

Course Calendar  
2011 - 2012  
Chatham Christian  
High School



To provide Christ-centered learning  
in all areas of schooling for  
Christ-like service in all areas of life.

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## INVITATION

As the principal of Chatham Christian High School (CCHS), I am happy to present you with the annual Course Calendar. The course calendar is an overview of the school's programs and provides important information that will enable you to make informed choices in planning your high school education. It outlines our goals, diploma requirements, the credit system and course descriptions for the courses we offer at CCHS from grades 9 to 12.

The curriculum and programs of CCHS are our attempt to honour our mission which is *to provide Christ-centred learning in all areas of schooling for Christ-like service in all areas of life.* In every subject or course, you will be challenged to explore the wonders of the world God created and to examine what it means to follow God in the culture in which we live. It is our hope that the learning and experiences you gain at CCHS will equip you for a life of service in God's world.

Your high school years are an important period in your life and we consider it a privilege to be working with you during this critical time. You are surrounded by teachers who love the Lord, are passionate about their work and want only the best for you. We trust that God will bless our efforts as you plan and prepare for the future. If you or your parents, have any questions or concerns, feel free to speak with us. Together, we can make CCHS the community of learning we hope it to be.

Marvin Bierling  
April 2011

# Parent/School Partnerships

## Shared Commitments

### As a school, we commit to:

- fulfill our mission and purpose
- provide a safe, nurturing environment
- provide consistent communication regarding your child
- provide consistent communication about the school
- provide opportunity for involvement
- provide consistency in values and discipline
- offer a listening ear at any time
- show respect for your child and your family
- pray for and support your child and family
- use wisely the resources entrusted to the school

### As parents, we commit to:

- support the school's mission at home
- provide a quiet study environment at home
- provide consistent communication and attend parent/teacher conferences
- attend pertinent school meetings and events
- be appropriately involved
- support the values and policies of the school
- seek information and facts and not believe rumours
- show respect for school administrators, teachers and support staff
- provide prayer support for our child and the school
- honour the financial commitment in support of our child's education

# Identity Statement

Chatham Christian High School is founded on a vision of Christian education with a particular emphasis. Here is an articulation of this vision<sup>1</sup>.

**1. God rules over all creation and all areas of life.**

We believe that nothing falls outside God's laws. Christian education at CCHS points to God not only in devotions, chapel and biblical studies, but in all subjects as well as behaviour, language and attitude towards others and the rest of creation.

**2. Jesus is the Redeemer of the entire creation, not only the Saviour of humankind.**

The whole world has fallen, and so the whole world needs to be redeemed and restored; every person, place, organization and institution.

**3. The Bible is God's Word and serves as the glasses through which we view the world.**

Apart from studying the Bible diligently to learn more about God, ourselves and the world, we also look to it for guidance in developing a biblical world view.

**4. God also reveals Himself through His creation.**

We see God's fingerprints all over creation and in spite of the fall into sin, the original goodness of creation still shines through the character, structure and connectedness of things.

**5. Our world belongs to God, not the evil one.**

We do not live in a throwaway world. Instead, God created humankind to be caretakers of this world and He will renew it rather than destroy it. This makes all actions to improve life on earth worthwhile and God-honouring. The school is to equip students with the vision and skills for the redemption of the world.

**6. The dividing line between *good* and *evil* runs through people and organizations rather than around them.**

The world cannot be divided into "good guys" and "bad guys". The line between good and evil runs in our hearts. Christians do some things badly while non-Christians do some things well, and vice versa. All human beings fall short of God's glory and all reflect some of His image.

**7. Christian education is not just about assimilating information. God's revelation calls for an active response.**

At CCHS, we aim to provide *Christ-centred learning in all areas of schooling for Christ-like service in all areas of life*. Therefore, we want to help the students to understand and live out their calling to be caretakers of the creation and to be dispensers of grace and love in a hurting world. There is no field of work to which this does not apply. Education, therefore, appeals to the heart and has as its purpose to lead students into responsive discipleship.

**8. Christian schools focus on the nurture of children who have been consecrated by God.**

Christian schools are not established to evangelize children from non-Christian homes. They compliment and extend that which is already taking place at home and as such encourage commitment to Jesus Christ.

**9. We celebrate the unique giftedness of each person.**

In our teaching, we strive to recognize that students are called to different tasks in this world and come with diverse gifts and learning styles. Therefore, we work to develop each person's potential in response to God, rather than pursuing academic rigour for its own sake.

**10. We believe in and foster community.**

We seek to reflect a commitment to community in all our relationships. Parents, staff and supporters from different cultural, social and denominational backgrounds covenant together to carry out the shared task of educating children and our efforts are to be characterized by trust, cooperation and service rather than self-interest and individualism.

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<sup>1</sup> A more formal foundational statement can be found in the by-laws of the Calvin Christian School Society of Chatham.

# Grad Profile

At CCHS, it is our hope that students who graduate:

- ✓ demonstrate they are Christians by:
  - ⇒ having a regular and active devotional life and by trusting God for wisdom and guidance
  - ⇒ modeling the fruit of the Spirit including honesty, patience, compassion, gentleness, faithfulness, kindness and self-control
  - ⇒ making decisions that are consistent with their faith
  - ⇒ having an appreciation for personal gifts and talents and by understanding that God is expecting them to use these gifts in service to others
  
- ✓ are developing a Christian mind because they:
  - ⇒ can think Christianly about issues we face in society
  - ⇒ demonstrate wisdom and discernment when faced with the many ideas and values that our society promotes
  - ⇒ respect the creation and understand environmental issues
  
- ✓ desire to promote justice in all areas of life by:
  - ⇒ having compassion for the oppressed and disadvantaged
  - ⇒ respecting other people and cultures
  - ⇒ using our resources in a stewardly fashion
  - ⇒ being aware of social structures that hinder justice
  
- ✓ are equipped with a quality education that provides them with the skills necessary to function effectively in society because they:
  - ⇒ have received a well-rounded education
  - ⇒ possess good numeracy, literacy and communication skills
  - ⇒ are prepared for workplace, college or university destinations

## Diplomas and Certificates

### ONTARIO SECONDARY SCHOOL DIPLOMA

Chatham Christian High School is registered as a private school with the Ministry of Ontario of Education and Training (MOET) and is therefore authorized to issue the Ontario Secondary School Diploma (OSSD).

#### **Requirements**

Students are required to successfully complete 30 credits, 40 hours of community service, and the Grade 10 Provincial Literacy Test. Eighteen courses are compulsory and twelve are optional.

#### **Community Involvement**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program but must be done by graduation. The community involvement is designed to develop understanding of civic responsibilities and their role in strengthening communities. The requirement is to be completed outside students' normal instructional hours. Activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions, and informal settings. Students may not fulfil the requirement through activities counted towards a credit, through paid work, or by assuming duties normally performed by a paid employee.

#### **Ontario Secondary School Literacy Test**

The Provincial Education Quality and Accountability Office (EQAO) has designed the Ontario

Secondary School Literacy Test. Students will be required to take it in the spring of their Grade 10 year. The test is based on the curriculum expectations for language and communication up to and including Grade 9. The test will serve to determine whether students have acquired the reading and writing skills considered essential for literacy and to provide confirmation that those students have attained the provincial expectations. Students who are unsuccessful the first time may retake the test. There is no limit to the number of attempts a student may make. If students fail the literacy test, they may take the Ontario Secondary School Literacy Course; if they pass the course, this diploma requirement will be fulfilled. Necessary accommodations must be made to ensure that students who are receiving special education programs and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the test. Assessment is *pass* or *fail*.

### **CHATHAM CHRISTIAN HIGH SCHOOL DIPLOMA**

Chatham Christian High School grants its own diploma, as well, upon graduation. All attending students are expected to be working towards both the Chatham Christian High School and the Ontario diploma.

#### **Requirements**

In addition to the OSSD requirements, students are required to take additional courses in specific areas to reflect our commitment to a liberal arts education and Christian perspective. The CCHS diploma requires 31 credits, 40 hours of community involvement, and the Grade 10 Provincial Literacy Test. Twenty-one courses are compulsory and ten are optional. At the commencement ceremony in June, members of the graduating class will receive the diplomas they have earned - the OSSD and/or the CCHS diploma. Students who have not earned a diploma may or may not participate in the graduation ceremony as determined by administration.

