up to two times can enroll in the Ontario Secondary School Literacy Course (OLC40). Passing this course will provide students with a grade 12 credit and will satisfy the graduation requirement. It does not count as a university or college prerequisite, however. Students with an Individualized Education Plan (IEP) can have multiple accommodations in place for the OSSLT. Specific accommodations for students with an IEP will be discussed with the student and parents in advance of taking the test.

### **Community Service Requirement**

KCS students are required to engage in at least 40 hours of community service. With support from parents and their Faculty Advisor, students are expected to play a lead role in determining how they will complete their community service hours. While not required, students will be encouraged to engage in eligible community service activities that also connect with their Path topic and program expectations. The accumulation of qualifying hours can begin the summer before Grade 9 and must be completed by the end of May of their Grade 12 year.

Sample qualifying community service activities include volunteer work with registered not-for-profits, charities, or public institutions; time devoted to charity fundraisers; or the provision of a qualifying no-fee service for a community in need, such as initiating and running an after-school homework club for a school seeking support. Activities for which students

are paid, completed as part of a course, or completed during the regular school day do not qualify for community service hours. Students will be notified of additional ineligible activities through their Advisory program.

Provided at the outset of Grade 9, students must complete a “Notification of Planned Community Involvement Activities” form and submit it to their Faculty Advisor to ensure in advance that a planned act of service will qualify. Following completion of the act of service, the student will be responsible for updating their “Completion of Community Involvement Activities” form, including confirmation via signature from the community supervisor. Upon completion of the 40 hours, this form, plus signatures from the student and their parent/guardian, must be submitted for final approval to their Faculty Advisor.

### **Online Learning Requirements**

All students at the KCS Senior School are exempt from the Ministry requirement for two full online credits before graduation. As an experiential school that embraces place-based learning and the regular connection of students with KCS Learning Partners, fully online courses are not aligned with our school model. All students have significant opportunities to develop skill and experience leveraging technology for learning. Students who wish to take one or more credits online will be assisted by the Director of Guidance in doing so.

### **Ontario Secondary School Certificate (OSSC)**

The OSSC is available to students, on request, who choose to leave secondary schooling once they have met the required age of eighteen and without meeting the requirements to receive the Ontario Secondary School Diploma. To earn the OSSC, students must have successfully earned a minimum of 14 credits, seven of which include the following:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or Geography
- 1 credit in Health and Physical Education
- 1 credit in Arts, Computer Studies, or Technological Education

The seven remaining credits can represent other available courses. The Compulsory Course Substitution Policy described above applies for students earning the OSSC.

### **Ontario Certificate of Accomplishment**

Students leaving secondary school without earning the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate, having reached the age of 18, may do so with an Ontario Certificate of Accomplishment. This Certificate, accompanied by the Ontario Student Transcript and, if applicable, a student Individual Education Plan, may support student access to further training or work opportunities.

## Earning the KCS Diploma of Distinction

To earn the KCS Diploma of Distinction, students must complete the requirements for the OSSD and must also complete the KCS Path Program requirements:

- An e-portfolio of learning in the area of one's chosen interest reflecting an academic, athletic, artistic, and citizenship perspective in each year from Grades 9 to 11 that a student is enrolled in the KCS Senior School
- A documented off site learning experience in the area of one's chosen interest in each year from Grades 9 to 11 that a student is enrolled in the KCS Senior School
- Annual Presentations of Learning in the area of one's chosen interest and demonstrating reflection on their journey and growth in their KCS Leadership in Learning Skills, each year from Grades 9 to 11 that a student is enrolled in the KCS Senior School
- A culminating Creative Impact Project in Grade 11 in the area of one's chosen topic such that the student applies their learning in a creative way of value to others
- Successful completion of an extended essay on the creative journey that led to their Creative Impact Project

Students who join the KCS Senior School in Grades 10 or 11 will fully participate in the KCS Path Program and will earn a KCS Certificate of Distinction upon completion of the same grade-based requirements of their peers. Students who join in Grade 12 will not be required to engage in Path extensions of learning.

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## ASSESSMENT AND EVALUATION

### Guiding Principles

The KCS Senior School faculty will follow the following guiding principles as outlined in [Growing Success, 2010](#).

#### ***The Seven Fundamental Principles***

*To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:*

1. *are fair, transparent, and equitable for all students;*
2. *support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;*
3. *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;*
4. *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;*
5. *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;*

6. *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
7. *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

*(from the Ontario Ministry of Education, Growing Success, 2010)*

In alignment with Ministry guidelines, our Assessment and Evaluation practices will be grounded in Standards-Based Assessment. Sometimes also called Criterion-Based Assessment, student success will be measured against the overall expectations of the curriculum (standards) and not by comparing students to each other. These standards will be transparent and commonly understood by students, parents and teachers. This practice will allow for most efficient and effective teaching and learning, support student agency, and encourage targeted academic support for each individual student.

Mid term and final grades will be determined by a triangulation of data (observations, conversations and products) and will also reflect consideration for the most recent and most consistent level of student achievement.

### **Types of Assessment and Evaluation**

Assessment and evaluation at the KCS Senior School will be carried out according to the guidelines outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010).

The primary purpose of assessment and evaluation is to improve student learning. Information that is gathered as assessment will inform the teacher about students' strengths and weaknesses and how well a student is meeting curriculum expectations in a course. In order for students to develop an awareness of their achievement and guide their efforts towards improvement, frequent and descriptive feedback from the teacher will be given.

Assessment is the ongoing process of gathering evidence for three purposes:

1. assessment of learning, which is the practice of collecting evidence of student achievement of overall expectations with respect to established performance standards
2. assessment for learning, which is the practice of providing descriptive feedback and coaching for improvement
3. assessment as learning, in which students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning (*Growing Success*, p. 28; 39).

