

KEEWAYTINOOK INTERNET HIGH SCHOOL



Student and Parent HANDBOOK

2009-2010

TABLE OF CONTENTS

Table of Contents	2
1.1 WELCOME	4
1.2 KiHS COMMUNITIES	5
2.0 KiHS: THE SCHOOL	5
2.1 PHILOSOPHY	5
2.2 PURPOSE	5
2.3 SCHOOL STATUS	6
2.4 SCHOOL CALENDAR	6
3.0 KiHS: THE PEOPLE	7
3.1 THE STUDENTS: STANDARDS AND EXPECTATIONS	7
3.1.1 School Routines	7
3.1.2 Online Standards and Conduct	8
3.1.3 Respect in the Classroom	9
3.2 PARTNERS IN THE KiHS PROGRAM	10
3.2.1 Parental Support and Involvement	10
3.2.2 Parent Council	11
3.2.3 KiHS Steering Committee Member	11
3.2.4 Participating community Chiefs and Councils	11
3.2.5 Keewaytinook Okimakanak	11
4.0 KiHS: THE PROGRAM	12
4.1 KiHS: AN INTERNET HIGH SCHOOL	12
4.1.1 Your teacher instructor	12
4.1.2 Computer Skills	12
4.1.3 Hints for Writing Good Notes Online	13
4.2 KiHS: A COMMUNITY SCHOOL	14
4.2.1 Your teacher mentor	14
4.2.2 Daily Time Table	15
4.2.3 Student Weekly Planner	16
4.2.4 Hints for Being Successful Students	17
4.3 SUPPORT SERVICES AND PROGRAMS	18
4.3.1 The Annual Education Plan	18
4.3.2 Special Education	18
4.3.3 Administration Staff	18

4.4	EXTRACURRICULAR ACTIVITIES	19
5.0	KIHS COURSES	19
5.0.1	Co-op Education	19
5.1	COURSE CODES	19
5.2	COURSES OFFERED	20
5.3	COURSE OUTLINES	20
5.4	COURSE DESCRIPTIONS	20
5.5	WAIVING A PREREQUISITE: DEFINITION	30
5.5.1	Waiving a Prerequisite	30
6.0	ONTARIO PROVINCIAL SCHOOL REQUIREMENTS	31
6.1	ONTARIO STUDENT RECORD (OSR)	31
6.2	ONTARIO STUDENT TRANSCRIPT	31
6.3	TYPES OF COURSES	31
6.3.1	Grades 9 and 10	31
6.3.2	Grades 11 and 12	31
6.4	ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS	32
6.4.1	Credits	32
6.4.2	Community Involvement Activities	33
6.4.3	Provincial School Literacy Test	34
6.5	SUBSTITUTIONS FOR COMPULSORY CREDITS	34
6.5.1	Native Languages	35
6.6	STUDENT ASSESSMENT AND EVALUATION	35
6.7	PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)	35
6.7.1	Ontario Equivalency Credit	36
7.0	KIHS DISCIPLINE POLICY	35
7.1	FIRST STEP	36
7.2	SECOND STEP	36
7.3	PERSISTENT VIOLATIONS	36
7.4	EXTREME VIOLATIONS	36
7.5	ONLINE VIOLATIONS	37
8.0	YOU AND THE HIGH SCHOOL EXPERIENCE	37

WELCOME

to

KEEWAYTINOOK INTERNET HIGH SCHOOL

A new school term is always an exciting time of year. We want to see who the new teachers are. We want to meet the new students. We want to find our classrooms and check out the new features. And when our work is done, we want to cruise the world of the Internet and see what's out there, while we stay with our family and friends at home! It is all possible when you attend Keewaytinook Internet High School.

There are exciting new happenings in KiHS this year. There are new teachers from across Canada, now located in your communities. There are students from thirteen (13) communities across Northwestern Ontario. We have a new online location and it will take us all - newcomers and old - some time to adjust to the bright new classrooms. But that is part of the fun of taking courses via the Internet.

Read this handbook carefully. It will help you do your best as a Keewaytinook Internet High School student. It will help you make good choices for your future, and find your way on the path to success.

Share this book with your parents and friends, as you will share the good things that you learn in your online classroom. That is how we can take the *best* of what is "*out there*" and bring it *home* to our communities.

Bearskin Lake

Deer Lake

Fort Severn

Fort William

Mishkeegogamang

Keewaywin

North Spirit Lake

Poplar Hill

Sachigo Lake

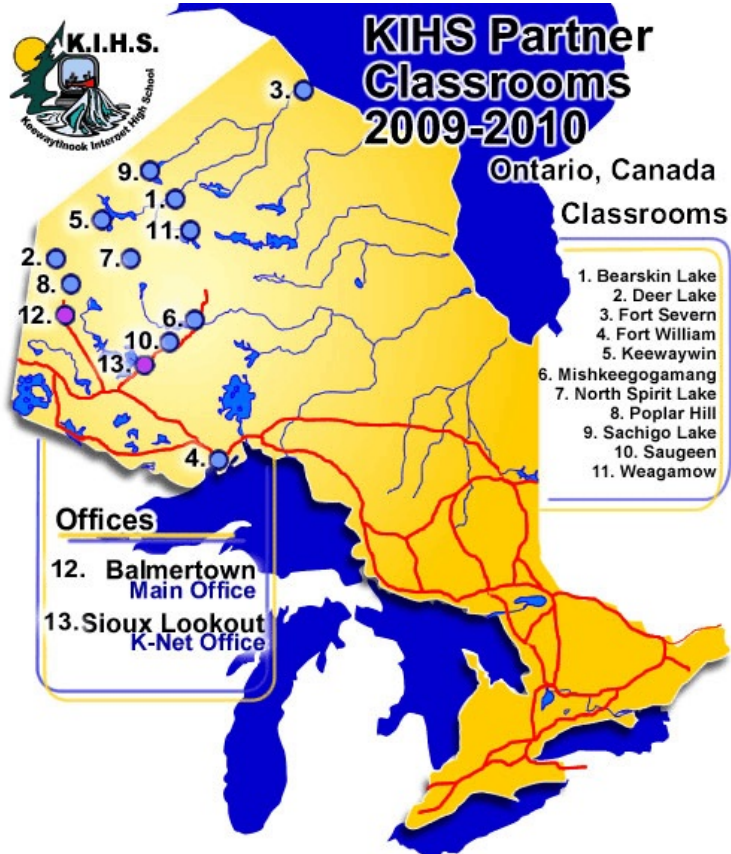
Saugeen

Weagamow

Welcome to High School!!!