#### **Community Involvement**

The requirement of the CCHS diploma is the same as the OSSD's, but in addition, the 20/20 rule applies - at least 20 hours must be served in the broader civic community while the remaining 20 may be volunteered within the church or school. The purpose of this additional guideline is to broaden students' interactions with others and encourage civic-mindedness in a broader context. We seek to challenge students to go beyond their comfort zones and out into the world. Service to others and God is one of the Christian's foremost priorities.

A "Community Involvement Activities - Tracking Form" will be handed out in Grade 9. Students are to keep a record of the completed activities - name, address, and telephone number of the organization, dates and hours volunteered, and the supervisor's signature. Students submit the completed and signed form to the office for the principal's signature and inclusion in the student's Ontario Student Record.

#### **Ontario Secondary School Literacy Test**

The requirement of the CCHS Diploma is exactly the same as that of the OSSD.

### **ONTARIO SECONDARY SCHOOL CERTIFICATE**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided they have earned a minimum of 14 credits. 7 courses are compulsory and 7 are optional. The specific requirements are found in the *Ontario Secondary Schools Grades 9 - 12 Program and Diploma Requirements 1999* document, section 3.3.

## Diplomas - A Comparative Chart

To earn the OSSD Diploma, requirements approved by the Ministry of Ontario Education and Training must be met. To earn the CCHS Diploma, requirements approved by MOET as well as by the Board of Chatham Christian High School must be met. A comparison chart is as follows:

The OSSD	The CCHS Diploma
4 credits in English, one per grade	4 credits in English, one per grade
1 credit in French as a second language	1 credit in French as a second language
3 credits in math, at least one in grade 11 or 12	3 credits in math, at least one in grade 11 or 12
2 credits in science	2 credits in science
1 credit in Canadian geography	1 credit in Canadian geography
1 credit in Canadian history	1 credit in Canadian history
1 credit in the arts	1 credit in the arts
1 credit in health and physical education	1 credit in health and physical education
.5 credit in civics	.5 credits in civics
.5 credit in career studies	.5 credits in career studies
plus 1 additional credit in English, or French as a second language, or a native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or co-operative education	plus 1 credit in English media - EMS30
plus 1 additional credit in health and physical education or the arts or business studies, cooperative education	plus 1 additional credit in health and physical education or the arts or business studies or cooperative education
plus 1 additional credit in a science or technical education, or cooperative education	plus 1 additional credit in science or technical education, or cooperative education
	plus 3 additional credits in core perspectives: <ul style="list-style-type: none"> <li>● Grade 9 and 10 Bible at .5 credit each: HRE13 and HRE23, plus</li> <li>● a humanities and social science course at 1 credit: Challenge and Change in Society - HSB4M, plus</li> <li>● a senior Bible class, HRT3M, or Faith, Belief and Imagery IDP4O</li> </ul>
18 compulsory credits, 12 options = 30	21 compulsory credits, 10 options = 31

Additional Requirements:

- 40 hours of community involvement activities
- the provincial literacy test

# Guidance Department

Our aim at CCHS is to guide, direct and help each student grow into an independent person who serves God according to His Word, someone who is able to employ every talent to the honour of God and for the well-being of fellow creatures in every area of life. Guiding and helping students is the task of the whole school. Together we work at helping students to know and appreciate themselves as image-bearers of God, to relate in Christian ways to others, to be successful in their schoolwork and to foster a positive spiritual climate in the school. In the Guidance Department we focus on helping students develop appropriate educational plans, explore career alternatives, and consider God's call to serve Him in their personal lives, relationships and careers.

## Guidance Support Services

The guidance department offers assistance in the following areas:

- educational planning for high school course option sheets
- post-secondary applications and scholarships
- a resource for students - the guidance office contains resource materials including pamphlets and calendars on post-secondary education options
- college and university visit dates
- personal counseling, initiated by students, parents, and/or counselor
- orientation of new students to course options, classes, and programs
- volunteer experiences for exchange programs, leadership seminars, and government programs

## Other Support Services

The **library** is open to students throughout the school day for student research and study. Fiction and nonfiction books, encyclopaedias, CDs, periodicals, and internet access are available.

The **computer lab** has 32 networked computers. As well, internet-accessible computers are located in each classroom.

The **career and resource centre** has computers available for job searches, interest surveys, career information, and homework. As well, post-secondary catalogues, books, CD's, videos, and pamphlets on social issues are available.

A **learning resource** teacher prepares an Individualized Education Plan (IEP) and appropriate accommodations or modifications to a student's existing program. Consultation occurs amongst the student, parent/guardian, teacher, and principal. Special testing or tutoring may be required. The Learning Resource teacher is also available to any student who may need assistance in reaching their educational goals.

## Planning Your Program

### Selecting Courses and Types

When selecting courses of study, students should choose appropriate courses, taking into consideration learning styles, interests, and destinations after high school. They should prayerfully and carefully consider talents, careers, and various post-secondary institutions. It is important to select courses which provide a route to reach these goals. Guidance counsellors, teachers, parents, and others can give good advice.

Ontario universities require 6 4U's or M courses, including English 4U for university entrance, but each program may have its own additional requirements. Community Colleges require English 4C but additional program requirements also vary with each program's needs. Consult the latest calendars of colleges and universities. Make note of admission requirements for certain courses of study. It is best to plan a program as far as possible. Some subjects such

as math should be taken in a continuous sequence, as they build upon skills learned the previous year. Prerequisites form a background which is vital for success in a particular subject. This is especially important for university level courses. Students should take note of courses offered in alternate years. Check the *Courses by Grade* chart.

### **Co-operative Education**

Co-operative (co-op) education is an experiential form of education that integrates academic study and workplace experience. It is a partnership between education, business and industry that involves students, teachers, parents and employers. The students, together with the teacher and employer, design a program that allows the students to deepen his or her knowledge of the particular industry while acquiring some basic employment skills. The program allows students to explore career possibilities, gain valuable work experience and improve qualifications for future employment. Every co-op placement is unique to the student.

Co-op education is available to third and fourth year students and students can obtain a maximum number of four co-op credits. Evaluation of co-op students consists of assignments, attendance, work logs and employer evaluation forms.

Co-op students have worked a variety of placements including:

- |                    |                   |
|--------------------|-------------------|
| ➤ auto repair shop | ➤ hair dresser    |
| ➤ daycare          | ➤ school          |
| ➤ hospital         | ➤ carpentry       |
| ➤ newspaper        | ➤ retirement home |
| ➤ grocery store    | ➤ fire station    |

## **Academic Information**

### **Credit System**

CCHS is organized along the Ministry of Ontario Education and Training guidelines of the credit system. Credits are granted in recognition of the successful completion of courses. The Ministry (MOET) defines 1 credit as the successful completion of a course for which a minimum of 110 hours has been scheduled. Half credits (.5) are courses for which 55 hours have been scheduled.

### **Ontario Student Record**

The Ontario Student Record (OSR) is the ongoing confidential record of a student's educational progress through schools in Ontario. An OSR will be requested from schools previously attended by the student. For students coming from outside Ontario, an OSR will be established. The collection of this information is authorized by the *Education Act*. Documents recorded in a student's OSR may include: school pictures, report cards, attendance records, the Ontario Secondary School Literacy Test (OSSLT) results, assessments, transcripts etc.

The OSR is privileged information for the use of the principal and teachers for the purpose of improving the instruction of the student. All students and parents/guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents. The contents of the OSR are reviewed and updated throughout the school year and are kept in a secure location.

### **Ontario Student Transcript**

The Ontario Student Transcript (OST) is an ongoing record of each student's courses, completion dates, grades, credits earned and graduation requirements completed. It is part of the OSR, and an official copy is available upon request. The guidance counsellor provides copies of the transcript to post-secondary institutions to which the student has applied.

