



## **Course Outline**

**Department:** Health and Physical Education

**Course Developers:** Simon Gallo

**Course Development Date:** June 2024

**Course title/grade/course type:** Healthy Active Living Education, Grade 9, Open

**Ministry Course Code:** PPL10

**Credit Value:** 1

**Credit Hours:** 110 hours

**Developed from:** Ministry of Education; The Ontario Curriculum, Grades 9 and 12: Health and Physical Education, 2015, (revised)

**Course Reviser/ Date:** Jennifer Faubert, January 2026

**Prerequisite:** None

## **COURSE DESCRIPTION**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. 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. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

## **OVERALL CURRICULUM EXPECTATIONS**

Throughout the course, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluations will reflect each student's most consistent level of achievement. The overall learning expectations for this course are encompassed in the following strands:

### **LIVING SKILLS**

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

### **ACTIVE LIVING**

By the end of this course, students will:

1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

### **MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES**

By the end of this course, students will:

1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

## HEALTH LIVING

By the end of this course, students will:

1. demonstrate an understanding of factors that contribute to healthy development;
2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

### OUTLINE OF COURSE CONTENT

| UNIT   | UNIT DESCRIPTION   | HOURS                    |
|--|--|--------------------------|
| <b>U1:<br/>Health Fitness, and<br/>Active Living</b> | <p>Students will explore the differences between wellness, health, and physical fitness, and how physical activity can benefit each of them. They will also talk about how to stay safe while being active by paying attention to our surroundings. Additionally, students will learn some basic first-aid skills that can help us respond to emergencies if someone gets hurt. By the end of the unit, they'll have a better understanding of how to take care of themselves and others when it comes to being active and staying healthy.</p>  | 16<br><br>(4)<br>Lessons |
| <b>U2:<br/>Fitness Development</b>                   | <p>In this unit, students will explore the key components of skill-related fitness, their importance in sports and everyday tasks, and the benefits of regular training to improve these components. They will also learn about the principles of training and their impact on conditioning, including the FITT principle which can be used to plan a personal training workout.</p> <p>Additionally, students will examine common injuries associated with training and conditioning, and develop strategies to reduce the risk of injuries during physical activities. The unit will also cover heart-rate monitoring, including the pulse points in the human body, the nature of heart-rate zones, and how heart rate changes with modifications in exercise intensity.</p> <p>Finally, students will learn about various forms of strength and endurance training, flexibility training, and how to develop muscular strength and endurance through resistance-training exercises. By the end of this unit, students will have a strong foundation in the principles and practices of physical fitness, and be equipped with the knowledge and skills needed to design and implement a personalized training program to meet their fitness goals.</p> | 22<br><br>(5)<br>Lessons |

|  |  |                                    |
|--|--|------------------------------------|
| <p><b>U3:</b><br/><b>Sports &amp; Movement</b></p>   | <p>Throughout this course, you will discover that the skills utilized in one sport or activity have similarities to those in other sports or activities. You will have the chance to practice these skills and explore how you can enhance them when working with others.</p> <p>Besides, you will have the opportunity to become an official in your chosen sport. You will learn about the role and responsibilities of an official and gain first-hand experience in this aspect of sport.</p> <p>In addition, you will investigate different categories of sports and games. You will create a brief report on a sport or physical activity of your choice. This will allow you to apply what you have learned throughout the course and view your selected activities in a new light.</p>   | <p>22<br/><br/>(6)<br/>Lessons</p> |
| <p><b>U4:</b><br/><b>Professional and Personal Growth</b></p>  | <p>In this Unit, you will delve into the world of personnel management and learn how to effectively manage and make decisions that positively impact your physical and social-emotional well-being. Personal management involves learning about your unique qualities, strengths, weaknesses, and values, and how they shape who you are. Through this exploration, you will discover how certain qualities may be important for specific jobs or careers. Furthermore, you will be reminded of the holistic nature of health and wellness, which encompasses mental, social, emotional, spiritual, and physical aspects that expand our potential to live and work effectively. As you progress through the module, you will become more aware of your feelings and values related to your health and wellness, which ultimately have an impact on personal decision-making and management. In the subsequent module, you will build on this foundation by exploring the importance of social management and how to build meaningful relationships with the important people in your life, such as family, friends, significant others, and co-workers.</p> | <p>22<br/><br/>(5)<br/>Lessons</p> |
| <p><b>U5:</b><br/><b>Healthy Choices:<br/>Navigating Substance Use, Abuse, and Human Sexuality</b></p> | <p>This unit covers various topics related to personal health and decision-making. You will explore gambling addiction, substance use and abuse, and substance dependence, and their effects on personal health. Additionally, you will learn about the use of drugs in sport, including the impact of performance-enhancing substances. The unit also offers problem-solving strategies and community resources for responding to potentially dangerous situations related to substance use and abuse. Each lesson provides practical information from both medical and safety perspectives. It's essential for individuals to be fully informed about the facts and potential risks involved in sexual activity, as it is a personal choice. Other factors that can influence decision making, such as spirituality and family values, should also be considered.</p>  | <p>22<br/><br/>(6)<br/>Lessons</p> |