Welcome to KiHS!!!!

1.2 KiHS COMMUNITIES



2.0 KiHS: THE SCHOOL

2.1 PHILOSOPHY

Northern youth need the opportunity to continue strengthening their family and community bonds as well as their linguistic and cultural knowledge, while completing their secondary school education at home. Secondary school course delivery via telecommunications capitalizes on the technological capabilities of the participating First Nations to ensure that our youth fully utilize *their* potential, and that of the technology available to us in the twenty-first century.

2.2 PURPOSE

The purpose of Keewatinook Internet High School is to provide programming leading to an Ontario Secondary School Diploma for young people who have chosen to remain living in their home community but who wish to continue their formal schooling at the high

school level. KiHS complements and extends existing programs presently available at the local school.

2.3 SCHOOL STATUS

KiHS is a Council operated school run by the participating communities under the auspices of Keewatinook Okimakanak.

KiHS is registered with the Ontario Ministry of Education as a private school. It is inspected by the Ministry for the purposes of granting Ontario secondary school credits.

2.4 SCHOOL CALENDAR: 2009-10

September

S	M	T	W	T	F	S
		1	2	3	4	5
6 w1	7	8	9	10	11	12
13 w2	14	15	16	17	18	19
20 w3	21	22	23	24	25	26
27 w4	28	29	30			

October

S	M	T	W	T	F	S
w4				1	2	3
4 wk5	5	6	7	8	9	10
11 w6	12	13	14	15	16	17
18 w7	19	20	21	22	23	24
25 w8	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1 w9	2	3	4	5	6	7
8 w10/1	9	10	11	12	13	14
15 w2	16	17	18	19	20	21
22 w3	23	24	25	26	27	28
29 w4	30					

December

S	M	T	W	T	F	S
w4		1	2	3	4	5
6 w5	7	8	9	10	11	12
13 w6	14	15	16	17	18	19
20 w7	21	22	23	24	25	26
27 w8	28	29	30	31		

January

S	M	T	W	T	F	S
w8					1	2
3 w9	4	5	6	7	8	9
10 w10	11	12	13	14	15	16
17 w11	18	19	20	21	22	23
24 w12/1	25	26	27	28	29	30

February

S	M	T	W	T	F	S
w2	1	2	3	4	5	6
7 w3	8	9	10	11	12	13
14 w4	15	16	17	18	19	20
21 w5	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
w6	1	2	3	4	5	6
7 w7	8	9	10	11	12	13
14 w8	15	16	17	18	19	20
21 w9	22	23	24	25	26	27
28 w10	29	30	31			

April

S	M	T	W	T	F	S
w10				1	2	3
4 w11	5	6	7	8	9	10
11 w12	12	13	14	15	16	17
18 w1	19	20	21	22	23	24
25 w2	26	27	28	29	30	

May

S	M	T	W	T	F	S
2 w3	3	4	5	6	7	8
9 w4	10	11	12	13	14	15
16 w5	17	18	19	20	21	22
23 w6	24	25	26	27	28	29
30	31					

<i>June</i>							<i>September 7</i>	<i>Labour Day</i>
S	M	T	W	T	F	S	<i>September 8</i>	<i>Term1 Starts</i>
w7		1	2	3	4	5	<i>October 12</i>	<i>Thanksgiving Day</i>
6 w8	7	8	9	10	11	12	<i>November 10</i>	<i>Term 1Ends</i>
13 w9	14	15	16	17	18	19	<i>November 11</i>	<i>Term 2 Starts</i>
21							<i>December 21</i>	<i>Christmas Holidays Begin</i>
							<i>January 5</i>	<i>Classes Resume</i>
							<i>January 26</i>	<i>Term2 Ends</i>
							<i>January 27</i>	<i>Term3 Starts</i>
							<i>February 15-19</i>	<i>P.D. Week Tentative</i>
							<i>March 15-19</i>	<i>March Break</i>
							<i>March 22</i>	<i>Family Day</i>
							<i>March</i>	<i>Grade 10 Literacy Test (Not a holiday)</i>
							<i>April 2</i>	<i>Good Fiday</i>
							<i>April 5</i>	<i>Easter Monday</i>
							<i>April 16</i>	<i>Term 3 Ends</i>
							<i>April 19</i>	<i>Term 4Starts</i>
							<i>May 24</i>	<i>Victoria Day</i>
							<i>June 15</i>	<i>Last Day of Classes (Students)</i>
							<i>June 19</i>	<i>Earliest Day Teachers can Leave Communities</i>

3.0 KiHS: THE PEOPLE

3.1 THE STUDENTS: STANDARDS AND EXPECTATIONS

3.1.1 School Routines

- Classes begin at 9:00 a.m. and end at 4:00 p.m. with an hour break for lunch at noon.
A community which changes the hours must:
 - make sure that class time totals the same number of minutes as outlined above;
 - confirm the changes with the KiHS principal OR vice principal.
- A two-hour Study Period takes place four times a week in the evening so that you can complete your assignments if time is required.
- Breaks of five minutes maximum take place once in the morning and once in the afternoon.
- You are expected to be present all day, every day. Attendance of under 90% in any one month is considered unsatisfactory.
- If you miss a lot of classes without an acceptable excuse, you will be asked to withdraw from a course, even if you are passing the course.