## **Types of Courses**

Grades 9 and 10 program: Students in intermediate grades choose their courses from three streams - *academic D*, *applied P*, and *open O*. Academic and applied courses require students to learn essential knowledge and skills and prepare them for the *Literacy Test*. Students may move from Grade 9 applied to Grade 10 academic courses. The differences occur in instructional strategies and materials, as well as methods of evaluation. The courses that have a D/P choice are Grade 9 and 10 English, Grade 9 and 10 math, Grade 9 and 10 science, Grade 9 geography and French, and Grade 10 history. The remaining are open courses, which have one set of expectations for all students in a given grade.

- *Academic Course D* - In an academic course, the essential concepts of a subject are learned and related material is explored. The emphasis will be on theory and abstract thinking as a basis for future learning and problem solving although knowledge and skills in the subject will be developed through both theory and practical applications,.
- *Applied Course P* - An applied course also covers the essential concepts of a subject. The focus will be on practical applications although knowledge and skill will be developed through both theory and practical applications. Familiar real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on application of the concepts studied.
- *Open Course O* - Open courses in Grades 9 - 12 have one set of expectations for students in the subject being taken. In other words, there is only one health/physical education to choose in grade 9. Open courses are appropriate for all students, designed to provide students with a broad educational base which will prepare them for Grades 11 and 12 studies and their roles in society.

Grades 11 and 12 program: Students in senior grades choose specific courses from five streams - *university U*, *university/college M*, *college C*, *workplace E*, and *open O*. The chosen course leads to a specific kind of post-secondary institution or work. Prerequisites for U or M courses are Grade 10 D courses.

- *University Courses U* - equip students with the knowledge and skills needed to meet entrance requirements at Christian and publicly funded universities.
- *University/College Courses M* - equip students with the knowledge and skills needed to meet entrance requirements at universities or specific community college programs.
- *College Courses C* - prepare students for the knowledge and skills needed to meet entrance requirements for most community college programs, apprenticeship, or other training programs.
- *Workplace Courses E* - prepare students for the skills they need to meet the expectations of employers if they plan to enter the workforce directly after graduation or the requirements of apprenticeship programs or other training programs.
- *Open Courses O* - are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. The courses are not designed with the specific requirements of a post-secondary destination in mind.

## **Compulsory Credits**

Compulsory credits are courses prescribed by Ministry policy as necessary for the OSSD graduation diploma. If a student's educational interests are best served by waiving a compulsory course, the principal may grant permission, provided that a suitable compulsory requirement is substituted for the required course and indicated on the transcript. The appropriate request form must be filled out and filed in the OSR. The principal will make the decision in consultation with the parents or adult student and the high school staff.

## **Prerequisites**

Prerequisites are courses which students must complete before enrolling in other courses. They provide the foundation needed for the more advanced course. Prerequisites are listed after

each course description. Students and parents may request that a prerequisite be waived. The appropriate request form must be filled out and filed in the OSR. Permission will be granted by the principal if the student's educational interests are served by such action. The principal will make the decision in consultation with the parents or adult student and the guidance counsellor or appropriate school staff.

### **Course codes**

Course titles and codes conform to the common course codes designated by the Ministry of Education of Ontario. Each course has a 5 character code. Characters 1-3 denote subject area, character 4 the grade, and character 5 the type of course.

The 1-3 place characters are letters closely representational of subject content. For example, ENG is English, MPM is math principles, AVI is art visual, CGW is Canadian geography/world issues, BTT is business and technical, HSB is humanities and sociology, SBI is science biology, CHV is Canadian history, civics, and PPL is physical education and health

The 4<sup>th</sup> place character is a number representing grade. 1 = 9, 2 = 10, 3 = 11, and 4 = 12.

The 5<sup>th</sup> place character is a letter indicating the level. In the junior grades, D = academic, P = applied, and O = open. In the senior grades, U = university, M = university/college, C = community college, W = workplace, and O = open.

### **Add/drop information**

Courses may be added in the first two weeks of each semester. All changes must be done through a guidance appointment. Appropriate forms must be completed and signed by student, parents, teachers, guidance counsellor, and principal. During the process, students must remain in the original class until permission to switch is given by the school. Dropping a course may be done throughout the semester.

### **Full Disclosure**

Ministry policy requires full disclosure on the official transcript of withdrawn, repeated, and unsuccessfully completed Grades 11 and 12 courses. Students are given five instructional days after the mid-term report to withdraw from a course without a "W" appearing on the transcript; after that, the grade at withdrawal must be recorded. Parents or the student may request indication of "special circumstances" for withdrawn courses due to circumstances that are not a true reflection of the student's ability.

### **Course Loads**

Minimum course loads for full-time students are as follows: 8 credits each year in Grades 9, 10, and 11; 7 credits in Grade 12.

### **Course Outlines**

Course outlines and related Ministry documents of all the courses at CCHS are available for viewing at the office. These outlines include the course descriptions, course rationale and aims, summary of the content, summary of teaching/learning activities, and an overview of the assessment and evaluation strategies.

## **ALTERNATIVE CREDITS**

### **Independent Learning Courses**

Because of scheduling conflicts or other circumstances, students may enroll in correspondence or online courses. Registration may be done through the guidance office. A separate fee is charged. Students who take a course to meet their mandatory load are assigned a room and class period in which to complete their work. Absence is considered a skip. Upon successful completion of the course, a certificate is sent by the ILC to the school, and the course and grade are added to the student's transcript. Courses must be completed within a ten month time frame.

### **External Music Credits**

The following credits may be added to the record and counted towards the diploma:

-AMX3M credit for Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Toronto or Grade VII Practical and Grade III of Conservatory Canada, London.

-AMX4M credit for Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Toronto or Grade VIII Practical and Grade IV Theory of Conservatory Canada, London.

Certificates must be brought to the office. Both marks are averaged to calculate the final grade.

Credit may also be given for music certificates received from other conservatories as per the Ministry of Education policy statement, PPM133.

### **Prior Learning Assessment and Recognition - PLAR**

In a few instances, students may be eligible to earn credits for courses in which they already have the knowledge and skills. By demonstrating through formal testing and assignments that they have previously achieved the necessary course material, students in Grades 10 -12 who have never left school may earn up to four credits and a maximum of two in any subject area. The principal and guidance counsellor will determine eligibility of students to apply for PLAR credits.

## **ASSESSMENT AND EVALUATION**

### **Explanation of Grades**

In accordance with Ministry of Ontario Education and Training guidelines, course evaluation systems are as follows: 70% based on term work conducted throughout the course; 30% based on a final evaluation in the form of an exam, cumulative project, performance assessment, essay, or another method of evaluation suitable to the course content. Grades are numeric and can be interpreted as follows:

90 - 100%	-	work of outstanding quality
80 - 89%	-	very good work
70 - 79%	-	average work; meets expectations
60 - 69%	-	below the school average
50 - 59%	-	borderline pass
under 50%	-	failure
I	-	incomplete work; must be completed by the time reports are distributed

Learning skills are recorded on the report card, as well, including *responsibility, independent work, collaboration, organization, self-regulation, and initiative*. These are given letter grades: E = excellent, G = good, S = satisfactory, and N = needs improvement.

### **Unsuccessful Completion of Credits**

If a mandatory credit required for the OSSD or CCHS Diploma is not successfully completed, a diploma will not be issued. Completing the course may be done by retaking the class another year, doing an ILC course, or enrolling in summer credit recovery courses if available.