Students will have the opportunity to demonstrate their learning frequently, in a variety of ways, at a variety of different times, and through a variety of evaluation strategies. Teachers will intentionally gather evidence of learning through observation, conversation, and student products. Common forms of assessment and evaluation will be:

1. Projects
2. Quizzes
3. Assignments

4. Student reflections
5. Conferencing
6. Tests
7. Exams
8. Performance Tasks

Teachers will exercise their professional judgment in determining the various forms of assessment and evaluation that best suit their courses, basing decisions on what forms best allow students to demonstrate achievement of the course expectations. When appropriate, teachers will also invite and consider student input on their assessment and evaluation, providing student suggestions that are in line with the Fundamental Principles and Growing Success guidelines.

Students will receive ongoing feedback from their teacher to develop a clear understanding of their growth as a learner. The feedback will help students set specific goals and understand what is required for their own improvement. Assessment and evaluation will be fair to all students, accommodate the needs of exceptional students, and will accommodate the needs of students who are English language learners.

Evaluation is the process of making a judgment regarding student demonstration of learning. This is the process that leads to a final grade in a course. Teachers will take into consideration all assessments of learning within their course, with particular attention to the most consistent and recent evidence of learning.

### **Examination Policy**

Teachers will make the decision on whether an exam is an appropriate evaluation tool for the course. If an exam is part of the course evaluation, all students are expected to complete the exam. Accommodations will apply for students with IEPs.

Three weeks in advance of exams, teachers will provide students with an exam outline so students can begin preparing. Time in class, Homework Help periods, and advisory periods in advance of exams will be available so students can thoroughly prepare to do their best.

Students who miss an exam due to illness must provide a doctor's note. Students who miss an exam for any other reason must notify the Assistant Head of Senior School as soon as they become aware of the conflict. The Assistant Head of Senior School will meet with the student and their parent(s)/guardian(s) to validate the reason for missing the exam and to reschedule.

Students will know in advance what they are permitted to bring into the examination room (for example, formula sheets, calculators). Students must follow their teachers' instructions and not bring anything to the exam that wasn't specifically approved.

## Reporting Periods and Report Cards

Parents will receive a communication from their child's Faculty Advisor no later than the end of September to share initial observations and answer parent questions. Formal interviews will be scheduled following Progress reports in each semester and for full year courses. Other meetings and phone calls will be scheduled as needed.

The reporting periods will vary depending on the type of course. (Full year vs Semestered courses)

**Full-year courses** will have three formal reporting periods. The first report card will be a Progress Report and will be shared with parents in early Fall. The second report card will be a Mid-Year Report and will be shared in February. The final report card will be issued in June. There will also be an informal progress update between February and June.

**Semestered courses** also have three reporting periods. The first report card will be a Progress Report that will be shared in early Fall. The second will be a mid-year report and will be issued after approximately 8 weeks of classes. The final report card will be issued in February for Semester 1 and June for Semester 2.

Progress Reports will include brief teacher comments for each course, Learning Skills feedback, number of absences, and number of lates. The information on the Progress Report will not reappear on the Mid and Final Reports. Mid and Final Report Cards will include teacher comments, percentage grades, Learning Skills levels, number of absences, and number of lates for each course. Final reports will include comments from the Advisor.

The KCS Path Program is not subject to formal grading so is not an official part of student report cards, though it may be mentioned in the Faculty Advisor comment. Parents, extended family, and Learning Partners will be invited to an end-of-year event where students share their Path Presentations of Learning.

## Ontario Student Transcript (OST)

The OST is an official and consistent record of the Ontario Secondary School courses successfully completed by a student, and includes the percentage grades, credits earned, confirmation that the student has completed the community service and provincial secondary school literacy requirements, in addition to other pertinent details related to their courses. It also includes any grade 11 and 12 courses attempted unsuccessfully including course withdrawals that take place following five instructional days after issuing the Mid-Year Report Card. The OST is maintained and kept current according to the guidelines outlined in the Ministry of Education [Ontario Student Transcript Manual](#) (2013).

## Ontario Scholar Designation

Students in Grade 12 who earn an overall average of 80% or higher on any six grade 12 courses are eligible for an Ontario Scholar Award. This award is granted by the Ontario Ministry of Education.

## Policy for Late Assignments and Missed Assessments

Teachers and Faculty Advisors will work with students to help them develop the necessary time management skills expected of them. Regular communication between students and teachers will help ensure assignment deadlines and assessment dates are clear. Communication will also be clear among students, teachers, and parents when late assignments and missed assessments require intervention.

Students who face exceptional circumstances and who know in advance they cannot meet assignment deadlines or prepare properly for assessments are strongly advised to speak with their teachers or Faculty Advisor in advance. While it is considered the responsibility of students to manage their time and meet their responsibilities, teachers and Faculty Advisors will provide support in this area as needed. After missing a deadline or assessment, students will be asked to clarify the reason for the late assignment or missed assessment. In the case of a significant deadline or assessment and/or the student has a pattern of missing important dates, parents will be notified and then will join faculty and the student on co-developing a plan so that the student can meet their responsibilities. Teachers will use their discretion to make adjustments in deadlines. Expected steps will include the student attending all available before and after school study periods to complete the missing work.

Students who persist in not submitting assignments or completing missed assessments, despite multiple efforts on the part of the teacher and despite parent notification, can expect additional consequences such as:

1. Required in-school completion of the assignment or assessment, before or after school, until complete
2. A mark of 'satisfactory' or 'needs improvement' for the Learning Skill of 'Responsibility' on the following report card
3. An 'incomplete' recorded for the assignment. The student's final grade could be impacted if they do not submit evidence of the curriculum expectations that were being measured in the assignment.
4. Engagement of the Assistant Head of Senior School

## Academic Honesty Policy

Academic honesty means completing work to the best of one's ability in the manner expected by the teacher. KCS teachers are committed to helping all students succeed. They will teach students the skills necessary for this success and will provide extra support to any student who needs it. Cheating and plagiarism are examples of academic dishonesty and are unacceptable at KCS.