Acceptable reasons for absence include:

- illness with parental or medical proof;
- death in your immediate family.

Unacceptable reasons for absences include:

- sleeping in
 - having to babysit, do laundry, or other home responsibilities
 - escorting family members to hospital or medical appointments
 - being away from the community for any reason other than personal illness or impending death of an immediate family member.
6. You are expected to be on time, every time.
 - If you are more than five minutes late you are marked late.
 - If you are more than 30 minutes late you are marked absent for that morning or afternoon. However you should still come to school because the lessons still need to be completed.
 7. You can get an alarm clock from KiHS if you need it to help you to get to school on time.
 8. All KiHS students sign in and out of the classroom as they would in the work world where they are paid by the hour. Signing in and out is also done for the five minute break, and in the evenings. If you leave during a class session without agreement from your teacher, you will be considered absent and marked absent.
 9. Head phones are used only for specific language based lessons. Headphones are not to be used at other times or for other purposes.
 10. There will be no smoking inside the KiHS building or classroom, or anywhere on KiHS grounds or other school grounds around the KiHS classroom.
 11. The telephone in the classroom is for KiHS program use only. The teacher will take a message for you if required; however do not plan on using the phone to reply to messages.
 12. The KiHS classroom is meant only for students and visitors including parents, Local Education Authority Members and the Chief and Council. The school is not open to your friends, brothers and sisters, or other community members. Please let them know so that we do not embarrass them by telling them to leave.

3.1.2 Online Standards and Conduct

1. There will be no use of chat lines during regular day time school hours. Chat line use *may* occur before class begins or after classes have ended *IF* your teacher approves.
2. With the approval of your teacher, chat lines *may* be used in the evenings *after* you have spent 1½ hours that evening on your course work.
3. Your computers have been preloaded with the programs required for KiHS course

work. Due to potential incompatibilities of programs, you must get written approval from the Principal or the Vice-Principal before you add any additional software programs to the KiHS computers.

4. It is unacceptable for KiHS students and staff to use KiHS equipment for the purposes of looking for, looking at, sending or receiving information or articles on the Internet that:
 - are or might be illegal;
 - would be unacceptable to any parent, elder or other person in the community;
 - contain indecent language;
 - are racist or discriminatory;
 - discuss sexual conduct;
 - do not tell the real name of the sender;
 - make unauthorized copies of licensed software or;
 - display images, messages or sounds which cause discomfort to others or violate their privacy or safety.

5. We all need to improve our use of standard English. All work done on the computer that is in any way related to KiHS will be done in standard English using proper sentence structure, capitals where required, grammar, and spelling.

3.1.3 Respect in the KiHS Classroom

As a KiHS student, you are expected to treat people and property as you would like to be treated.

1. Use the computers and other technology with care.
2. Use the computers for school related work and educational activity only.
3. Assist each other willingly in effectively using computers, learning new information, and understanding the assignments.
4. Ensure that the classroom is a safe, supportive learning environment for all KiHS students and staff, - free of teasing, verbal or physical abuse or interference, sexual harassment, undue borrowing, abusive language; theft, people under the influence of drugs or alcohol, and other negative actions.
5. Let your teacher know if you expect to be absent so that s/he is not worrying about you.
6. Keep your work area clean. So that the custodians do not have to do extra cleaning, work together to make sure the entire room is tidy at the end of the afternoon and evening school sessions.

7. Do not smoke inside the KIHS building or anywhere on KIHS grounds around the KiHS classroom.
8. Keep all drinks and food in the designated area.
9. Use headphones *only* for language related KiHS assignments.
10. Respect visitors in our classroom (our parents, elders, community members, outside visitors) by making them welcome.

3.2 PARTNERS IN THE KiHS CLASSROOM

KiHS involves many to make the best possible program for you, the KiHS learners. KiHS relies on the direction and support of people and services within the communities. In addition, several programs at Keewaytinook Okimakanak contribute to ensure that things are in place at KiHS.

3.2.1 Parental Support and Involvement

We know that all parents want the best for their children. Parents hope that their children will make positive decisions and live a good life style. Your parents will want to celebrate your achievements with you when you are successful at KiHS. KiHS asks that parents support you in the following ways. Please make sure that your relatives see this handbook so that they know the areas in which they can help.

Parents of KiHS students can help when they:

1. Provide a secure home environment including the basic necessities of food, shelter and clothing to enable your child to focus on getting an education;
2. Show interest in your child as a KiHS student and interest in the skills and knowledge that s/he is learning;
3. Provide emotional support and encouragement;
4. Provide direction to ensure that homework is done consistently as required;
5. Keep in touch with the teacher and KiHS administration to ensure that your child as a KiHS student is working to capacity, and contributing to the school and community environment;
6. Let KiHS know if there are ways that staff can support your child or if changes need to be made in the way that KiHS works;

7. Keep in touch with other parents and community representatives to provide support for KiHS so that you all of the KiHS students do their best in school;
8. Act as a role model to help for you as a KiHS student to acquire positive working and living styles.

3.2.2 Parent Council

This year your teacher and your parents will have a chance to meet as a group that can work together to support you, and celebrate your successes with you. The Parent Council may take a different form and/or have a different role in each community. Would you like to have a chance to teach your parents your computer skills? Would you like them to chaperone so that you can have a social event? Think about how you would like your parents to be involved in KiHS.

3.2.3 KiHS Steering Committee Member

Your community has chosen a person to sit on a committee with other members from other KiHS partner communities. Find out who the person is in your community. As a liaison between your classroom, other participating communities, and the KiHS administration, your KiHS steering committee member can help make changes that mean a more successful program for you.