# 2011 - 2012

## Courses By Grade

### Grade 9 Course Overview

Compulsory Credits	Code	Optional Credits	Code
English (Academic or Applied)	ENG1D/P	Band	AMI1O
Mathematics - Principles of Mathematics or - Foundations of Mathematics	MPM1D MFM1P	Music - Choral	AMU1O
Geography of Canada (Academic or Applied)	CGC1D/P	Learning Strategies	GLS1O
Health & Physical Education	PPL1O	Media Studies	EMS3O
French (Academic or Applied)	FSF1D/P	Study Hall - no credit	
Science (Academic or Applied)	SNC1D/P		
Religious Education Civics	HRE13 CHV2O		

### Grade 10 Course Overview

Compulsory Credits	Code	Optional Credits	Code
English (Academic or Applied)	ENG2D/P	Band	AMI2O
Mathematics - Principles of Mathematics or - Foundations of Mathematics	MPM2D MPM2P	Music - Choral	AMU2O
Art	AVI2O	Health & Physical Education	PPL2O
Career Studies (½ Credit)	GLC2O	French	FSF2D
Bible (Credit)	HRE23	Transportation Technology	TTJ2O
Science (Academic or Applied)	SNC2D/P	Study Hall - no credit	
Canadian History (Academic or Applied)	CHC2D/P		
Managing Personal and Family Resources	HIR3C		

## Grade 11 Course Overview

<b>Compulsory Credits</b>	<b>Code</b>	<b>Compulsory Credits</b>	<b>Code</b>
English (University or College)	ENG3U/C	Society: Challenge and Change	HSB4M
<b>Mathematics:</b> 1 credit from: - Functions and Relations - Functions and Applications - Foundations for College Math	MCR3U MCF3M MBF3C		
<b>Optional Credits</b>	<b>Code</b>	<b>Optional Credits</b>	<b>Code</b>
<b>Science:</b> - Biology - University - Chemistry -11/12 - Physics -11/12	SBI3U SCH3U/4U SPH3U/4U	French -11/12	FSF3U/4U
Co-operative Education (2 Credits)	COP3X	<b>The Arts:</b> Drama -11/12 Music - Choral Band Art	ADA3O AMU3O/M AMI3O AVI4M
Healthy Active Living	PPL3O		
<b>Business Studies:</b> Marketing Financial Accounting Fundamentals	BMI3C BAF3M	<b>Technological Education:</b> Technological Design Custom Woodworking Communications Technology Hospitality & Tourism	TDJ3M/4M TWJ3E/4E TGJ3M TFJ3E
<b>Canadian and World Studies - History:</b> World History: The West & the World World History to 16 <sup>th</sup> Century Law	CHY4U  CHW3M CLN4U	<b>Canadian and World Studies - Geography:</b> Geography - World Issues	CGW4U

## Grade 12 Course Overview

Compulsory Credits	Code	Compulsory Credits	Code
English (University or College)	ENG4U/4C	Religious Studies OR Faith, Belief & Imagery	HRT3M IDP4O
Optional Credits	Code	Optional Credits	Code
<b>Science:</b> - Biology 12 - Chemistry -11/12 - Physics -11/12	SBI4U SCH3U/4U SPH3U/4U	<b>Mathematics:</b> - Calculus and Vectors - Advanced Functions - Foundations for College Math - Data Management	MCV4U MHF4U MAP4C MDM4U
Co-operative Education (2 Credits)	COP4X	<b>The Arts:</b> Drama -11/12 Music - Choral Band Faith, Belief & Imagery	ADA3O AMU4M AMI4M IDP4O
Healthy Active Living Recreational & Fitness Leadership	PPL4O PLF4C	French -11/12	FSF3U/4U
<b>Business Studies:</b> Marketing Financial Accounting Fundamentals	BMI3C BAF3M	<b>Technological Education:</b> Technological Design Custom Woodworking Communications Technology Food & Hospitality	TDJ3M/4M TWJ3E/4E TGJ3M TFJ3E
<b>Canadian and World Studies - History:</b> World History: The West & the World World History to 16 <sup>th</sup> Century Law	CHY4U  CHW3M CLN4U	<b>Canadian and World Studies - Geography:</b> Geography - World Issues	CGW4U

## Optional Courses Offered Bi-Annually

2011-2012	2012-2013
ADA3O - Drama	SPH3U - Physics 11
SCH3U - Chemistry 11	SPH4U - Physics 12
SCH4U - Chemistry 12	BAF3M - Accounting
BMI3C - Marketing	CHY4U - World History: The West & the World
CLN4U - Canadian & International Law	PLF4C - Recreational & Fitness Leadership
TFJ3E - Food & Hospitality	TWJ3E - Custom Woodworking
PPL4O - Physical Education	
TEJ4E - Custom Woodworking	

# Attendance and Academic Dishonesty

It is our calling to conduct ourselves in thought, word, and deed in a way that shows we are trying to live Christianly. All of us represent both Christ, our Lord and this school. The following rules identify what we expect of our students:

## ATTENDANCE

### General Attendance

You are expected to be at school each day. If you are not present, your school record is marked with an absence. After 10 absences, you will be notified by the vice-principal. After 15 absences, your ability to achieve the expectations of the course will be greatly reduced and you may not be able to receive the credit for that course.

### Lateness

If you arrive at school late, report first to the school office. Sign in and obtain a late slip. If you are late between classes, go directly to the office for a late slip. Give the late slip to the teacher of the class for which you are late. Each student is permitted three free late slips per semester. The fourth-through-sixth lates will result in a noon detention, in addition to a letter sent home after the fifth. The seventh late will result in a conference with the student, parents, and administration. Further action, including the possibility of a suspension, may be taken to ensure commitment to punctuality.

### Absences

- Three types of absences are defined as follows:
  - (1) Unexcused (a "skip") - defined as missing a class without permission of your parents or the school. Tests, quizzes, and assignments missed receive a 0%.
  - (2) Acceptable - defined as absences with parental permission for a reason that is acceptable to the school - sickness, bereavement, dental/doctor appointment, post-secondary school visit.
  - (3) Unacceptable - defined as absences with parental permission but without the school's permission. In other words, for a reason that is unacceptable to the school, such as working at your job, a hairdresser appointment, finishing a project, studying for a test, driver education sessions. Academic consequences may follow, such as loss of marks for attendance, assignments, or tests missed.
- If you are in doubt about whether an absence is acceptable or not, contact the principal at least a full day in advance.
- If you are absent for part or all of the day for an unplanned reason, telephone the office on the day of the absence. If this is not possible, submit a note to the office when you return with the dates of the absence, the reason, and your parent's or guardian's signature.
- If you need to leave a class during the day due to sickness, ask for your teacher's permission.
- If you need to leave the school, get permission from the principal or the vice-principal and sign out at the office.
- If you know you will be absent from school for one or more days, your parent/guardian must contact the principal beforehand. Let your teachers know in advance, and you must catch up on the work you will miss.
- If you become sick during examination week, your parent/guardian must contact the school **before** the exam is written and make arrangements for another time to write the exam.

### **Missed Work and Tests for Unplanned Absences**

You are responsible for any work you miss. It is vital to catch up on each day's work. If you are absent or late for acceptable reasons, contact your teachers for instructions and due dates when you return to school.

### **Missed Work for Planned Absences or Lates**

If you or your parents know beforehand that you will be gone and you have a test or a class presentation, you must contact your teachers at least one day beforehand to make arrangements with them.

### **Unexcused Absences (skipping class)**

Attending classes is your privilege and your responsibility. You may never miss a class without permission. If you "skip" a class, you will normally receive a detention for double the time missed.

### **Academic Dishonesty**

The academic dishonesty covers all learning activities for all courses including physical education, it may involve looking at another person's test paper or borrowing and/or copying assignments. Electronic communication has increased the amount of academic dishonesty opportunities. Using electronic translation engines, cutting and pasting from web sites, including photos, animations, video and sound and sharing passwords and assignments can also be considered academic dishonesty. Any form of accepting credit for something not your own is academic dishonesty.

### **Plagiarism**

Plagiarism is the presentation of someone else's work or ideas as if they are your own. It happens when you copy parts of a source word for word, or when you paraphrase or restate ideas from someone else, or when you use a keyword or phrase from someone else without identifying your source. Plagiarism has become a bigger problem with the introduction of the internet.

The consequences for plagiarism are significant. For any academic dishonesty, the following disciplinary action will be taken:

- 1st offence - you will receive a zero for that assignment and a discipline form will be filled out.
- 2nd offence - if you plagiarize a second time during an academic year, you will receive a failing grade in that course.

# COURSE DESCRIPTIONS

## 1. FINE ARTS

God is our magnificent Creator, the first and foremost artist from whom and for whom all things functional and artistic flow. We are created in His image; thus, we also create. God, the ultimate source of beauty and harmony, colour and shape, word and imagination, gives these same gifts to us for our pleasure, celebration, and growth. As is true of any talent given by God, we must joyfully honour artistic gifts. The Christian's calling is to wrest meaning and beauty, clarity and truth from a fallen world and to help others to do so as well. Art puts us in touch with familiar human experience and gives us a means to grapple with our own problems from a place of safety, a chance to hear the voice of suffering humanity, and a way to arouse awareness of others' lives. We come to understand better our nature, our world, and our Lord through art.