Specifically, the following are examples of cheating and plagiarism:

- Copying assignments from someone else and turning them in as original work
- Copying during a test, either from someone else's paper or from another inadmissible source (cheat notes, websites, cell phones, email etc.)
- Using the published work of others and not properly referencing it (plagiarism)
- Using websites that help in inadmissible ways, such as translator sites for French assignments
- Using AI to complete work without express permission from the teacher and/or not properly referencing it when used.
- Allowing others to copy your work

- Sharing answers after a test without permission from the teacher (it should be assumed that the test may be used with more than one class, or that absent students may write the test the next day)

In the case of cheating or plagiarism, teachers and the Assistant Head of Senior School will work with any students who have breached these expectations to ensure they learn from their actions. Parents will be notified and a written report of the transgression will be kept by the student’s Adviser and the Assistant Head of Senior School.

One or more of the following consequences will apply in cases of academic dishonesty:

- Renewed completion of the assignment/test or completion of an entirely new but comparable assignment/test
- A mark of Needs Improvement for the Learning Skill Responsibility on the report card
- Removal from extracurriculars to ensure student has enough time to complete homework and prepare for tests
- Suspension

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## STUDENT RESPONSIBILITIES

### Engagement

The KCS Senior School is designed to deeply engage students. Hands-on learning, engagement with experts, community-based projects, student-driven inquiry, and authentic leadership will be woven into each day. Flexibility and active listening on the part of teachers and administrators will allow students to engage in ways that are meaningful to them.

### Contribution

Students have tremendous abilities to contribute to the school community and beyond. Doing so will develop the knowledge and skills that directly link to their success at school and beyond. The KCS Senior School is designed to ignite and support authentic opportunities to make a difference.

### Best Effort

Real learning is challenging and begins with mistakes and failures. We want students to be challenged to put forth their best effort, which means they have applied all they know to the best of their ability. The Ministry Learning Skills have been exercised throughout elementary school. Best effort includes bringing them to each new experience, opportunity, and task.

### Homework

Homework, assigned on a regular basis, will support the kind of knowledge and skill development that is best done independently, such as reading, note-taking, studying, solo creative work, ‘flipped instruction’ (for example, watching assigned instructional videos in advance), and independent practice. School time will prioritize teaching and learning that



is best done at school in the presence of the teacher and students. Collaborative projects, off-site activities, engaging with KCS Learning Partners, and hands-on application of learning will be regular features of the school day.

Teachers will monitor homework demands so that students can manage expectations along with other responsibilities outside of school as well as their need for personal time. Faculty Advisors will help students learn to manage their time so they develop a reliable routine for independent work.

Students experiencing difficulty with homework demands are expected to let their Faculty Advisor and/or individual teachers know so they can discuss and support a positive strategy.

### **Problem-Solving and Advocacy**

The KCS Senior School students will be encouraged to exercise independence in managing the challenges that come with growing up and meeting responsibilities. Independent efforts, successful or not, coupled with the right intentions and done in ways that are respectful, reflect best effort, and demonstrate integrity, will be positively received and supported. Students who have concerns are encouraged to bring them to the attention of faculty and/or administration at any time.

The weekly KCS By Design period is a regular opportunity for all students to engage in making the KCS Senior School the best it can be. Faculty and administration will be part of KCS By Design and will actively listen and support student efforts to improve the school experience.

### **Attendance**

Students are expected to attend school each day, all day, unless excused for necessary reasons, such as illness. Students who must occasionally miss school for external commitments, such as competitive sports or performance, are responsible for notifying their teachers in advance and ensuring they catch up on missed work. Unless otherwise arranged, due dates will remain the same for all students, whether an individual misses class or not.

When students have external commitments that mean they will regularly miss certain school days, a meeting with the student, their parent(s), and the Assistant Head of Senior School will allow for development of a case-specific plan.

The number of lates and absences in each course, whether excused or not, will be reported on each report card.

### **Behaviour**

The KCS Senior School is designed to honour students as capable, well-meaning individuals who wish to be their best selves, be recognized for their strengths, and be respected for their efforts to navigate the challenges of this stage of life. They will receive guidance and support so that choices behind their behaviour will help them achieve their goals. When mistakes happen, teachers will treat the situation as an opportunity for learning. If a poor choice in behaviour affects others, the student will be guided by their Faculty Advisor or Teacher in accepting responsibility for their mistake and acting to make amends.

As part of our school program, Senior School students will regularly venture out into the local community, across the GTA and, when more extensive travel is permitted, beyond. Students will also be allowed to leave the school at lunch and exercise their independence during the lunch break. How to be respectful neighbours and citizens will be an area of focus at the start of grade 9 and will be regularly exercised and, if needed, reviewed so our school builds a broad network of positive relationships beyond our walls.

Students who persist in making poor choices with their behaviour can expect increasing attention from their teacher, Faculty Advisor, and/or the Assistant Head of Senior School. Likewise, consequences for persistent challenging behaviour would increase in seriousness. Decisions on appropriate consequences will be made by the teacher, faculty advisor, and/or the Assistant Head of Senior School; they will take into consideration the details of each situation; and they will always have student learning, in this case learning to make better choices, as the intended outcome.

The KCS School Code of Conduct provides more detail on the expectations and procedures that will govern our efforts.