3.2.4 Participating community Chiefs and Councils

The Chief and Council of YOUR community have given their efforts and their support to see that the KiHS program is available to you. They have provided:

- a building for your classroom;
- shared access to the gymnasium and related equipment;
- a person (the KiHS Steering Committee member) who can tell the KiHS program what is working and what requires changing;
- the opportunity for you to take the KiHS program.

You can show your appreciation by doing your best in your school work.

3.2.5 Keewaytinook Okimakanak

The Chiefs of Keewaytinook Okimakanak started KiHS. They invited more communities to participate knowing that it would make a stronger program for you with more choices. The Administration is housed at Northern Chiefs as are your school records.

4.0 KiHS: THE PROGRAM

4.1 KiHS - AN INTERNET HIGH SCHOOL

As a KiHS student, you take two courses each half semester. (8 courses/year)

- You come to school at your community KiHS classroom every day, all day.
- In the morning, you go to the KiHS home page at www.kihs.knet.ca, and read the announcements.
- You enter your online courses and read the announcements, the discussion area, your assessment, and any other notes from your teacher.
- During September and October you visit *Mavis Beacon* online and work on keyboarding for 20 minutes daily.
- You spend a few minutes organizing your day, making sure that you do some work in each subject every day.
- Sometimes you work on your own, - on or off the computer. Other times, you work with a partner or a small group. Your teacher mentor is there to help you and to edit your work before you submit it.
- You must complete and submit all of the week's assignments by Friday afternoon. Monday brings new work and new challenges.
- If you DO get behind in your assignments, - do the work of the current week first and then return to finish incomplete assignments from earlier weeks.
- Sometimes, an instructor may return an assignment unmarked with instructions to redo the assignment and resubmit it. Those assignments should be completed and submitted *before you continue with a new week's work*.

4.1.1 Your Teacher Instructor

When your course arrives via the Internet, it doesn't matter *where* your teacher is located. However, because s/he can not see you or hear you, it is important to make sure that you:

- put your name and the name of your community at the top right of your assessment; before sending it to be assessed;
- keep a copy of your assignments in case they become "lost in cyberspace"
- let your instructor and mentor know if you did not receive your assessment or if you do not understand what you are to do;
- let your teachers know when you are enjoying your work so that they can feel good about it too.

4.1.2 Computer Skills

In an online course we communicate via the computer. We require some knowledge of computer skills.

By the *end* of week 2, we need to have the skills listed below.

Check off the ones that you can do now. Add a check mark each time you learn a new skill.

PROGRAM	SKILL	✓
K-Net	Access KiHS online conferences	
	Read messages	
	Write and send messages	
	Upload an attachment	
	Download and read an attachment	
Word Processing	Write a note	
	Edit a note	
	Save or copy a note	
	Block a note and transfer it to a K-Net message	
	Use the printer	
Keyboarding	Increase and monitor our keyboarding speed and accuracy	
Internet usage	Research skills	

Right now, each person in your community classroom has some computer skills. Each person has different skills. If you need a skill *right now*, ask someone in your class.

If that doesn't work:

- ask your community computer technician
- ask your teacher mentor.
- contact the K-Net technical staff (toll free at 877-737-KNET [5638]).

4.1.3 Hints for Writing Good Notes Online

Good online notes are important because we don't have time to read notes that are too long, too short, too mixed up, or not easy to understand.. Here are some hints for writing good notes.

1. **Keep a piece of scrap paper handy.**
As you read through other people's notes, jot down anything that you want to comment on, - or need to refer to later. Note the name of the writer; the time the note was written, - and a word or two that will remind you what the note is about.
2. **Use the subject line carefully.**
The subject line tells the reader, in one word or a few words, - what the note is about. If the note is replying to a note that has been written before, it will say

RE: then the subject

3. Write in Standard English.

As a KiHS student, we must always practice good English. That includes writing in sentences and paragraphs, and using a spell checker.

4. Read your note over.

If you are alone, read it out loud. - Reading it over will help you decide whether it makes sense, or whether you may have left a word out.

5. Sign your note with your first name.

E.g.: /Sidney This is a fast way of saying: "I am finished, - and you, the reader have received all of my note" (half of it did not get lost.)

6. Keep the note all about one topic.

If you have another comment about another subject, write a separate note, with the topic in the subject line. For example, avoid saying: "This is what is happening in my community and my keyboard isn't working very well."

7. Break your note into paragraphs. Leave a line between paragraphs.

It makes it easier to read. Otherwise a note looks like one big blob of bubble gum.

8. Limit the length of your notes to 2 screens.

Two screens is all a person needs to make a point or ask a question. If the assignment is to tell a story, you may want to use more than this.

9. Look at other people's notes.

Think about what makes them easy to read or understand. Then copy the style in your own notes.

4.2 KiHS: A COMMUNITY SCHOOL

4.2.1 Your Teacher Mentor

Your teacher mentor is here to support you in completing your work on a daily basis. The Mentor will also help you:

- understand how you can improve your overall marks in every subject area;
- help you develop and review your annual education plan;
- help you plan and complete your volunteer community involvement.

As you grow and learn how to be successful in KiHS courses, you will need your mentor less often. Your goal by the end of the year is to be a self-sufficient life long learner.

4.2.2 Daily Timetable

START TIME	END TIME	ACTIVITY
9:00 AM	9:20 AM	Mavis Beacon
9:20 AM	10:35 AM	Class Time
10:35 AM	10:40 AM	Morning Break
10:40 AM	12:00 Noon	Class Time
Lunch		
1:00 PM	2:30 PM	Class Time
2:30 PM	2:35 PM	Afternoon Break
2:35 PM	4:00PM	Class Time
7:00 PM	9:00 PM	Homework (Mon-Thurs)

- ▶ The teacher-mentor will schedule two (2) 25 minute or one (1) 50 minute period of physical activity weekly.

4.2.3 KiHS Student Weekly Planner: Semester _____ Week _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	Mavis Beacon				
9:20 AM	Course:	Course:	Course:	Course:	Course:
10:35 AM	Morning Break				
10:40 AM	Course:	Course:	Course:	Course:	Course:
12:00 PM	Lunch				
1:00 PM	Course:	Course:	Course:	Course:	Course:
2:30 PM	Afternoon Break				
2:35 PM	Course:	Course:	Course:	Course:	Course:
4:00 PM	Dismissal				
7:00 - 9:00 PM	Study Period (Monday - Thursday)				

4.2.4 Hints for Being Successful Students

What does it take to be successful? Here is what online teachers say:

1. **Successful students** read carefully and understand the information and notes that are on and off line;
2. **Successful students** get organized and stay organized;
3. **Successful students** get a general understanding of how the course is going to run before jumping into assignments;
4. **Successful students** respond online as requested;
5. **Successful students** get their assignments submitted on time;
6. **Successful students** do the best work possible in the time provided, but always submit whatever it is they have at the end of the week;
7. **Successful students** use time wisely;
8. **Successful students** stay on task;
9. **Successful students** get over being afraid to ask the online teacher and teacher mentor for help;
10. **Successful students** help other students if needed to:
 - use the computer;
 - get their notes (accessing K-Net;)
 - use programs such as K-Net, the keyboarding program, and word processing;
11. **Successful students** realize that there is much to be learned from other students as well as from the teachers;
12. **Successful students** work cooperatively and efficiently with other students;
13. **Successful students** contribute as much as is received;
14. **Successful students** learn how to get technology working for them;
15. **Successful students** think of challenging tasks as being ***fun***, - even when the work is hard.
16. **Successful students** put lots of energy into the task, and therefore get lots of rewards for the effort.

►

4.3 SUPPORT PROGRAMS AND SERVICES AT KiHS

4.3.1 The Annual Education Plan

This year, you will prepare an Annual Education Plan. You will have the help of your teacher mentor as your advisor, your parents, and the KiHS guidance counsellor.

Your Annual Education Plan will help you:

- think about what you want to do in life and where you want to go;
- decide what courses you need to take in order to get there;
- help you locate work and volunteer experiences in and out of school.

Later in the year, you will review the plan to see if you are meeting your goals or whether you want to change your goals.

4.3.2 Special Education

Many times students have been left behind because they have not been given the strategies and skills required to help them move beyond a learning roadblock. At KiHS we have a Special Education Resource Teacher who will work with the students, parents, teachers, and administration to ensure that students receive an assessment to determine what they need to be successful.

We have programs to help students who struggle in different areas which will help students move along in their educational program. We recognize that all students can learn if given adequate support and we will support the students learning process.

4.3.3 Administration Staff

Principal: Darrin Potter is the KiHS Principal and is responsible for the overseeing the functioning of KiHS. He is available online darrinpotter@knet.ca to answer assist students and parents.

Vice-Principal: The KiHS Vice-Principal is Freda Kenny and is available online at fredakenny@knet.ca. The Vice-Principal assists the Principal in running the school and works with teachers to ensure that you are getting well prepared online courses.

Guidance Counsellor: Lynda Kakepetum is the KiHS Guidance Counsellor. She is available online or by phone at the Balmertown office. The guidance councillor is somebody to talk to if you are having problems either in school or out of school, and don't know what to do about them. Send a message to lynda.kakepetume@knet.ca or call her at 1-800-387-3740, Ext. 51313.

Education Secretary: Erin Litwin is the KiHS Education Secretary and it is her responsibility to see that the KiHS Office in Balmertown runs smoothly and efficiently.

Erin can be contacted online at erinlitwin@knet.ca

4.4 EXTRACURRICULAR ACTIVITIES

Your teacher will be organizing extra curricular activities for you during each semester. You are invited to participate in every activity. Let your teacher know if there is a particular activity in which you are interested.

Your teacher may not have the skills to organize every activity but s/he will try to suit your interests if possible. Of course you can always partner with your teacher to organize something!

Do remember that activities or field trips *off* school property require:

- written permission from parents prior to the event
- approval of a local authority
- prior approval of the KiHS Principal or Vice-Principal.

5.0 KiHS COURSES

5.0.1 Co-operative Education (Co-op)

The Ontario curriculum allows high school students to earn credits from co-op courses that offer on-the-job training. In each of our partner communities, KiHS can arrange with the band and local businesses to give students this practical career experience. KiHS has a Co-op Education teacher who travels to communities to set up job placements. This valuable work experience and training can help students in their future search for employment and career development.

5.1 COURSES CODES

Each course has a five-character identification code in which:

- the first three characters refer to the subject,
- the fourth character refers to the grade or level, (1 = first year, high school);
- the fifth character refers to the type of course
 - D = academic
 - O = open
 - E = workplace preparation
 - P = applied
 - L = locally developed

5.2 2009- 10 COURSES

	Term 1 Sept 8 - Nov 10	Term 2 Nov 11 - Jan 26	Term 3 Jan 27 - Apr 16	Term 4 Apr 19 - June 18
Grade 9	BTT1O ENG1D ENG1P GLS1O	ENG1L MPM1D MFM1P SNC1L	CGC1D CGC1P MAT1L NAC1O	HIF1O LN_AO SNC1D SNC1P
Grade 10	ASM2O CHV2O/GLC2O SNC2D SNC2P	AVI1O ENG2D ENG2P GLC2OC	ENG2L MPM2D MFM2P SNC2L	CHC2D CHC2P MAT2L TGJ2O
Grade 11	CGC3O ENG3E MEL3E	ENG3U MBF3C	ENG3C PPZ3O	HPC3O MCR3U
Grade 12	EOSSLC	ENG4E	ENG4U	ENG4C

5.3 COURSES OUTLINES

Course outlines are available online at the KiHS web site www.kihs.knet.ca The community teacher will print a copy for parents upon request.

5.4 COURSE DESCRIPTIONS

ASM20 Media Arts, Grade 10, Open

This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g., photography, film, photocopy art, video, analog sound recording) and emergent technologies (e.g., computer, digital camera, scanner, multimedia, animation).

AVI2O Visual Arts, Grade 10, Open

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular

art form (e.g., drawing, painting).

BTTI0 Introduction to Information Technology in Business, Grade 9, Open

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

CGC1D Geography of Canada, Grade 9, Academic *Compulsory*

This course explores Canada's distinct and changing character and the geographic systems 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 analyse and evaluate geographic issues and present their findings.

CGC1P Geography of Canada, Grade 9, Applied *Compulsory*

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CGC3O Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

CHC2D Canadian History Since World War I, Grade 10, Academic *Compulsory*

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the

issues and events of the period and to present their own points of view.

CHC2P Canadian History Since World War I, Grade 10, Applied *Compulsory*

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

CHV20 Civics, Grade 10, Open A half credit. *Compulsory*

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

ENG1D English, Grade 9, Academic *Compulsory*

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

ENG2D English, Grade 10, Academic *Compulsory*

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. *Prerequisite: English, Grade 9, Academic or Applied*

ENGIL English, Grade 9, Locally Developed *Compulsory*

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the Grade 10 LDCC Course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic

contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG2L English, Grade 10, Locally Developed *Compulsory*

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English, Grade 11, Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation course.

The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas. *Prerequisite: A Grade 9 English credit*

ENG1P English, Grade 9, Applied *Compulsory*

This course is designed to develop the key oral communication, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college and workplace preparation courses in Grade 11 and 12.

ENG2P English, Grade 10, Applied *Compulsory*

This course is designed to extend the range of oral communication, writing, and media literacy skills students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is designed to prepare students for the compulsory Grade 11 college or workplace preparation course. *Prerequisite: English, Grade 9, Academic or Applied*

ENG3C English, Grade 11, College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. *Prerequisite: English, Grade 10, Applied*

ENG3E English, Grade 11, Workplace Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. *Prerequisite: English, Grade 10, Applied or Academic*

ENG3U English, Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. *Prerequisite: English, Grade 10, Academic*

ENG4C English, Grade 12, College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. *Prerequisite: English, Grade 11, College Preparation*

ENG4E English, Grade 12, Workplace Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. This course is intended to prepare students for the workplace and active citizenship. *Prerequisite: English, Grade 11, Workplace Preparation*

ENG4U English, Grade 12, College Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media

texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. *Prerequisite: English, Grade 11, University Preparation*

EOSSLC English, Grade 12, The Ontario Secondary School Literacy Course

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

GLC20 Career Studies, Grade 10, Open A half credit. Compulsory

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

GLC20 C Cooperative Education, Grade 10 Open

This course is designed to suit the students' strengths, interests and needs and to enhance the student's preparation for the future. It consists of a classroom component and placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work placement; provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in the Career Studies course; and provides opportunities for the student to integrate the learning acquired in school and at the placement. *Prerequisite: GLC20 Career Studies*

GLS10 Learning Strategies 1: Skills for Success in the Secondary School, Grade 9, Open

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.

HIF10 Individual and Family Living, Grade 9 , Open

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

HPC30 Parenting, Grade 11, Open

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behavior. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions related to parenting.

LNCAO/LNLAO/LNOAO Native Language (Cree, Oji-Cree, Ojibway) for Non-speakers

This course is open to the entire student body and will allow students, who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course related activities.

MAT1L Mathematics, Grade 9, Locally Developed *Compulsory*

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities

MAT2L Mathematics, Grade 10, Locally Developed *Compulsory*

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and

skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: A Grade 9 Mathematics credit

MBF3C Foundations of College Mathematics, Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite: Mathematics, Grade 10, Academic or Applied*

MCR3U Functions, Grade 11, University Preparation

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*

MEL3E Mathematics for Everyday Life, Grade 11, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in important areas in day-to-day living. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of settings. *Prerequisite: Mathematics, Grade 9, Academic or Applied*

MFM1P Foundations of Mathematics, Grade 9, Applied *Compulsory*

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MFM2P Foundations of Mathematics, Grade 10, Applied Compulsory

This course enables students to consolidate their understanding of linear relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytical geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite: Mathematics, Grade 9, Academic or Applied*

MPM1D Principles of Mathematics, Grade 9, Academic Compulsory

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Mathematical process expectations. The mathematical processes are to be integrated into student learning in all areas of this course.

MPM2D Principles of Mathematics, Grade 10, Academic Compulsory

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Mathematical process expectations. The mathematical processes are to be integrated into student learning in all areas of this course.

NAC10 Expressing Aboriginal Cultures, Grade 9, Open

This course examines Aboriginal cultures in Canada through an exploration of art forms - painting, sculpture, storytelling, dance, and music - created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

PPZ30 Health for Life, Grade 11, Open

This course helps students develop a personalized approach to healthy living. Students will examine factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive

self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

SNC1D Science, Grade 9, Academic *Compulsory*

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.

SNC1L Science, Grade 9, Locally Developed *Compulsory*

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

SNC2L Science, Grade 10, Locally Developed *Compulsory*

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course.

Students explore a range of topics, including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SNC1P Science, Grade 9, Applied *Compulsory*

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

SNC2D Science, Grade 10, Academic *Compulsory*

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. *Prerequisite: Science, Grade 9, Academic or Applied*

SNC2P Science, Grade 10, Applied *Compulsory*

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. *Prerequisite: Science, Grade 9, Academic or Applied*

TGJ20 Communications Technology, Grade 10, Open

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. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post secondary education and training pathways and career opportunities in the various communications technology fields.