### **VOCAL MUSIC, 9, OPEN**

**AMU10**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. The focus of this course will be choral music.

**Prerequisite: None**

### **MUSIC, INSTRUMENTAL (BAND)**

**AMI10**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, creativity, interpretation and imagination. Students will participate in creative and independent activities that facilitate listening with understanding. They will also learn correct musical terminology and appropriate application. The focus at this course will be instrumental music.

**Prerequisite: None**

### **VISUAL ARTS, 10, OPEN**

**AVI20**

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).

**Prerequisite: None**

### **VOCAL MUSIC, 10 OPEN**

**AMU20**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening

perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. The focus of this course will be choral music.

**Prerequisite: None**

### **MUSIC, INSTRUMENTAL (BAND)**

**AMI20**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, creativity, interpretation and imagination. Students will participate in creative and independent activities that facilitate listening with understanding. They will also learn correct musical terminology and appropriate application. The focus at this course will be instrumental music.

**Prerequisite: None**

### **DRAMATIC ARTS, 11, OPEN**

**ADA30**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

**Prerequisite: None**

### **VOCAL MUSIC, 11, OPEN**

**AMU3M/O**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite: AMU10 or AMU20**

**MUSIC, INSTRUMENTAL (BAND) AMI3M**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, creativity, interpretation and imagination. Students will participate in creative and independent activities that facilitate listening with understanding. They will also learn correct musical terminology and appropriate application. The focus at this course will be instrumental music.

**Prerequisite: AMI10 or AMI20**

**VOCAL MUSIC, 12, UNIVERSITY/COLLEGE****AMU4M**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite: AMU3M**

**MUSIC, INSTRUMENTAL (BAND) AMI4M**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, creativity, interpretation and imagination. Students will participate in creative and independent activities that facilitate listening with understanding. They will also learn correct musical terminology and appropriate application. The focus at this course will be instrumental music.

**Prerequisite: AMI30**

**FAITH, BELIEF & IMAGERY, 12 OPEN IDP4O**

This course examines the role of art in the historical and contemporary religious expression of faith. Students will use comparative and systematic approaches to investigate and research significant themes by world faiths. They will examine the development of the textual sources, recurring iconography, and artistic representations associated with these faiths; analyse the interplay of faith, culture, and art to comment on the human search for meaning; and apply their findings in the creation of art works that reflect faith themes by applying artistic conventions and techniques.

**Prerequisite: None**

## 2. BUSINESS STUDIES

The Bible makes it clear that there is a direct connection between business and faith. The Lord holds us responsible for our use of time, money, and abilities. The Bible warns us not to be covetous and to treat the poor justly. We are to love God, not money. Therefore, we are to cultivate and dedicate our economic lives to God. Economic responses, too, are confessions, and that makes it important to understand and evaluate what we see and do. Our aim in economic matters should be to serve God, our neighbours, and ourselves, as well as to show love for the creation. In some of our Business Studies courses, we aim for deepened understanding of business and economic matters; in others, we aim to teach skills that will be useful for personal or job use later on.

**FINANCIAL ACCOUNTING, 11, UNIVERSITY/COLLEGE****BAF3M**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

**Prerequisite: None**

**MARKETING GOODS, SERVICES, EVENTS, Grade 11, COLLEGE****BMI3C**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite: None**

### 3. A. CANADIAN & WORLD STUDIES: GEOGRAPHY

The study of geography must remind us that all of people's lives are tied directly or indirectly to the environment in which they live. In order to be good stewards in God's creation, we must understand people, the laws of nature, and our obedience or disobedience to God's order to care for and develop His world. The environment is inter-related and complex; we have to understand God's laws in creation to treat creation rightly. It helps to look at other lands and cultures and see the responses of these people to their environments. Thus we learn about and also appreciate different ways of life, discerning the effects of various choices.

#### **GEOGRAPHY OF CANADA, 9, ACADEMIC CGC1D**

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.

**Prerequisite: None**

#### **GEOGRAPHY OF CANADA, 9, APPLIED CGC1P**

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.

**Prerequisite: None**

#### **CANADIAN & WORLD ISSUES: A GEOGRAPHIC ANALYSIS, 12, UNIVERSITY CGW4U**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

**Prerequisite:** Any university or university/collage preparation course in Canadian and world studies, English, or social sciences and humanities

### 3. B. CANADIAN AND WORLD STUDIES : HISTORY

One of the key reasons to have a Christian High School is to help students develop a Christian perspective. Canadian and World Studies courses, including the history classes, are some of the most important tools in developing this perspective. History helps young men and women understand the world of which they are a part. History, Law, and Civics allow us to see what people are like, how civilizations have and are responding to life's challenges and God's directives, and then, what has and is resulting. Ultimately, history is God's newest "testament."

#### **CIVICS 10, OPEN CHV2O**

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.

**Prerequisite: None**

#### **CANADIAN HISTORY IN 20TH CENTURY, 10, ACADEMIC CHC2D**

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.

**Prerequisites: None**

**CANADIAN HISTORY IN 20<sup>TH</sup> CENTURY, 10,  
APPLIED CHC2P**

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, 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.

**Prerequisite: None**

**WORLD HISTORY TO SIXTEENTH CENTURY, 11,  
UNIV/COLLEGE CHW3M**

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations, and to present their own conclusions.

**Prerequisite: CHC2D or CHC2P**

**WORLD HISTORY: THE WEST & THE WORLD,  
12, UNIVERSITY CHY4U**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues. Students will be challenged to provide a Christian analysis of and response to the modern Western civilization of which they are part. A major research paper, defended by the student author in seminar fashion, is a significant part of the course work.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**CANADIAN & INTERNATIONAL LAW, 12,  
UNIVERSITY CLN4U**

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

## 4. ENGLISH

Language is a gift from God, one that separates us from the animal world and elevates, inspires, and blesses us daily. One of the products of our fall into sin, however, is our inability to express ourselves perfectly. As we are, by nature, intended to commune with our fellow creatures, our lives are a perpetual struggle to relate our deepest thoughts and feelings.

We teach the students about their fellow beings by introducing them to literary works and attempting to help them discover the religious root of all human imaginings. Since we are creatures of one God and all bearers of his image, literary works by non-Christians may also be valuable to us, insofar as they show us human nature, the human condition, and our need to worship, to love our fellow creatures, and to respond to God's call.

The goal of the English program is to enable the students to enjoy and appreciate good literature and to express themselves as completely and clearly as they can, leading them to competence in many different forms and styles of writing, so they may serve God, share their own faith, and obediently contribute to the building of His Kingdom.

### ENGLISH, 9, ACADEMIC

### ENG1D

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 literary 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 courses in Grade 11 and 12.

**Prerequisite: None**

### ENGLISH, 9, APPLIED

### ENG1P

This course is designed to develop the key oral communication, reading, 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 or workplace preparation courses in Grades 11 and 12.

**Prerequisite: None**

### ENGLISH, 10, ACADEMIC

### ENG2D

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

**Prerequisite: ENG1D or ENG1P**

### ENGLISH, 10, APPLIED

### ENG2P

This course is designed to extend the range of oral communication, reading writing, and media literacy skills that 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 intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

**Prerequisite: ENG1D or ENG1P**

### MEDIA STUDIES, 11, OPEN

### EMS30

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

**Prerequisite: ENG2D or ENG2P**

### ENGLISH, 11, UNIVERSITY

### ENG3U

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

**Prerequisite: ENG2D**

### ENGLISH, 11, COLLEGE

### ENG3C

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. This course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite: ENG2D or ENG2P**

**ENGLISH, 12, COLLEGE**

This course emphasizes consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and 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. This course is intended to prepare students for college or the workplace.

**Prerequisite: ENG3C**

**ENG4C****ENGLISH, 12, UNIVERSITY**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging 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: ENG3U**

**ENG4U**

## 5. FRENCH

The study of a second language is both highly desirable and beneficial because it equips the student with an understanding of language itself and how the structure of one language varies from that of another. While enrolled in a second-language class, one not only realizes the complexity of language structures but also the fact that words of these different languages can complement each other. This interplay of words contributes to the richness of creation.

Although the study of any language lends itself to a wider understanding of the diversity of God's world, the study of French as a second language takes on a special meaning for Canadians because it allows students to gain a more thoughtful awareness of the rich diversity within their own nation's boundaries. Out of this awareness grows a more sensitive appreciation for those who speak a language and live a way of life different from our own.

**FRENCH, CORE, 9 ACADEMIC**

This course emphasizes the further development of oral communication, reading and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends and careers. Thematic reading, which includes a selection of short stories, articles and poems will serve as stepping stones to oral and written activities. The themes will facilitate the integration of technology and incorporate the use of a variety of media resources. The aim of the program is to provide students with functional communication skills in French and an understanding of the nature of the language and its culture. Core French offers to the students a valuable educational experience and the chance to develop a usable command of the French language that can be expanded through further study or through contact with French people.

**Prerequisite: None**

**FSF1D**

develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

**Prerequisite: FSF1D**

**FRENCH, CORE, 9, APPLIED**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

**Prerequisite: None**

**FSF1P****FRENCH, CORE, 11, UNIVERSITY**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their readings of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite: FSF2D**

**FSF3U****FRENCH, CORE, 10, ACADEMIC**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will

**FSF2D****FRENCH, CORE, 12, UNIVERSITY**

This course draws on a variety of themes to promote extensive development of French-language skills. Students consolidate their oral skills as they discuss literature, culture, and current issues. They read a variety of texts and write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French are emphasized throughout the course.

**Prerequisite: FSF3U**

**FSF4U**

## 6. GUIDANCE & CAREER EDUCATION

Although it is the task of the entire staff and school to guide students, the Guidance Program does so intentionally and specifically. The aim of the program is to support students on their journeys to spiritual, emotional, intellectual, and relational health. The guidance program seeks, too, to help students find success in academic life, understand their gifts, search out post-secondary options, and make career choices. The program desires to assist them in developing a sense of calling and a wish to serve God in their personal and professional lives.

The four areas of guidance teaching are focused on growth and development: directional, educational, personal and social, and vocational.

### **LEARNING STRATEGIES 1, 9, Open - Skills for Success in Secondary School**

#### **GLS10 - 1 credit**

This course focuses on learning strategies and helps 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.

**Prerequisite: For GLS10 -None**

### **CAREER STUDIES, 10, OPEN**

#### **GLC20 - . 5 credit**

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 post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Prerequisite: None**

### **CO-OP EDUCATION PROGRAM - 2 credits**

Co-operative Education is available to third and fourth year students. It is a program that integrates theory with practical experience in the workplace. Co-operative Education is a partnership among education, business, industry, and labour that usually involves students, teachers, parents, employers, and employee supervisors. Students are placed in training stations where they are provided with challenging responsibilities and learn by doing. In this way learning and experience are combined in an educationally beneficial way. This program allows students to explore careers, gain valuable work experience, strengthen employment skills, and improve qualifications for future employment. Students also obtain employment references, discover personal interests and abilities and develop confidence. Students can obtain as many as four credits. Students are placed in available businesses and agencies, giving them the opportunity to explore the world of work, clarify career options, and gain related skills.

**Prerequisite: None**

## 7. HEALTH AND PHYSICAL EDUCATION

The emphasis of the health and physical education program is on physical activity. The program promotes enjoyment of and regular participation in physical activity and healthy active living. The courses will help students understand how their personal actions and decisions will affect their health and well-being. All courses in this curriculum address relevant health issues and provide students with a wide variety of activities that promote fitness, the development of living skills, and personal competence.

In Health and Physical Education, we aim to develop an understanding of the physical aspect of people and how it relates to all other areas of creation. We are whole entities and our well-being in any area affects us as entire people. The aim of the Health and Physical Education courses is to guide students towards a lifestyle that will help them to maintain and develop their physical well-being. Therefore, we give instruction in a wide variety of activities to provide a solid basis for making choices in adult life. We periodically evaluate physical fitness and give instruction on a variety of related topics such as nutrition, exercise physiology, and substance abuse. We discuss topics such as competition, winning and losing, professional sports, and stewardship. All of this takes place with the emphasis that physical fitness, physical activity, or physical health are not ends in themselves but are means to better service.

### **HEALTHY ACTIVE LIVING , 9, OPEN PPL10**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

**Prerequisite: None**

### **HEALTHY ACTIVE LIVING, 10, OPEN PPL20**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use

of informed decision-making, conflict resolution, and social skills in making personal choices.

**Prerequisite: None**

### **HEALTHY ACTIVE LIVING, 11, OPEN PPL30**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. The emphasis will be on providing experiences which will help the student to make proper use of leisure time in the future. Health units will deal with Emergency First Aid and sports and leisure within a Christian life-style. Fitness testing will continue.

**Prerequisite: None**

### **HEALTHY ACTIVE LIVING, 12, OPEN PPL40**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite: None**

### **RECREATION AND FITNESS LEADERSHIP, 12, COLLEGE, PLF4C**

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

**Prerequisite:**

## **8. MATHEMATICS**

Mathematics is a science which deals with two aspects of God's creation - number and space. It is an analytical science through which relationships between numbers, space, and time can be studied and demonstrated.

When God created the universe, He decreed that it would operate according to fixed, unchanging laws which demonstrate His steadfastness; some of them can be given mathematical descriptions. He gave us the ability to discover these laws and to use them. He gave us laws (norms) by which to live, but He also set us loose in His creation to play and to frolic, to discover and to learn, and in so doing, to praise our Maker. In our mathematics program then, we try to help our students see mathematics as a part of God's order, to learn its important concepts, and to develop their mathematical abilities.

### **PRINCIPLES OF MATHEMATICS, 9, ACADEMIC MPM1D**

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. **Prerequisite: None**

### **FOUNDATIONS OF MATHEMATICS, 9, APPLIED MFM1P**

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 relations, and will determine the connections between the representations. They will also 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. Mathematical process expectations. The mathematical processes are to be integrated into student learning in all areas of this course.

**Prerequisite: None**

### **PRINCIPLES OF MATHEMATICS, 10, ACADEMIC MPM2D**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. 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. **Prerequisite: MPM1D or MFM1P**

### **FOUNDATION OF MATHEMATICS, 10, APPLIED MFM2P**

This course enables students to consolidate their understanding of linear relations 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 analytic 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. Mathematical process expectations. The mathematical processes are to be integrated into student learning in all areas of this course.

**Prerequisite: MPM1D or MFM1P**

### **FUNCTIONS, 11, UNIVERSITY MCR3U**

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

**Prerequisite: MPM2D**

### **FUNCTIONS & APPLICATIONS, 11, MCF3M MIXED (UNIVERSITY/COLLEGE)**

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

**Prerequisite: MPM2D**

### **FOUNDATIONS FOR COLLEGE MATH, 11, COLLEGE MBF3C**

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; and 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: MFM2P**

### **COLLEGE & APPRENTICESHIP MATH, 12, COLLEGE MAP4C**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite: MBF3C, MCF3M, or MCR3U**

### **ADVANCED FUNCTIONS, 12 MHF4U**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

**Prerequisite: MCR3U or MCF3M**

### **CALCULUS & VECTORS, 12 MCV4U**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Prerequisite:**

The new Advanced Function can be taken currently with or can precede Calculus & Vectors.

### **DATA MANAGEMENT MDM4U**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Can also be taken on-line.

**Prerequisite: Functions, MCR3U or MCF3M**

## 9. RELIGIOUS EDUCATION - CORE PERSPECTIVES

The Bible has at least three functions in a Christian School. In the first place, it is the final standard by which we judge everything that is done in the school. Secondly, we use it in our daily worship in the school. Finally, we study it in an academic way.

In principle, the school could be a Christian school without special courses in core perspectives because we try to develop Biblical perspectives in all subject areas and courses. Nevertheless, we value such courses highly, for they are of central importance in building a Christian world view and a Christian life of service. The main task of our Bible courses is to develop the ability to read Scripture in the right way so that our students, when they leave us, may continue to live by it, since it is God's Word. A second main task is to articulate from the Scriptures principles for our lives in society. That means we try to discover from the Bible norms for our lives - justice, mercy, love, truthfulness, fidelity - and discuss how we can live by those norms in our society. We must live faithfully ourselves, and show our society in concrete ways that a return to God and His Word for our lives offers hope.

### RELIGIOUS EDUCATION, 9, OPEN

**HRE13 - .5 credit**

This course is a survey of the Old Testament beginning with the book of Genesis to and including the major Prophets. Students will examine God's Word by studying the creation story, the fall into sin and God's plan for redemption as it unfolds in the history of God's people the Hebrews. Close attention is given the covenant that God established with His people as an expression of His desire to be in relationship with His people. A range of literary genres will be studied including the historical, poetic, wisdom, and prophetic literature.

**Prerequisite: None**

### RELIGIOUS EDUCATION, 10, OPEN

**HRE23 - .5 credit**

This course is a continuation of the Grade 9 course. God's plan of redemption is examined through the history of the exile, the inter-testamentary, period and ultimately in the birth of Jesus Christ. Students will examine the gospel message and the growth of the early Church by studying the Gospels and Acts. Throughout the course students will be challenged to evaluate how the message of the Gospel is relevant to current issues and personal struggles. As students study the Bible, we will discuss what it means "to live in the world, but not of the world."

**Prerequisite: None**

### RELIGIOUS EDUCATION, 11, UNIVERSITY/COLLEGE

**HRT3M**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religions and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

### FAITH, BELIEF & IMAGERY, 12 OPEN

**IDP4O**

This course examines the role of art in the historical and contemporary religious expression of faith. Students will use comparative and systematic approaches to investigate and research significant themes by world faiths. They will examine the development of the textual sources, recurring iconography, and artistic representations associated with these faiths; analyse the interplay of faith, culture, and art to comment on the human search for meaning; and apply their findings in the creation of art works that reflect faith themes by applying artistic conventions and techniques.

**Prerequisite: None**

## 10. SCIENCES

In its broadest sense, science is an investigative human activity, designed by God, to reveal not only the mysteries of the natural world (chemistry, biology, physics, astronomy, and their sub-disciplines, ecology and technology) but also human nature, culture, and their products. To investigate means to observe, discover, and model the truth concerning phenomena found within God's perfect creation. The result of this investigative activity is a body of knowledge, fashioned by an imperfect community of scientists, continually changing. Although imperfect, it is important for students to understand that science is a legitimate means by which Christians can explore and understand God's revelation to them - creation. Science, then, is an important part of our service to God. It is the activity by which we learn the physical, chemical, and biotic structures of the world, and is thus an indispensable part of our joyful response to God's call to care for and develop His creation.

### SCIENCE, 9, ACADEMIC

**SNC1D**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and

conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite: None**

**SCIENCE, 9, APPLIED****SNC1P**

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.

**Prerequisite: None**

**SCIENCE, 10, ACADEMIC****SNC2D**

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

**Prerequisite: SNC1D or SNC1P**

**SCIENCE, 10, APPLIED****SNC2P**

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: SNC1D or SNC1P**

**BIOLOGY, 11, UNIVERSITY****SBI3U**

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, cellular functions, the anatomy, growth, and functions of plants, internal systems and regulation, and genetic continuity. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Students will have the opportunity to develop their God-given talents as they apply to studying His creation.

**Prerequisite: SNC2D**

**SCIENCE, 12, BIOLOGICAL****SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study and conduct investigations in the area of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. Students will discover that, just as the Psalmist said, we are "fearfully and wonderfully made."

**Prerequisite: SBI3U, SCH3U recommended**

**CHEMISTRY, 11, UNIVERSITY****SCH3U**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. Students will study the incredible order that God has set into His creation.

**Prerequisite: SNC2D**

**CHEMISTRY, 12 UNIVERSITY****SCH4U**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. Students will discover how God's laws govern the creation, and examine the Christian ethics of product development and stewardship.

**Prerequisite: SCH3U**

**PHYSICS, 11, UNIVERSITY****SPH3U**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite: SNC2D**

**ENVIRONMENTAL SCIENCE, 11, MIXED UNIVERSITY/COLLEGE SVN3M**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

**Prerequisite: SNC2D/P**

**PHYSICS, 12, UNIVERSITY SPH4U**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

**Prerequisite: SPH3U**

**11. SOCIAL SCIENCES & HUMANITIES**

We have been created by God as social creatures, needing each other. We are born into families and usually become part of several larger communities. It is vital to learn how to interact with ourselves and each other in ways that honour the individual and cooperate with the group. The Social Sciences and Humanities courses examine our roles and relationships with other people, our culture, our belief systems, and our God. They help us to explore stewardly use of resources and make good choices as human beings and as Christians. They encourage thinking, comparing, researching, exploring, and doing. And they help us understand and make a difference in the families and society in which we live.

**MANAGING PERSONAL & FAMILY RESOURCES, 11, COLLEGE HIR3C**

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to post secondary education and careers; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management. In each unit, students will be able to develop Christian alternatives to the materialistic nature of our society and thereby make stewardly decisions relating to time, talents, and money.

**Prerequisite: None**

**CHALLENGE AND CHANGE IN SOCIETY, 12 UNIVERSITY/COLLEGE HSB4M**

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

**Prerequisite: Any U, C or M course in social sciences and humanities, English, or Canadian and World Studies.**

**12. TECHNOLOGICAL EDUCATION**

Our world is increasingly becoming more technological over time. Technological education is, therefore, extremely relevant and important. It covers a broad range of areas from communication to construction, design to manufacturing, transportation to food services, and aesthetics to computers.

Technological education attempts to be “hands on,” giving direct experience with the tools and trades and relating problem-solving to real-life scenarios. It also points us to skilled and honest service for others and our best efforts for God, for “Whatever you do, do it with all your heart, as working for God, not men” (Colossians 3:23).

**TRANSPORTATION TECHNOLOGY , 10,  
OPEN** **TTJ20**

This course requires students to build projects and to learn service procedures related to different modes of transportation. Students will learn about support systems for transporting people and products; measurement systems and methods; the analysis, design, and construction of a system to convert and make practical use of energy; the function of major vehicle system components; the impact of transportation systems on the environment; communication skills; and transportation-related careers.

**Prerequisite: None**

**TECHNOLOGICAL DESIGN, 11,  
UNIVERSITY/COLLEGE** **TDJ3M**

This course provides students with opportunities to apply the principles of technological design to challenges in communications, manufacturing, electronics, transportation, architecture, industrial and consumer products, health and safety equipment, and environmental services. Students identify user needs, estimate labour and material costs, analyze material characteristics, and illustrate design solutions, using traditional and computer-based methods. Students also acquire the basic design skills required for post-secondary studies in engineering, manufacturing, architecture, and construction.

**Prerequisite: None**

**COMMUNICATIONS TECHNOLOGY, 11,  
UNIVERSITY/COLLEGE** **TGJ3M**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

**Prerequisite: None**

**COMPUTER & INFORMATION SCIENCE  
UNIVERSITY/COLLEGE** **ICS3M**

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on- and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society. Usually taught online.

**Prerequisite: None**

**TECHNOLOGICAL DESIGN, 12  
UNIVERSITY/COLLEGE** **TDJ4M**

This course provides students with opportunities to solve problems in design through the use of technical drawings, model building, testing, and marketing. Students will research, design, and test solutions for residential or commercial architecture, industrial engineering, and manufacturing. They will also examine the educational requirements of a technical design-related career in engineering, architecture, or industrial design.

**Prerequisite: TDJ3M**

**WOODWORKING, 11, COLLEGE** **TWJ3E**

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, post secondary training, and career opportunities in the field that may be pursued directly after graduation.

**Prerequisite: None**

**WOODWORKING, 12, COLLEGE** **TWJ 4E**

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

**Prerequisite: None**

**HOSPITALITY AND TOURISM, 11, COLLEGE** **TFJ3E**

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

**Prerequisite: None**

# **40 HOURS COMMUNITY INVOLVEMENT ACTIVITIES DIPLOMA REQUIREMENT CHATHAM CHRISTIAN HIGH SCHOOL**

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma, the OSSD. The purpose is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging.