|                                     |  |     |
|-------------------------------------|--|-----|
| <b>Final Culminating Evaluation</b> | Assessment Of Learning - Final Exam<br>PPL10 - Final Exam (AOL) Answers<br>Assessment Of Learning - Violence-Prevention Program Final Presentation | 6   |
| <b>Total Hours</b>                  |  | 110 |

### TEACHING STRATEGIES

| Strategies marked with “x” are used in the course. |   |                           |   |
|--|---|---------------------------|---|
| Direct Instruction                                 | X | Teacher modeling          | X |
| Class Activity                                     | X | Text-based modeling       | X |
| Worksheets/Surveys                                 | X | Use of Computers/Internet | X |
| Individual or Group Research                       | X | Journaling                | X |
| Conferencing Teacher & Student                     | X | Reflecting on Strategies  | X |
| Teacher reading to class                           | X | Personal Response         | X |
| Silent individual reading                          | X | Guided Reading            | X |
| Class Activity                                     | X | Brainstorming             | X |
| Independent Work                                   | X | Editing/Revision          | X |
| Use of Video and Audio materials                   | X |                           |   |

#### **Strategies for Assessment and Evaluation of Student Performance:**

Diagnostic assessment is used at the beginning of a unit to assist in determining a starting point for instruction. Assessment for Learning (AFL) provides information to students as they are learning and refining their skills. Assessment as Learning (AAL) acts as a stepping-stone for students to begin applying their understanding using critical thinking; it bridges the gap between AFL and AOL. Assessment of Learning (AOL), at the end of units and course, provides students with the opportunity to synthesize/apply/demonstrate their learning and the achievement of the expectations. The following is a list of specific assessment/evaluation strategies that the teacher may use but is not limited to.