5.5 WAIVING A PREREQUISITE

Definition: A course that is required to be completed successfully before a student can take another course in the same subject or area.

5.5.1 Waiving a Prerequisite

In order to have a prerequisite waived the student would have to demonstrate that they have met the material in the prerequisite course. The school will provide, at the parents or adult students request, a test based on the course expectations. If successful, the prerequisite may be waived.

6.0 ONTARIO PROVINCIAL SCHOOL REQUIREMENTS

In 1999, the province of Ontario created new guidelines for secondary school courses. In Grades 9 and 10, KiHS follows the Ontario guidelines so that you know you are getting the same types of courses that you would at any other secondary school in Ontario.

6.1 ONTARIO STUDENT RECORD (OSR)

Your Ontario Student Record (OSR) is a file folder that is started for you in kindergarten, transfers schools when you do, and remains in your school until you complete high school. It contains a record of your report card marks and comments from each grade, the schools you have attended, and relevant health information.

While you are a student at KiHS, your OSR is kept in a confidential place at the Keewaytinook Okimakanak Administrative office in Balmertown. You, your parents, the teachers, principal, and supervisory officer are allowed to see these files. If you wish to see what is in your file, you can make arrangements through your teacher mentor.

6.2 ONTARIO STUDENT TRANSCRIPT (OST)

Your OST records the credits that you have successfully completed towards your high school education. The OST is kept in the Ontario Student Record (OSR).

6.3 TYPES OF COURSES

6.3.1 Grades 9 and 10

In grades 9 and 10, there are three main types of courses, - ***academic***, ***applied*** and ***open*** courses..

Academic courses are more theoretical and are for students who want to attend university.

Applied courses are more “hands on” and are for students who wish to attend college.

A student takes applied or academic courses in English, History, Geography, Science, and Mathematics.

If you switch from one course type in Grade 10 to the other in Grade 11, you will be asked to take an extra ***transfer course*** (about 30 hours of work.)

Open courses (the rest of the courses) are designed for students taking academic or applied courses in such subject areas as Native Studies, art, etc. *Open courses* are more “interest courses” for students taking either of the above courses.

Locally developed courses. KiHS has specialized courses in Math, Science and English for students who may have gaps in their background in these subject areas. Taking the course MAT14, SNC14, or ENG14 will strengthen your skills so that you are ready for more advanced classes in these subject areas.

6.3.2 Grades 11 and 12

In Grades 11 and 12, there are four kinds of courses. Courses prepare students to

attend university, attend college, or find a job.

- **University preparation courses** are for you if you want to go to university.
- **University/college preparation courses** are for you if you want to take certain kinds of programs at universities and colleges.
- **College preparation courses** are for you if you want to go to college.
- **Workplace preparation courses** are for you if you want to get a job after high school.

6.4 ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

The Requirements for the OSSD

In order to earn the OSSD, you must:

- earn **18 compulsory credits**;
- earn **12 optional credits**;
- complete **40 hours of community involvement** activities;
- successfully complete **the provincial secondary school literacy test**.

6.4.1 Credits

A **credit** is a unit of success. A student receives a credit when they have successfully completed 110 hours of work in a given course.

Compulsory Credits. There is a total of 18 compulsory credits. A compulsory credit is one that a student *must* take in order to successfully complete high school. The compulsory credits are:

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

plus:

- 1 additional credit in English, or a third language, *or* social sciences and the humanities, *or* Canadian and world studies
- 1 additional credit in health and physical education, *or* the arts, *or* business studies;
- 1 additional credit in science (Grade 11 or 12) *or* technological education (Grades 9-12)

6.4.2 Community Involvement (CI) Activities

As part of the requirements to graduate from high school in Ontario, you must complete a total of forty (40) hours of community involvement (CI) activities. The purpose of this involvement is:

- to help you recognize the important role that volunteering plays in keeping your community strong;
- to help you become a part of your community as young adults;
- to help the community members realize the value and potential of our youth.

We recommend that you complete the 40 hours in your first two years of high school and while you are attending school within your community.

Guidelines

- The involvement can be completed one hour at a time, or in larger chunks.
- The 40 hours may all be spent doing one activity, or may involve different activities totaling 40 hours.
- The work must be done without being paid for it.
- The work can only be done during school hours *if* the student replaces those hours of class time *before* the volunteer activity happens.
- You can work individually, with partners, or in groups.
- Your safety is very important. Activities involving having you work with power equipment or vehicles (e.g. chain saws or snowmobiles) must have an adult supervisor in attendance.
- KIHS does *not* provide supplies or materials for the activity. Nor should you have to provide supplies or materials.

How Community Involvement (CI) Works

1. Talk with your parents and teacher regarding what work will be completed.
2. You ask a supervisor to agree to your plans.
3. You and your parent or guardian sign a Work Plan showing what activity you plan to do. The plan can be for several hours or for individual hours.
4. After the work is completed, a form which confirms that the work was completed must be signed by:
 - you, the student;
 - the supervisor of the volunteer work or your parent;
 - your KIHS teacher.

Acceptable Activities

Think of the following places where you might help

During **special events** such as community crises, or celebrations (Treaty Days; winter carnival; hockey tournament):

- Assisting in planning, organizing, and managing the event;
- Bringing wood;
- Preparing food;
- Assisting in a search.
- Broadcasting at the radio station;

Activities for younger school children:

- sports activities;
- games
- music or computer lessons;
- reading to children in the primary classroom; listening to primary children read;

Community improvement:

- preparing community bulletin boards on a health or education related topic;
- conducting questionnaires for the band with individual community members;
- writing letters or translating for elders;
- landscaping; tree planting; clearing paths; community clean-up
- flooding and maintaining the ice rink;
- helping build a baseball diamond or park;

Elders and shut-ins:

- translation services;
- grocery shopping for elders
- computer usage

Fund raising for a community cause

If you have another activity that is not on the list and that you would like to do, check with the KiHS principal.

