

# torontoeschool

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## ICS3U Computer Science Grade 11

### Course Outline

**Course Title:** Computer Science, Grade 11, University Preparation

**Course Code:** ICS3U

**Grade:** 11

**Course Type:** University Preparation

**Credit Value:** 1.0

**Prerequisite:** : None

**Curriculum Policy Document:** [Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008 \(Revised\)](#)

**Course Developer:** Toronto eSchool

**Department:** Computer Studies

**Department Head:** Paul Rogers, B.Sc., B.Ed., OCT

**Developed Date:** 2016

**Most Recent Revised Date:** 2022

### Course Description

Computer Science 11 – ICS3U course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**Course Contents:**

Unit	Titles and Descriptions	Time
Unit 1	<b>The Computing Environment</b> In this unit, students will examine the fundamental aspects of the computing environment: hardware, specifications peripheral devices, software and applications, operating systems and basic programming codes and languages.	16 hours
Unit 2	<b>The Basics of Programing</b> The essential philosophies and logic surrounding programming, including models for input, output, processing, and all related terminology will be studies. Programming basics will be introduced. Simple programs will be constructed, using a number of different logical, calculation and algorithm strategies.	18 hours
Unit 3	<b>Introduction of Functions</b> Expanding upon the material covered in Unit II, students will develop more advanced programs, and delve into the real-life aspects of clarifying program specifications from clients, describing phases, milestones and products of software development, and the strategies behind debugging and troubleshooting.	18 hours
Unit 4	<b>Information Storage</b> Drawing upon knowledge from the course so far, students will use various problem solving strategies to collect inputs, store information, and generate outputs. The differences between source code and machine code will be examined.	17 hours
Unit 5	<b>Using Data Structure</b> This unit focuses upon the essential skills of structuring arrays, and writing programs that declare, initialize, modify and access these arrays. Strategies to plan programming/problem solving procedures will be proposed. Students will write algorithms with nested structures, and subprograms, and algorithms that perform simple data management tasks.	17 hours
Unit 6	<b>Software Development and Graphics</b> Independent study unit. A culminating project involving knowledge from the whole of the course as well as potential real life application.	13 hours
	<b>Final Evaluation</b> The final assessment task will be comprised of two parts: a programming project representing the stages in the software development lifecycle and a final exam. Each of these two parts will constitute 15% of the final mark.	10 hours
	<b>Total</b>	110 hours

## Overall Expectations: ICS3U

Strand	Overall Expectations
Programming Concepts and Skills	A1. demonstrate the ability to use different data types, including onedimensional arrays, in computer programs A2. demonstrate the ability to use control structures and simple algorithms in computer programs A3. demonstrate the ability to use subprograms within computer programs A4. use proper code maintenance techniques and conventions when creating computer programs
Software Development	B1. use a variety of problem-solving strategies to solve different types of problems independently and as part of a team B2. design software solutions to meet a variety of challenges B3. design algorithms according to specifications B4. apply a software development life-cycle model to a software development project
Computer Environments And Systems	C1. relate the specifications of computer components to user requirements C2. use appropriate file maintenance practices to organize and safeguard data C3. demonstrate an understanding of the software development process
Topics In Computer Science	D1. describe policies on computer use that promote environmental stewardship and sustainability D2. demonstrate an understanding of emerging areas of computer science research D3. describe postsecondary education and career prospects related to computer studies

All course material is online, no textbook purchase required. Resources and references for course materials will be provided on course webpage. Students are expected to watch and read all lecture videos and reading materials provided, and complete relevant exercises at student's time of convenience.

## Teaching / Learning Strategies

As in a conventional classroom, instructors employ a range of strategies for teaching a course:

- Clear writing that explains new concepts to students
- Examples of full solutions in various contexts and opportunities to practice
- Direct instruction and coaching on student work by the teacher

In addition, teachers and students have at their disposal a number of tools that are unique to electronic learning environments:

- Electronic simulation activities
- Video presentations
- Discussion boards and email
- Assessments with real-time feedback
- Interactive activities that engage both the student and teacher in the subject
- Peer review and assessment
- Internet Instructional Videos

The aim of this course is to introduce students to computer programming. Students are given a lesson and then work independently to apply what they have learned in different contexts to solve problems.

## Assessment and Evaluation of Student Achievement

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final assessment task that occurs at or near the end of the course. In the case of this course, this final assessment task will take in two parts, a major comprehensive programming project and a final exam to be completed online under the supervision of a pre-approved proctor. Each of the two parts worth 15%, a total of 30% of the student's final mark in the course.

The Achievement Chart for this Course of Study will be employed to guide students in assessing their own learning and planning strategies for improvement. Students will have the opportunity to complete the Ministry of Education exemplar projects or their equivalents for this Course of Study.

Overall and specific expectations will be assessed and evaluated based upon the following criteria:

. Knowledge and Understanding	25%
. Thinking Skills:	25%
. Communication Skills:	20%
. Application / Making Connections:	30%

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage Grade Range	Achievement Level	Summary Description
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</i> , but <i>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

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning.

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for this discipline.

A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

I. Term Work:	70%
. Unit Assignments	25%
. Lesson Assignments	25%
. Communication and Discussion	20%
II. Final Evaluation:	30%
. Final Assignment	15%
. Final Exam	15%

## The Report Card

Two official report cards are issued - midterm and final. Each report card will focus on two distinct but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report cards contain separate sections for the reporting of these two aspects. The report card also indicates whether an OSSD credit has been earned.

## Resources Required by the Students

- Access to ICS3U online course of study
- Access to a scanner or digital camera
- Access to a spreadsheet and word-processing software
- Access to an online graphing calculator
- Access to YouTube

Note: This course is entirely online and does not require or rely on any textbook.

## Achievement Chart – Computer Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	<b>The student:</b>			
<b>Knowledge of content</b> (e.g., facts, technical terminology, definitions, procedures, standards)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>understanding of content</b> (e.g., concepts, principles, methodologies, use of tools)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> - The use of critical and creative thinking skills and/or processes				
	<b>The student:</b>			
<b>use of planning skills</b> (e.g., focusing research, gathering information, selecting strategies, organizing a project)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>use of processing skills</b> (e.g., analysing, interpreting, assessing, reasoning, evaluating, integrating, synthesizing)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>use of critical/creative thinking processes</b> (e.g., evaluation of computer solutions, problem solving, decision making, detecting and correcting flaws, research)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
<b>Communication</b> - The conveying of meaning through various forms				
	<b>The student:</b>			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including electronic forms</b> (e.g., presentations, charts, graphs, tables, maps, models, web pages, reports)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
<b>communication for different audiences</b> (e.g., peers, computer users, company supervisor) and purposes (e.g., to inform, to persuade) <b>in oral, visual, and written forms, including electronic forms</b>	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

<b>use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms</b>	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> - The use of knowledge and skills to make connections within and between various contexts				
	<b>The student:</b>			
<b>application of knowledge and skills</b> (e.g., concepts, procedures, processes, use of tools) <b>in familiar contexts</b>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>transfer of knowledge and skills</b> (e.g., choice of tools and software, ethical standards, concepts, procedures, technologies) <b>to new contexts</b>	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>making connections within and between various contexts</b> (e.g., between computer studies and personal experiences, opportunities, social and global challenges and perspectives; between subjects and disciplines)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

### Late and Missed Assignments:

Students are expected to:

- be responsible 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
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late
- use time productively, both online and offline

All submissions will be online and should be completed within given time frame. Late assignments will be assessed a penalty of 10% per a day, until day 10, in which no submission will be allowed.

Late or missed work accompanied by a doctor's note will receive no penalty.

## **Academic Responsibility and Integrity:**

Practice is a crucial part for Computer Science. Students are expected to use all resources provided online, complete all exercises provided prior to solutions posted. Additionally, students are highly encouraged to go to our online discussion forum to ask questions and discuss course materials. Please do not post solutions to assignment questions on forum before due dates to avoid committing plagiarism.

It is essential for both educational and ethical reasons that each person does his/her own work. There is a distinction between getting help and copying. Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Plagiarism, including electronic theft and misrepresentation of original work, cheating, theft of evaluation instruments, use of unauthorized aids and false representation of identity will result in appropriate consequences. Penalty for each plagiarized work is a 10% reduction in the final grade.

## **Program Planning Considerations for Computer Studies**

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas:

1. Education for students with special education needs
2. Environmental education
3. Equity and inclusive education
4. Financial literacy education
5. Ontario First Nations, Metis, and Inuit education
6. Role of information and communications technology
7. English language learners
8. Career education
9. Cooperative education and other workplace experiences
10. Health and safety

### **1. Education for Students with Special Education Needs:**

Torontoeschool is committed to ensuring that all students are provided with the learning opportunities and supports they require to gain the knowledge, skills, and confidence they need to succeed in a rapidly changing society. The context of special education and the provision of special education programs and services for exceptional students in Ontario are constantly evolving. Provisions included in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have driven some of these changes. Others have resulted from the evolution and sharing of best practices related to the teaching and assessment of students with special educational needs.

The provision of special education programs and services for students at Torontoeschool rests within a legal framework. The Education Act and the regulations related to it set out the legal responsibilities pertaining to special education. They provide comprehensive procedures for the identification of exceptional pupils, for the placement of those pupils in educational settings where the special education programs and services appropriate to their needs can be delivered, and for the review of the identification of exceptional pupils and their placement.

Teachers will take into account the needs of exceptional students as set out in the students' Individual Education Plan. The online courses offer a vast array of opportunities for students with special educational needs to acquire the knowledge and



skills required for our evolving society. Students who use alternative techniques for communication may find a venue to use these special skills in these courses. There are a number of technical and learning aids that can assist in meeting the needs of exceptional students as set out in their Individual Education Plan. In the process of taking their online course, students may use a personal amplification system, tela-typewriter (via Bell relay service), an oral or a sign-language interpreter, a scribe, specialized computer programs, time extensions, ability to change font size, oral readers, etc.

## **2. Environmental Education:**

Environmental education teaches students about how the planet's physical and biological systems work, and how we can create a more sustainable future. Good curriculum design allows environmental issues and topics to be woven in and out of the online course content. This ensures that the student will have opportunities to acquire the knowledge, skills, perspectives and practices needed to become an environmentally literate citizen. The online course should provide opportunities for each student to address environmental issues in their home, in their local community, or even at the global level.

## **3. Equity and Inclusive Education:**

Torontoeschool is taking important steps to reduce discrimination and embrace diversity in our online school in order to improve overall student achievement and reduce achievement gaps due to discrimination. The Ontario Equity and Inclusive Education Strategy was launched in April 2009 and states that all members of the Torontoeschool community are to be treated with respect and dignity. This strategy is helping Torontoeschool educators better identify and remove discriminatory biases and systemic barriers to student achievement. These barriers related to racism, sexism, homophobia and other forms of discrimination may prevent some students from reaching their full potential. The strategy supports the Ministry's key education priorities of high student achievement, reduced gaps in student achievement and increased accountability and public confidence in Ontario's schools. Students, regardless of their background or personal circumstances, must be given every opportunity to reach their full potential. Research shows that when students feel welcomed and accepted in their school, they are more likely to succeed academically. Torontoeschool desires to create a culture of high expectations where factors such as race, age, gender, sexual orientation and socio-economic status do not prevent students from achieving ambitious outcomes.

## **4. Financial Literacy Education:**

Financial literacy may be defined as having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence. Since making financial decisions has become an increasingly complex task in the modern world, students need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. Students need to be aware of risks that accompany various financial choices. They need to develop an understanding of world economic forces as well as ways in which they themselves can respond to those influences and make informed choices. Torontoeschool considers it essential that financial literacy be considered an important attribute of a well-educated population. In addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial and other issues. The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers. The Ministry of Education and Torontoeschool are working to embed financial literacy expectations and opportunities in all courses as appropriate, as part of the ongoing curriculum review process.

## **5. Ontario First Nations, Metis, and Inuit Education:**

First Nation, Metis, and Inuit students in Ontario will need to have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will need to have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will need to have knowledge and appreciation of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures, and perspectives. Torontoeschool and the Ministry of Education are committed to First Nation, Metis, and Inuit student success. Torontoeschool teachers are committed to (1) developing strategies that will increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Metis, and Inuit students; (2) providing quality programs, services, and resources to help create learning opportunities for First Nation, Metis, and Inuit students that support improved academic achievement and identity building; (3) providing a curriculum that facilitates learning about contemporary and traditional First Nation, Metis, and Inuit cultures, histories, and perspectives among all students where possible; and (4) developing and implementing strategies that facilitate increased participation by First Nation, Metis, and Inuit parents, students, communities, and organizations in working to support the academic success of the student.

## **6. The Role of Information and Communications Technology in the Curriculum.**

Information literacy is the ability to access, select, gather, critically evaluate, and create information. Communication literacy refers to the ability to communicate information and to use the information obtained to solve problems and make decisions. Information and communications technologies are utilized by all Torontoeschool students when the situation is appropriate within their online course. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any other course or any business environment.

## **7. English Language Learners:**

This Torontoeschool online course can provide a wide range of options to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The Torontoeschool teacher considers it to be their responsibility to help students develop their ability to use the English language properly. Appropriate modifications to teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. This online course can provide a wide range of options to address the needs of ESL/ELD students. Well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. Torontoeschool has created course content to enrich the student's learning experience. In addition, since many occupations in Canada require employees with capabilities in the English language, many students will learn English language skills which can contribute to their success in the larger world.

## **8. Career Education:**

As the online student progresses through their online course, their teacher is available to help the student prepare for employment in a huge number of diverse areas. With the help of their teacher, students will learn to set and achieve goals and will gain experience in making meaningful decisions concerning their career choices. The skills, knowledge and creativity that students acquire through this online course are essential for a wide range of careers. Throughout their secondary school education, students will learn about the educational and career opportunities that are available to them;

explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

#### **9. Cooperative Education and Other Workplace Experiences:**

By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live. Cooperative education and other workplace experiences will broaden their knowledge of employment opportunities in a wide range of fields. In addition, students will increase their understanding of workplace practices and the nature of the employer-employee relationship. Torontoeschool teachers will try to help students link to Ministry programs to ensure that students have information concerning programs and opportunities.

#### **10. Health and Safety:**

The major health and safety concerns associated with computer use are musculoskeletal injuries (including repetitive strain injuries) and eye strain. Teachers should not only ensure that workstations are ergonomically arranged but also encourage students to maintain good posture and to take regular breaks to stand and stretch. It is also important to inform students of the mental and emotional health risks associated with social isolation – a familiar condition among heavy computer users.