This document provides the information needed by students, parents, and sponsoring organizations within the community. If further details are required, please contact the school.

Students will select one or more volunteer activities in consultation with their parents. Selection should take into account the age, maturity, and ability of the student, as well as location, environment, training, and safety of the activity. It should be noted that students will not be paid for their community involvement activities. Signatures of parents are needed only if the student is under the age of 18.

## **Roles of the School Board, Principals, Parents, Students and Sponsors**

1. School Board: The School Board is responsible for implementing the community involvement activities program, for developing a list of approved activities, for not approving student participation in activities that are on the Ministry of Education's ineligible list, and for ensuring that all participants are adequately covered by the board's insurance.
2. Principals: Principals are required to provide information about the community involvement requirement, forms for proposed activities as well as completed activities, and a list of approved activities from which to choose. After a student completes 40 hours and submits the documentation to the school, the principal will decide if the student has fulfilled the requirements and, if so, will record it as completed on the student's official transcript.
3. Students: When an activity is completed and the 40 hours is fulfilled, a "Record of Community Involvement Activities" report must be submitted, describing the name of the organization, the address, dates worked, hours, telephone number, and signature of supervisor. This sheet must be in the student's record, the OSR, by the date of graduation or the student will not receive his or her OSSD.
4. Parents: Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community organizations and principal if they have any questions or concerns. Parents must sign if their child is under 18 years of age.
5. Community Sponsors: One of the purposes of the community involvement requirement is to develop strong ties between students and their community, fostering valuable and long-term relationships. Any training, equipment, or special preparation required should be provided by the sponsor; it is crucial that students are able to fulfill their volunteer requirement in a safe environment. The person overseeing the student's activity must verify the dates, hours, and telephone number, and sign the "Record of Community Involvement Activities."

## **The Ministry of Education's List of Ineligible Activities**

The Ministry has developed a list of activities that may NOT be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is one that:

- ❑ is a requirement of a class or course in which the student is enrolled (Co-op, job shadowing, work experience).
- ❑ takes place during the time allotted for the instructional program on a school day. However, an

activity that takes place during lunch hour or spare is permissible.

- ☐ takes place in a logging or mining environment, if the student is under 16 years of age
- ☐ takes place in a factory, if the student is under 15 years of age.
- ☐ takes place in workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult.
- ☐ would normally be performed for wages by a person in the workplace.
- ☐ involves the operation of a vehicle, power tools, or scaffolding.
- ☐ involves the administration of any type of medication or medical procedure to other persons.
- ☐ involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act.
- ☐ requires the knowledge of a tradesperson whose trade is regulated by the province.
- ☐ involves banking or securities, jewellery, artworks, antiques, or other valuables.
- ☐ consists of duties normally performed at home (chores) or personal recreational activities.
- ☐ involves a court-ordered program (community service program for young offenders, probation)

### The CCHS Guidelines

In addition to those listed above by the Ministry, the 40 hours of community involvement activities for CCHS students are to be fulfilled in the following ways:

- ☐ Up to 20 hours may be served in the student’s church and school community.
- ☐ at least 20 hours must be in the broader community.

Below is a list of possible organizations:

- |  |  |
|--|--|
| 1. Acceptional Riders T. J. Stables            | 21. Geranium House VON   |
| 2. Alzheimer’s Society                         | 22. Goodfellows’ Porchlight Campaign                                   |
| 3. Association for Community Living            | 23. Heart and Stroke Foundation  |
| 4. Bibles for Missions                         | 24. Kidney Foundation  |
| 5. Big Brothers Association                    | 25. Learning Disabilities Association of C-K                           |
| 6. Blenheim Community Village                  | 26. Loads of Love  |
| 7. Brain-Injury Association                    | 27. March of Dimes   |
| 8. Canadian Cancer Society                     | 28. Meadow Park Nursing Home   |
| 9. Canadian Diabetes Association               | 29. Multiple Sclerosis Society   |
| 10. Canadian Mental Health Association         | 30. Parkinson’s Society  |
| 11. Chatham-Kent Family YMCA                   | 31. Right to Life  |
| 12. Chatham-Kent Health Alliance (hospital)    | 32. Rotary volunteer programs  |
| 13. Chatham-Kent Integrated Children’s Service | 33. St. Andrews Residence  |
| 14. Chatham-Kent Sexual Assault Crisis Centre  | 34. Sunshine Foundation of Canada, C-K                                 |
| 15. Chatham Outreach for Hunger                | 35. Trees for Kent   |
| 16. Chatham Retirement Resort                  | 36. United Way of Chatham-Kent   |
| 17. Christian Horizons                         | 37. Wallaceburg and Sydenham District Association for Community Living |
| 18. Copper Terrace                             | 38. W.I.S.H. Centre  |
| 19. Drug Addiction Alliance of Kent            | 39. World Vision -30 Hour Famine Organizer                             |
| 20. Fair on the Forks                          | 40. Y.M.C.A.   |

## Admission Requirements to Post-Secondary Institutions under the Ontario Secondary School Curriculum

### 1. Ontario Universities

Ontario secondary students must have a valid 30-credit OSSD with a minimum of six Grade 12 U or M courses. Some universities may require that 5 of the courses be U courses. For all programs, students must have Eng 4U. For some majors, other prerequisites will be required including auditions, portfolios, and interviews. Please check each universities’ calendar and website for specific guidelines for admission requirements.

### 2. Ontario Community Colleges

Ontario secondary students must have a valid 30 credit OSSD. For all programs, students must have Eng 4C. Also, some programs have additional requirements that may include auditions, portfolios, and interviews.

Please check each community college's calendar for specific information. The grades required for each college will also be included.

### 3. Christian Universities and Colleges

There are a number of Christian Colleges and Universities available to students.

- ◆ *Redeemer University College* (Hamilton): Students must have successfully completed an OSSD with a minimum average of 65% and six 4U or 4M courses, one of which must be ENG 4U.
- ◆ *The King's University College* (Edmonton): Students must have successfully completed an OSSD with an average of 60% and five 4U or 4M courses, one of which must be ENG4U. In addition. Some programs have specific course requirements which should be reviewed before application is made.
- ◆ *Calvin College* (Grand Rapids, MI): Students must have successfully completed an OSSD with an average of 65 - 73% and a minimum of 20 on the ACT Test. No specific number of U or M or C courses is mentioned. A model high school program includes 4 years of English, 3 years of Math, 2 of a foreign language (recommended not required), 2 of Science, 3 of History/ Social Science, and 3 electives including keyboarding and other college preparatory courses.
- ◆ *Dordt College* (Sioux Center, IA): Students must have successfully completed an OSSD with a minimum average of 67.5% and achieved at least 19 on the ACT test. No specific number of U or M or C courses is mentioned. A model high school program includes 3 years minimum of English, 2 years of Math (must be in algebra and/or geometry), 2 of a foreign language, ½ year of word processing.
- ◆ *Trinity Christian College* (Chicago, IL): Students must have successfully completed an OSSD with an average of 65%. No specific number of U or M or C courses is mentioned. A model high school program includes 3 or 4 years of advanced English and Math, 2 or 3 years of Science and Social Studies, and 2 years of a foreign language. The ACT test must be completed but no minimum score has been established.
- ◆ *Kuyper College* (Grand Rapids, MI): Offers 4 year degrees which require U or M courses as well as two and one year programs with fewer requirements. Check out the calendar.
- ◆ *Briercrest Bible College* (SK): Offers university degrees which require the usual six U or M courses, as well as college 2 year diploma programs and 1 year certificate programs which have fewer requirements. Check the catalogue.
- ◆ *Tyndale College and Seminary* (Toronto, ON): Offers a variety of programs from Bachelor of Religious Studies. Basic requirements: OSSD, six U or M courses including ENG4U, with a 65% average for some majors.
- ◆ *Trinity Western University* (B.C.): Students must have successfully completed an OSSD with six U or M courses. ENG4U is required along with an overall 65% minimum average.

Note: Admission requirements are subject to change.