Unacceptable Activities for Community Involvement

The following activities can **NOT** be used as part of community involvement.

- Those for which you are paid;
- Those for which another person would usually be paid;
- Those which are part of any student's home responsibilities such as bringing in wood; preparing family meals; house cleaning; baby sitting.
- Those where an adult is not present and which involve tools such as chain saws or vehicles such as snowmobiles;
- Fund raising for the high school.

6.4.3 Provincial School Literacy Test

You must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. You write this test in your second year of high school. If you do not pass it the first time, you may try again. And again.

If you have had one unsuccessful attempt and also had one other opportunity to write the test, you may take the Ontario Secondary School Literacy Course which is a grade 12 course that if passed will satisfy the literacy requirement.

6.5 SUBSTITUTIONS FOR COMPULSORY CREDITS

To meet an individual student's needs, the principal may replace up to three of the compulsory courses with other compulsory courses (for example, a math could be replaced with an additional science). The total number of courses taken must still be 30.

The decision to make a substitution should be made only if it serves the best interests of the student. If a parent requests a substitution, - the principal decides whether or not it is a good idea. If a principal decides that the student should make a substitution, the parents must agree. If the parents do not agree, they can ask the supervisory officer to review the situation.

6.5.1 Native Language

At KiHS, a student takes Native Language instead of French as the compulsory second language credit.

6.6 STUDENT ASSESSMENT AND EVALUATION

Expectations. For every course, there is a series of items called *expectations*. They tell you what you are expected to know by the end of the course. It is required that you must be taught and assessed on your knowledge of every expectation.

- You are expected to pass a certain level of knowledge of each expectation.
- In some courses there are over 100 expectations.

Assessment Every week, you do activities and then submit assignments. The assignments are assessed by the teacher to see how well you are learning what you are expected to learn. The marks that you get on your weekly assessments make up 70% of your mark in each subject. Because you are expected to pass each expectation, - you are expected to resubmit your work if you get a failing mark (under 50) on an assignment.

Overall Expectations. There is a set of “overall” expectations. You are tested on your knowledge and understanding of these expectations during a final assignment (culminating activity) and the final exam. This is the only time that you are evaluated on these expectations. Therefore you must write the tests and pass the final exam in order to pass a course.

Evaluation At the end of the course, you are given a test or an exam or a final project to complete. These exams check how well you can take your new learnings, blend them with what you already know, and use your new knowledge to understand the world better, analyze situations, solve problems and create new solutions. This mark makes up 30% of your final mark.

Plagiarism occurs when you copy someone else’s work and pretend that the answer is from you. It is wrong, and a very serious offence to use plagiarism. If you cut and paste someone else’s work and call it your own, you will receive a mark of 0 on the work.

6.7 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning and Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provinces curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves two components “equivalency” and “challenge”. Requirements

concerning the application of these procedures differ from those of the regular day school students because of the broader life experiences of mature students.

The “equivalency” process for mature students involves (1) individual assessment for the purpose of granting grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

The “challenge” process for mature students is the process whereby students prior learning is assessed for the purpose of granting credit for a grade 11 or 12 course developed from an Ontario policy document published in 2000 or later.

6.7.1 Ontario Equivalency Credit

If a student enters KiHS from another program or out of province, the student’s school records will be reviewed. This will be done in consultation with previous schools, the Ministry, and the principal to ensure the student receives Ontario Equivalency credits if applicable.

7.0 KIHS DISCIPLINE POLICY

Students who fail to meet the standards set out in the Code of Conduct may require further discipline measures to meet these standards.

7.1 FIRST STEP

If a student violates the Code of Conduct, the issue will be addressed with them by the classroom teacher.

7.2 SECOND STEP

Should the questionable behaviour continue, the teacher will contact the student’s parents/guardian to inform them of the behaviour and to request their support in addressing the issue with a student.

7.3 PERSISTENT VIOLATIONS

Students who persistently violate the Code of Conduct will be asked to leave the classroom until a video conference can be arranged between the student, parent/guardian, teacher, KiHS administration, and the Local Education Authority when necessary.

7.4 EXTREME VIOLATIONS

Incidents or threats of violence towards other students or teachers will result in the student being asked to leave the classroom immediately. The teacher will notify the LEA, Education Director, elementary and KiHS principals, local Band Council, and if necessary, the police. In these and other extreme violations of the Code of Conduct, additional reprimands may include suspension, expulsion, and/or some form of restitution agreed upon by the students and authorities.

7.5 ONLINE VIOLATIONS

Students who violate the Online Code of Conduct by using inappropriate or illicit internet sites (or by sending inappropriate messages or content to others) will have internet privileges suspended until the student agrees to abide by the standards set out by KiHS for appropriate use of the internet. Extreme abuses may result in additional reprimands as laid out above.

8.0 YOU AND THE HIGH SCHOOL EXPERIENCE

This booklet contains a LOT of information. You may not remember it all at once. That is why you need a copy of this booklet in your notebook so that you can refer back to the information when you need it.

Much of the information in this booklet refers to not only KiHS but also to all high schools in Ontario. What you find out at KiHS is as much about HOW to learn as it is about WHAT you learn.

No one said that high school was easy; however the rewards are great. As a life long learner, success in KiHS means the knowledge to succeed in anything you choose to try. It means freedom to be what you want to be and go where you want to go. Set your goals high. Work hard. Your efforts will be rewarded.

Welcome to the KiHS experience!!!