#### **Assessment and Evaluation**

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

| Assessment as Learning   | Assessment for Learning | Assessment of Learning |
|--------------------------|-------------------------|------------------------|
| <b>Student Product</b>   | <b>Student Product</b>  | <b>Student Product</b> |
| ✓ <b>Journal Entries</b> | ✓ <b>Assignment</b>     | ✓ <b>Assignment</b>    |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>✓ Learning Logs (anecdotal)</li> <li>✓ Entrance tickets</li> <li>✓ Exit tickets</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Journals/Letters/Emails (checklist)</li> <li>✓ Pre-tests (scale/rubric)</li> <li>✓ Quizzes (scale/rubric)</li> <li>✓ Rough drafts (rubric)</li> <li>✓ Portfolios (rubric)</li> <li>✓ Posters (rubric/scale)</li> <li>✓ Graphic organizers (scale)</li> <li>✓ Peer feedback (anecdotal/checklist)</li> <li>✓ Reports (rubric)</li> <li>✓ Essays (rubric)</li> <li>✓ Webbing/Mapping (rubric/scale)</li> <li>✓ Entrance ticket</li> <li>✓ Vocabulary notebooks (anecdotal)</li> <li>✓ Visual Thinking Networks (rubric)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Journals/Letters/Emails (checklist)</li> <li>✓ Tests (scale/rubric)</li> <li>✓ Exam</li> <li>✓ Rough drafts (rubric)</li> <li>✓ Portfolio (rubric)</li> <li>✓ Posters (rubric/scale)</li> <li>✓ Graphic organizers (scale)</li> <li>✓ Reports (rubric)</li> <li>✓ Essays (rubric)</li> <li>✓ Visual Thinking Networks (rubric)</li> </ul> |
| <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>✓ Whole class discussions (anecdotal)</li> <li>✓ Self-proofreading (checklist)</li> </ul>  | <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>✓ Class discussions (anecdotal)</li> <li>✓ Debate (rubric)</li> <li>✓ PowerPoint presentations (rubric)</li> <li>✓ Performance tasks (anecdotal/scale)</li> </ul>  | <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>✓ Debate (rubric)</li> <li>✓ PowerPoint presentations (rubric)</li> <li>✓ Performance tasks (anecdotal/scale)</li> </ul>  |
| <p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>✓ Student teacher conferences (checklist)</li> <li>✓ Small Group Discussions (checklist)</li> <li>✓ Pair work (checklist)</li> <li>✓ Debate (rubric)</li> </ul> | <p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>✓ Student teacher conferences (checklist)</li> <li>✓ Small group discussions (checklist)</li> <li>✓ Pair work (anecdotal)</li> <li>✓ Peer-feedback</li> </ul>   | <p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>✓ Student teacher conferences (checklist)</li> <li>✓ Question and Answer Session (checklist)</li> <li>✓ Oral tests (scale/rubric)</li> </ul>   |

|  |   |  |
|--|---|--|
|  | <p>(anecdotal)</p> <p>✓ <b>Peer-editing (anecdotal)</b></p> <p>✓ Oral pre-tests (scale/rubric)</p> <p>✓ Oral quizzes (scale/rubric)</p> |  |
|--|---|--|

| Online Activities (within LMS)  | Offline Activities   |
|---|--|
| Watching video lectures<br>Watching additional resource videos<br>Completing interactive activities<br>Communicating with teachers<br>Participating in virtual conferences<br>Completing online quizzes<br>Reviewing peer submissions<br>Submitting all AAL, AFL, & AOL<br>Assessment and Evaluations | Reading materials for the course<br>Reviewing materials for the course<br>Completing assignments<br>Completing practice activities<br>Preparing presentations<br>Reviewing for exams and unit tests<br>Researching topics on the internet<br>Recording and producing presentations<br>Practicing processes and skills<br>Completing proctored unit tests and exams |

*The Final Grade:* The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English. The distribution of marks into a grade is based on the departmental assessment and evaluation guide for the course and will reflect the student's most consistent level of achievement where appropriate. Comments on the development of learning skills and contributions to the course will be provided on reports. Term work will be 70% of the overall grade for the course; the final evaluation will be 30% of the overall grade, incorporating a Presentation and a final written examination at the end of the semester.

| Percentage of Final Mark | Categories of Mark Breakdown                                     |
|--------------------------|--|
| 5%                       | Unit 1: Part 1:<br>Student/Teacher Conference<br>(Conversation)  |
| 5%                       | Unit 1: Part 2 -<br>Student/Teacher Conference<br>(Conversation) |
| 10%                      | Unit 1: Test<br>(StudentProduct)                                 |

|     |                              |   |
|-----|------------------------------|---|
| 5%  |                              | Unit 2: Assignment  |
| 5%  |                              | Unit 2: Assignment (Student Product)                      |
| 5%  |                              | Unit 2: Assignment (Student Product)                      |
| 5%  |                              | Unit 3: Assignment (Student Product)                      |
| 5%  |                              | Unit 3: Assignment (Student Product)                      |
| 5%  |                              | Unit 4: Presentation (Observation)                        |
| 5%  |                              | Unit 4: Assignment (Student Product)                      |
| 5%  |                              | Unit 4: Test (Student Product)                            |
| 10% |                              | Unit 5: Student/Teacher Conference (Conversation)         |
| 15% | Final Culminating Assignment | Assignment/Presentation (Student Product and Observation) |
| 15% | Final Evaluation             | Final Examination   |