## **KINGSWAY COLLEGE SCHOOL CODE OF CONDUCT**

At KCS, there are three main rules which all members of our KCS community (students, parents and guardians, volunteers, faculty, and staff) are expected to follow: Respect, Manners, and Respect.

We strive to live by these rules, and our community models reinforce them. The partnership between home and school in assisting students to embrace and live these rules is essential. A positive school climate exists when all members of the KCS community feel safe, included and accepted. KCS recognizes that a whole-school approach is required, and that everyone – educators, school staff, parents or guardians, students, and the wider community – has a role to play in creating a positive school climate and preventing inappropriate behaviours.

In addition, as outlined specifically in the Ontario *Education Act*, all members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Comply with the *KCS Code of Conduct*;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile/electronic devices are only used during instructional time for the educational and other permitted purposes outlined herein and in the Family Handbook and the KCS Acceptable Use Policy; and

- Not swear at a teacher or at another person in a position of authority.

Also, all members of the school community, according to the Education Act, must not:

- Engage in bullying behaviours, including cyber-bullying;
- Commit physical or sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol or cannabis to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or be under the influence of, cigarettes (including electronic cigarettes or other vaping devices), alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) or illegal drugs;
- Provide others with cigarettes (including electronic cigarettes or other vaping devices), alcohol, illegal drugs, or cannabis;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias; and
- Commit an act of vandalism that causes extensive damage to school property and/or to property located on the premises of the school, or to property while visiting an off-site location for a school-related activity.

The *KCS Code of Conduct* recognizes that all members of the school community, including the Head of School, faculty, staff, students, and parents/guardians, have an obligation to comply with the standards of behaviour as outlined in the policy. A full copy of our KCS Code of Conduct is available upon request.

### **School Uniform Expectations**

How one dresses reflects pride in KCS. Dressing appropriately sends a message to others and aims to encourage a safer and more respectful learning and teaching environment. Additionally, uniforms play a positive role in schools. They help build community and school pride, they remove social pressures and other complications around daily clothing choices, and they allow our students to confidently represent themselves and the school when engaged with external experts and in offsite activities

Consequently, students are expected to wear their uniforms correctly. The Dress Code does not restrict, in any way, a student's right to dress in a manner that is prescribed by religious, cultural, ethnic, or similar tenets and customs.

### **Cleanliness and State of Repair**

Uniform items are expected to be clean and in a good state of repair. Shoes are to be polished and tied. Please ensure all buttons are sewn on blazers.

### **Hoodies**

Students can wear KCS hoodies or KCS sweatshirts in class. Non-KCS sweatshirts are not to be worn in the school.

## Jewelry

Jewelry should be kept appropriate for the school day.

## Belts and Kilts

Students are expected to wear a belt and keep their pants and shorts at waist level. Kilts must be worn with a kilt pin and modesty shorts.

## Dress Down Days

When a Dress Down Day is designated, casual attire may be worn. Students, however, still need to dress appropriately for school and what is worn should comply with the general uniform expectations of cleanliness and appropriateness for school activities as outlined above. Slogans on T-shirts cannot be demeaning to any individual or group or suggestive of actions inappropriate to school-age children. Spaghetti strap or strapless tank tops are not permitted; tank top straps should cover the majority of the shoulder. Shirt length must be such that it reaches the waistband of the pants/shorts/skirt being worn. Short and skirt lengths should be in alignment with the uniform policy.

### KCS Senior School Uniform

1. The Senior School has three types of uniforms: physical education (phys. ed.), informal, and formal.
2. Students will have choices embedded in the phys. ed., informal, and formal uniforms, as described below.
3. The uniform will consist of the following items:

Informal Uniform	<ol style="list-style-type: none"><li>1. White and/or navy short-sleeve golf shirts with KCS logo</li><li>2. Plain white dress shirt* which may be worn with or without the school tie (only the top button may be unfastened)</li><li>3. Navy rugby shirt with KCS logo</li><li>4. Plain grey pants* with a black belt</li><li>5. Plain navy walking shorts*</li><li>6. Plain navy skirt* with navy modesty shorts</li><li>7. KCS Hoodie</li><li>8. Socks (see details below), nylons, or tights*</li><li>9. Black leather polishable shoes* with a heel no bigger than 1 inch and must have a closed toe and heel. No boots or canvas shoes.</li></ol>
Phys. Ed. Uniform	<ol style="list-style-type: none"><li>1. Navy gym shorts with or without KCS logo</li><li>2. Navy athletic pants*</li><li>3. Navy sweatpants with KCS logo</li></ol>

	<ul style="list-style-type: none"> <li>4. KCS T-shirts (including House T-shirts)</li> <li>5. Plain white or navy blue dri-fit shirts*</li> <li>6. KCS Hoodie and other KCS outerwear</li> <li>7. Athletic socks</li> <li>8. Sneakers</li> </ul>
Formal Uniform	<ul style="list-style-type: none"> <li>1. Plain white dress shirt*</li> <li>2. KCS Senior School tie (gift from KCS received at the Tie Ceremony)</li> <li>3. Navy blazer with KCS crest</li> <li>4. Plain grey pants* (to be worn with a black belt)</li> <li>5. KCS Kilt (to be worn with kilt pin and modesty shorts)</li> <li>6. Socks (see details below), nylons, or navy tights*</li> <li>7. Black polishable shoes* with a heel no bigger than 1 inch and must have a closed toe and heel. No boots or canvas shoes.</li> </ul>

4. When wearing pants, socks can include patterns and designs, if desired and respectful, but the background must be either navy blue, gray, or black. When wearing the gym uniform, athletic socks of choice are permitted. Walking shorts, skirts, and the kilt should be worn with simple navy blue, gray, or black socks. Navy blue or gray tights and plain or navy nylons are also acceptable with the skirt and kilt.

5. All uniform items, other than shoes, can be ordered online through McCarthy's Uniforms.

Showroom: Toronto Location 170 Brockport Drive, Unit 60

Online store: [www.mccarthyuniforms.ca/shop](http://www.mccarthyuniforms.ca/shop)

Call center: GTA: 416-593-6900

A dedicated KCS Senior School page on the McCarthy Uniforms website is available to assist families.

\*6. The following items can also be purchased from a student's supplier of choice as long as the items are of **matching colour, similar in style and fabric, and have no visible logo:**

- a. White Oxford dress shirt
- b. Navy blue blazer (a KCS crest is available and to be sewn on the blazer)
- c. Grey dress pants
- d. Navy walking shorts
- e. Navy Phys. Ed. track pants
- f. Navy Phys. Ed shorts

- g. White or navy blue Dri-Fit shirts
  - h. Black belt
  - i. Socks, nylons, and tights
  - j. Black polishable dress shoes (ex. penny loafers, Oxfords, docksiders) and sneakers
5. As part of the KCS Senior School program, students will frequently engage with adults from a variety of sectors, both in school and at external facilities. Students will receive instruction on dress in the workplace and be expected to make decisions according to what would be appropriate for the adults they will engage with and the facilities they will visit.
6. At all times, the uniform is to reflect the KCS commitment to respect, manners, and trying one's best.
7. Formal uniforms will be required on specified days. These days will include special events and ceremonies, as well as any offsite trips where formal attire would be expected (such as visits to offices and presentations to external experts).
8. The KCS Senior School has a gender-neutral uniform policy. Students can make their own choices among listed items within each category, based on what is most comfortable and feels right for them.

## SUPPORT, COUNSELLING AND ADVISORY

### Academic Support

Academic Support is a commitment that involves all academic staff. The Head and Assistant Head of Senior School will oversee a faculty culture that supports student success in all aspects of school. Regular meetings among faculty will be scheduled to review student success and identify any students who require further support. When students demonstrate a pattern of difficulty in one or more subjects or areas of school life, faculty will create and oversee a Learning Support Plan as an intervention that is customized to help the student to overcome their difficulties. The Faculty Advisor will be informed and engaged in the development of all Learning Support Plans for their students. Elements of these plans would likely include the student meeting with the teacher for extra help. It could also include the use of supplementary instructional resources/programs, alternative ways for students to practice and demonstrate their skills, as well as consideration of a tutor.

Regular collaboration among faculty and ongoing professional development will nurture creative lesson planning to engage and develop skills in all students. A broad collection of resources will also be made available so students have what they need to learn. Differentiated instruction and assessment will be employed to support student success. Extra help times will be available for all courses.

A Learning Strategies teacher will provide extra oversight for students with an Individual Education Plan (IEP). Students with an IEP and who are exempt from taking grade 9 French will have that credit substituted with the Learning Strategies credit GLE10. Curriculum expectations for this course are designed to provide students with support in core language, math, and learning skills.

Students with IEPs will have a psycho-educational report to identify appropriate accommodations. Common accommodations supported at the school include preferential seating, provision of notes, extended time for assessments, as well as use of a calculator and other assistive IT. IEPs will be developed at the start of each school year and overseen by the Learning Resources teacher and the director of Guidance. Parents will be engaged in the IEP development and review process.

### Well-Being Support

Student and community well-being are priorities at KCS. Under the guidance of our Director of Student and Community Well-Being, who is a certified counselor, the KCS Senior School program has been designed with this priority in mind. Physical, social, and emotional well-being will be supported both directly and indirectly, through dedicated instruction and activities, as well as a learning experience that honours student strengths and passions and provides distinct opportunities for personalized learning. Individual support will be available through each student's Faculty Advisor, the Director of Guidance, and the Director of Student and Community Well-Being. The Student Leadership Program will be a means of inviting student engagement in building a school experience that honours well-being. In addition, mandatory training in Mental Health First Aid is a requirement for all Senior School staff.

### Advisory

All KCS Senior School students will be assigned to an Advisory class, a small group of students (on average 12) and dedicated Faculty Advisor, who may remain together from grades 9 to 12. Advisory is scheduled to meet twice/week in the timetable. The Advisory Program is designed to achieve the following:

1. Establish core relationships that will carry students and their Advisor from grades 9 to 12
2. Provide time for students and their Faculty Advisor to focus on student well-being and growth as leaders in learning (through instruction, discussion, conferencing, collaborative problem-solving, etc.)
3. Provide time for Faculty Advisors to guide and monitor student progress with the Path Program
4. Support students in exercising leadership in their learning, monitoring course-related progress, working on their Path Project, and pursuing related initiatives. This time will include helping students make connections between their Path topic and their courses' overall expectations and assignments.
5. Provide guidance-related learning and activity, including creation and regular reflection on one's Individual Pathways Plan in the My Blueprint online resource; course selection; post-secondary planning; documenting community service; etc.
6. Provide students and parents a steady contact and source of support who can help students navigate challenges related to their secondary school experience.

### Course and Post-Secondary Planning Support

Students will receive support in course and post-secondary planning as part of their Advisory program. Beginning in grade 9, students will be introduced to the My Blueprint online resource for course and post-secondary planning. Under the direction of the Director of Guidance and with added support from their Faculty Advisor, students will be made aware of the different courses and pathways available to them in their secondary school experience and how they lead to various options for post-secondary and beyond. The nature of the KCS Senior School's enriched experiential program will also help students regularly learn about the many postsecondary and career pathways that are available for

consideration. Guidance on course and post-secondary planning will earn increasing attention from grades 9 to 12, with Wednesday mornings in grade 12 including direct support in post-secondary and scholarship applications.

## Technology and Other Resources

All KCS Senior School students will be assigned a Microsoft Office 365 account. This includes a KCS email address, access to OneDrive to store files, and access to various Microsoft Office web applications such as: Word, Excel, PowerPoint, and more. Students will be able to access all of these resources from various browsers on Mac OS or Windows 10.

KCS recommends using Google Chrome, Mozilla Firefox, or Microsoft Edge browsers for the best experience with Office 365. Students have the option (but are not required) to purchase Microsoft Office desktop applications for Mac OS or Windows 10 for a more feature-rich experience. These applications will work with their Office 365 account resources.

Students will also be assigned a Google G-suite for Education account which provides access to Google Drive to store files, and Google web apps such as: Docs, Sheets, Slides, Classroom, Meets, and more. KCS email accounts powered by Gmail are not available. KCS uses Office 365 to provide email services to staff and students. The Google Chrome browser is required for virtual meetings using Google Meet, and recommended for all other Google resources.

The KCS Senior School faculty and students will make generous use of the Learning Management System 'Schoology' to facilitate communication related to student learning. Additionally, faculty and students will use a wide array of online tools and resources to support learning.

KCS Senior School students will be responsible for bringing their own laptop, power cord, and headset to school for use each day. Important details related to student devices can be found [here](#). Students and parents are responsible for the maintenance and repair of the laptop and headset, as needed. Loaner laptops will be available for use at school should there be an unforeseen technical problem with a student's laptop.

Students are allowed to bring their cellphones to school. It is expected that the camera and video features of their device will be used to document learning when off site. That said, a cellphone is not required. An alternate strategy will be found for any students who do not have their own mobile device.

Protocols to ensure phones are not a distraction when not being used for learning will be discussed with students in September.

The Student Acceptable Use Policy will need to be read and agreed to before students can use KCS technology including access to KCS WiFi. The 2023-2024 Senior School Student Acceptable Use Policy (AUP) is shared in Appendix B. It will also be referenced as a part of the back-to-school forms.

## Community Resources

The KCS Senior School is designed to intentionally leverage community resources for enriched, experiential learning. Students will regularly engage with KCS Learning Partners, adults who have joined the [KCS Learning Community](#) and are willing to share their knowledge and expertise with curious students and faculty. Learning Partners will include



individuals and organizations, charities and private businesses. Engagement among students, faculty, and Learning Partners will be both virtual and in-person.

All students will use their Toronto Public Library (TPL) cards to regularly access print and/or online materials, including the many databases available for card-holders. Additional access to online books and databases will be available through subscriptions secured by the KCS Teacher-Librarians. Students will receive guidance in use of both KCS and TPL resources so they can use them as desired. A local newspaper, journals, and a small collection of fiction and non-fiction books are also available for students at school.

### **English Language Learner (ELL) Support**

Students joining the KCS Senior School will have demonstrated through the admissions assessment process that their English language skills are sufficient to succeed in their courses. ELL students requiring extra help will be encouraged to attend extra help sessions. Their Faculty Advisor and one or more teachers may also choose to develop a Learning Support Plan that is customized to provide any additional support that would be beneficial.

## **COURSE OFFERINGS AND DESCRIPTIONS**

The KCS Senior School will offer all mandatory courses and a wide array of elective courses to support current and post-secondary plans for all students.

### **Course Prerequisites**

In accordance with Ministry curriculum documents, courses in Grades 10 to 12 may have prerequisites. Faculty Advisors and the Director of Guidance will support students in their choice of courses so that they have the necessary prerequisites for future courses of interest. Parents and students who wish to request that a prerequisite be waived must meet with the Assistant Head of Senior School. Approval for waiving the prerequisite requirement will be made by the Head of Senior School and only if there is evidence to support the student's ability to be successful in the course without it. The request for waiving prerequisites, the evidence supporting the decision, and documentation of the final decision will be kept in the student's OSR.

### **Changing Course Types**

Students will be supported from Grade 9 to 12 in choosing the course type that is best aligned with their secondary and post-secondary goals. Students may change their minds and seek to change courses or course types (for example, changing from a University level course to an Open course) as long as they have the required prerequisites. Changes made after a course has started must be discussed with the Assistant Head of Senior School and the change made by the fifth instructional period of the course.

### **Course Change Procedures**

Timetable change requests should be made to support the students academic plan. If changes are required, students are to complete a timetable change request form and will meet with an Academic Counsellor to discuss options. Students

may change a semester class during the first two weeks of classes, and a full year course during the first three weeks of classes. In either semester or full year courses, the last day a student may drop a course, without it being registered on the OST, is the fifth instructional day of class after the mid-semester report card.

*Note: If a student in Grade 11 or 12 receives permission from the Head of Senior School to withdraw from a course after this time, the student's percentage grade at the time of the withdrawal will be entered in the OST and a "W" will appear in the "credit earned" column of the OST, in accordance with provincial guidelines*

## 2023-2024 Course Offerings

Detailed Course Outlines are available to students and parents through the Schoology Learning Management System. Ontario curriculum policy documents and curriculum are available online at <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary> and linked to each Course Outline.

### Grade 9 Course Offerings:

#### **English, Grade 9, De-Streamed (ENL1W)**

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.

Prerequisite: None

1.0 credit

#### **Fitness Healthy Active Living, Grade 9, Open (PAF 10)**

This course enables students to develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living.

Prerequisite: None

1.0 credit

#### **Fitness Healthy Active Living- Rowing Focus, Grade 9, Open (PAF 10)**

This course enables students to develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in physical activities related to rowing, students develop knowledge and skills in movement competence and personal fitness that provide a foundation for active living. Please note there is a fee for this course.

Prerequisite: None

1.0 credit

### **Core French, Grade 9, Academic (FSF1D)**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

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

1.0 credit

### **Geography of Canada, Grade 9, Academic (CGC1D)**

Students will explore Canada's geographical systems and the human relationships that both shape and are shaped by it and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

Prerequisite: None

1.0 credit

### **Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE10)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Enrollment in this course requires approval from the Head of Senior School and is intended for students with Individual Education Plans.

Prerequisite: None

1.0 credit

### **Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open, (GLE20)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Enrollment in this course requires approval from the Head of Senior School and is intended for students with Individual Education Plans.

Prerequisite: None

1.0 credit

### **Principles of 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 thinking.

Prerequisite: None

1.0 credit

### **Science, Grade 9, De-Streamed (SNC1W)**

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

Prerequisite: None

1.0 credit

## **Grade 10 Course Offerings:**

### **Canadian History, Grade 10, Academic, (CHC2D)**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914.

Prerequisite: None

1.0 credit

### **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.

Prerequisite: None

0.5 credit

### **Civics and Citizenship, Grade 10, Open (CHV2O)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society.

Prerequisite: None

0.5 credit

### **Communication Technology, Grade 10, Open, (TGJ2O)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation.

Prerequisite: None

1.0 credit

### **Core French, Grade 10, Academic, (FSF2D)**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence.

Prerequisite: FSF1D

1.0 credit

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

This course will help 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.

Prerequisite: None

1.0 credit

### **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.

Prerequisite: ENG 1D

1.0 credit

### **Fitness Healthy Active Living- Rowing Focus, Grade 10, Open (PAF 2O)**

This course enables students to develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in physical activities related to rowing, students develop knowledge and skills

in movement competence and personal fitness that provide a foundation for active living. Please note there is a fee for this course.

Prerequisite: None

1.0 credit

### **Healthy Living and Personal Fitness Activities, Grade 10, Open, (PAF 20)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living.

Prerequisite: None

1.0 credit

### **Introduction to Business, Grade 10, Open, (BBI20)**

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.

Prerequisite: None

1.0 credit

### **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.

Prerequisite: MTH1W

1.0 credit

### **Media Arts, Grade 10, Open, (ASM2M)**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

1.0 credit

### **Music, Grade 10, Open, (AMU20)**

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 activities.

Prerequisite: None

1.0 credit

**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.

Prerequisite: SNC1D

1.0 credit

**Visual Arts, Grade 10, Open, (AVI2O)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation.

Prerequisite: None

1.0 credit

**Grade 11 Course Offerings:**

**Advanced Learning Strategies: Skills for Success after Secondary School, Grade 11, Open, (GLS30)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. Enrollment in this course requires approval from the Head of Senior School and is intended for students with Individual Education Plans.

Prerequisite: None

1.0 credit

**Biology, 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.

Prerequisite: Science, Grade 10, Academic

1.0 credit

**Chemistry, University Preparation, (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 gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

1.0 credit

### **Communication Technology, Grade 11, University/College, (TGJ3M)**

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

Prerequisite: None

1.0 credit

### **Communications Technology, University/College Preparation, (TGJ4M)**

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

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

1.0 credit

### **Communications Technology, University/College Preparation, (TGV4M)**

This course enables students to produce original content in video and movie production. A focus is placed on preparing and producing content that is streamed/broadcast live or otherwise unscripted, such as broadcast journalism, interviews, live events, instructional/demonstration videos, reviews, promotional content, and documentary productions. Students will gain experience working with a variety of technology necessary for preparing such content, including camera, audio, and lighting equipment and learn the protocol and process of working on multi camera productions. Students will also explore post-secondary & career opportunities and expand awareness of societal & environmental issues.

### **Core French, University Preparation, (FSF3U)**



This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

1.0 credit

### **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 analyze 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.

Prerequisite: English, Grade 10, Academic

1.0 credit

### **Entrepreneurship: The Venture, College Preparation, (BDI3C)**

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

Prerequisite: None

1.0 credit

### **Food and Culture, University/College Preparation, (HFC3M)**

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

Prerequisite: None

1.0 credit

### **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.

Prerequisite: Principles of Mathematics, Grade 10, Academic

1.0 credit

### **Functions and Applications, University/College Preparation, (MCF3M)**

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

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

1.0 credit

### **Healthy Living and Personal Fitness Activities, Grade 11, Open, (PAF3O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living.

Prerequisite: None

1.0 credit

### **Introduction to Computer Science, 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

1.0 credit

### **Introduction to Sociology, Anthropology and Psychology, 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)

1.0 credit

### **Music, Grade 11, University/College Preparation, (AMU3M)**

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 analyzing 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: Music, Grade 9 or 10, Open

1.0 credit

### **Physics, 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

1.0 credit

### **Visual Art, 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

1.0 credit

## Appendix A: A Sample Student Path Program

Each student's experience with Path will be unique. It will begin when students identify their area(s) of greatest interest. Honouring this interest, the Faculty Advisor will support their students in building an e-portfolio of their student-driven learning in that chosen area. The e-portfolio will include learning from an academic, artistic, athletic, and citizenship perspective. It will also include learning and reflections related to their interest that stem from an offsite activity. Examples of relevant offsite learning would include related field placements, job shadowing, volunteer work, a job, engagement in a community organization, a language or cultural immersion, and travel that includes relevant learning and engagement. Annual presentations plus a culminating extended essay and Creative Impact Project in grade 11 are additional features of Path. Where relevant, elements of a student's Path may count for course assignments if they are consistent with assessment expectations.

Successful completion of the KCS Path Program will lead to students earning the KCS Diploma of Distinction (for grade 9 to 11 participation) or the KCS Certificate of Distinction (for less than three full years of participation, including at least grade 11) when graduating in grade 12.

Here's an example of how Path might unfold for a student, Catrina, with a passion for hockey and interest in sports medicine.

Steps	Description	Examples
Launch	Students are asked to identify a topic of particular interest or passion. This topic can change if desired. Students receive a full orientation to Path and begin.	Catrina identifies hockey as her passion as well as a growing interest in sports medicine.  With assistance from her Faculty Advisor, Catrina finds a mentor in the area of sports medicine.

<p>Grade 9 Path</p>	<p>Students begin building a portfolio of learning in the area of their passion, demonstrating deep learning from the perspective of each of the following: academics, arts, athletics and citizenship.</p> <p>Following a process, and only where applicable, students are invited to enhance a course assignment by adding a dimension that would count for their Path portfolio.</p> <p>Offsite study related to their topic is secured by the student.</p> <p>The year concludes with a presentation on their learning and related reflection.</p>	<p>Items added to Catrina’s portfolio include:</p> <ol style="list-style-type: none"> <li>1. A persuasive essay on the urgency to change the rules of football to prevent lifelong brain injury, meeting requirements for an English class assignment (academics)</li> <li>2. A mixed-media artwork representing persistence in sport, meeting requirements for an art assignment (arts)</li> <li>3. A “Year in the Life” documentary of her life as an elite athlete (athletics)</li> <li>4. Photos and text to capture her engagement with Right to Play International (citizenship)</li> </ol> <p>Catrina’s offsite study was her service with Right to Play, working with children and educators to promote play as a healthy part of lifelong learning.</p> <p>Catrina’s presentation captured her reflections on all the learning she initiated, the partners she engaged, the challenges she faced, and the attributes she exercised.</p>
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<p>Grade 10 Path</p>	<p>Students continue building a portfolio of learning in the area of their passion, demonstrating deep learning from the perspective of each of the following: academics, arts, athletics and citizenship.</p> <p>Following a process, and only where applicable, students are invited to enhance a course assignment by adding a dimension that would count for their Path portfolio.</p> <p>Offsite study related to their topic is secured by the student.</p> <p>The year concludes with a presentation on their learning and related reflection.</p>	<p>Items added to her portfolio include:</p> <ol style="list-style-type: none"> <li>1. After co-organising a panel on business and sport, Catrina wrote a report capturing what she learned, exceeding requirements for a business assignment (academics)</li> <li>2. Catrina assembled a portfolio of hockey photos, taken by her following guidance from a professional sport photographer, exceeding requirements for an art assignment (arts)</li> <li>3. Catrina created a video report of a “Welcome to Skating” event she co-led for newly arrived immigrants to Canada (athletics and citizenship)</li> </ol> <p>Catrina’s offsite study included a field placement at a private health centre for sports rehab. She was tasked to identify creative new ways to reach and support young athletes.</p> <p>Catrina gave a presentation capturing reflections on all the learning she initiated, the partners she engaged, the challenges she faced, and the attributes she exercised.</p>
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<p>Grade 11 Path</p>	<p>Students continue building a portfolio of learning in the area of their passion, demonstrating deep learning from the perspective of each of the following: academics, arts, athletics and citizenship.</p> <p>Following a process, and only where applicable, students are invited to enhance a course assignment by adding a dimension that would count for their Path portfolio.</p> <p>Offsite study related to their topic is secured by the student.</p> <p>Students plan and complete their culminating Path project, a creative project of value in the area of their interest.</p> <p>Students write their extended essay, an account of their learning journey and “biography” of their creative project.</p> <p>Students give their final presentation.</p>	<p>Items added to Catrina’s portfolio include:</p> <ol style="list-style-type: none"> <li>1. A report Catrina wrote on a design thinking process she engaged in with interested others seeking potential innovations in sport, exceeding requirements for an entrepreneurship assignment (academics).</li> <li>2. Catrina took a brief course in sketching, received feedback and tips from an artist, and created sketches of the body systems, exceeding requirements for a biology assignment (arts).</li> <li>3. Catrina co-led an expanded and improved “Welcome to Skating” opportunity. She raised funds and collected skates for newly arrived immigrants (athletics and citizenship).</li> </ol> <p>Catrina completed a co-op placement at a private health centre for sports rehab. She was tasked with delivering on one of her ideas for engaging youth that was approved during her field placement the previous year.</p>
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<p>Culminating project</p>	<p>A <b>creative</b> application of student learning, addressing a real problem and/or of demonstrable benefit to others, along with a written report describing the biography of the idea, justifying its value, and reflecting on it after completion.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. an entrepreneurial venture</li> <li>2. a service learning initiative</li> <li>3. an artistic exhibit</li> <li>4. a new athletic activity that is taught to others</li> <li>5. a scientific inquiry or innovation</li> <li>6. A book written for publication</li> </ol>	<p>Catrina will take the idea she developed for the health centre and make it available to the public: a gamified app “I Am Power” directed at youth so they can learn about sources of injury, training to avoid injury, what to do if injured, and how to advocate for oneself as an athlete.</p> <p>Her app was developed with guidance from a KCS Learning Partner in the game development industry. She is applying for a seed grant from the Ontario government.</p>
<p>Culminating presentation and extended essay</p>	<p>The presentation would follow submission of the culminating extended essay. A panel including faculty, at least one related expert, and potentially a grade 12 peer would ask questions and probe the depth of learning.</p>	<p>Catrina will report on her learning journey and the process that led to her creative project. Her presentation will include how her Path Project has not only allowed her to pursue something she loves, it has helped her excel in her academics, connected her with multiple experts, made her confident in her ability to engage with them, affirmed her passions, and made her ready to embrace the university of her choosing, one that is ready to create hard-working, value-creating innovators.</p>