**A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement**

| Percentage  | Achievement | Summary Description  |
|-------------|-------------|--|
| Grade Range | Level       |  |
| 80-100%     | Level 4     | A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.    |
| 70-79%      | Level 3     | A high level of achievement. Achievement is <i>at</i> the provincial standard.                           |
| 60-69%      | Level 2     | A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard. |
| 50-59%      | Level 1     | A passable level of achievement. Achievement is <i>below</i> the provincial standard.                    |
| below 50%   | Level R     | Insufficient achievement of curriculum expectations. A credit will not be granted.                       |

The final grade will include the following weighting

|                                |                         |                      |                    |
|--------------------------------|-------------------------|----------------------|--------------------|
| Knowledge/Understanding<br>25% | Thinking/Inquiry<br>25% | Communication<br>25% | Application<br>25% |
|--------------------------------|-------------------------|----------------------|--------------------|

**Assessment of Learning Skills & Work Habits:**

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation.

| Learning Skills and Work Habits   |  | E – Excellent    G – Good    S – Satisfactory    N – Needs Improvement |  |                        |  |
|---|--|--|--|------------------------|--|
| <b>Responsibility</b>   |  |  |  | <b>Organization</b>    |  |
| <ul style="list-style-type: none"> <li>▪ Fulfills responsibilities and commitments within the learning environment.</li> <li>▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>▪ Takes responsibility for and manages own behaviour.</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>▪ Devises and follows a plan and process for completing work and tasks.</li> <li>▪ Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>  |                        |  |
| <b>Independent Work</b>   |  |  |  | <b>Collaboration</b>   |  |
| <ul style="list-style-type: none"> <li>▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>▪ Uses class time appropriately to complete tasks.</li> <li>▪ Follows instructions with minimal supervision.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>▪ Accepts various roles and an equitable share of work in a group.</li> <li>▪ Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>▪ Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul> |                        |  |
| <b>Initiative</b>   |  |  |  | <b>Self-Regulation</b> |  |
| <ul style="list-style-type: none"> <li>▪ Looks for and acts on new ideas and opportunities for learning.</li> <li>▪ Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>▪ Demonstrates curiosity and interest in learning.</li> <li>▪ Approaches new tasks with a positive attitude.</li> <li>▪ Recognizes and advocates appropriately for the rights of self and others.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>▪ Sets own individual goals and monitors progress towards achieving them.</li> <li>▪ Seeks clarification or assistance when needed.</li> <li>▪ Assesses and reflects critically on own strengths, needs, and interests.</li> <li>▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>▪ Perseveres and makes an effort when responding to challenges.</li> </ul>   |                        |  |

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

**Consideration of Program Planning**

**English language learners:** As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and

experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

**Literacy education:** Communication skills are fundamental to the development of literacy.

Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

**The role of information and communications technology:** Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect

students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

**Equity and Inclusive Education:** The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

### **First Nation, Métis and Inuit Education Policy Framework**

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

### **PLAGIARISM/CHEATING**

Any incident of plagiarism or cheating will result in a re-submission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

### **Missed and Late Assignments Policy**

Teachers will make it clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

## **Resources**

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition  
Covering Grades 1-12

- Ministry of Education; The Ontario Curriculum, Grades 9 and 12: Health and Physical Education, 2015, (revised)

## **Attendance Policy:**

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

## **Acceptable Online Use Policy**

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

### **Hardware/software requirements:**

#### *Hardware:*

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

*High speed internet is recommended with access to a computer with the following:*

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

#### *Recommended Software:*

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

#### *Browser:*

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher