

HERITAGE CHRISTIAN SECONDARY SCHOOL

"Behold, children are a heritage from the Lord."
Ps. 127:3

Course Calendar 2009-2010

Welcome

Heritage Christian School is, by God's grace and providence, located on a large parcel of land in a beautiful facility in Jordan, Ontario. We have been blessed with strong parental support and ever-increasing enrollment. Our high school is small by some high school standards, but this makes for a tightly knit student body and close contact with students and teachers. As the numbers increase, the numbers of course options also increase. This handbook shows our current course options with descriptions of the high school program in general as well as of each individual course. Should you have questions, feel free to call or come in and see the Guidance Officer, the Secondary Vice-Principal, or the Principal for help. You are also welcome to come and tour the school and to view the curriculum documents.

Reformed Christian Education

The course of studies at Heritage Christian School includes a number of overtly stated starting points that direct the students to the central message of the Scriptures. All the parts flow together into one confession: Jesus Christ is our Saviour and Lord and we may serve him in obedience and joy. Our curriculum has the purpose of preparing our students for a life of competent Christian service.

The course of studies promotes a spiritual-emotional response that leads to a sense of wonder and amazement, culminating in "this is my Father's world, I am part of the fantastic universe, intricately made and cared for." At the same time the student is led to experience some of the sadness of broken relationships, a longing for renewal, and a "waiting upon the Lord." The students will also come face to face with the reality that not everything can be comprehended. The human mind is limited.

General criteria for selecting programs at HCS are these:

1. The content of the courses of study is carefully selected to present the truth, to foster the good and beautiful, and to develop the knowledge, skills and attitudes necessary for a life of Christian service.
2. Second, the emphasis is on the structure and function of created things, plants, animals, and people.
3. Third, the program will emphasize the study of the normative, positive development of human culture.

Another distinctive characteristic of Christian curriculum relates to the organization of the learning process. The students are led through five stages of learning in a way that stresses personal meaning and a comprehensive perception of reality. The five stages are:

1. Introducing the new learning to the student's current experience and previous learning.
2. Abstracting specific learning activities for analysis, conceptualization and precision learning.
3. Reformulating the new knowledge, skills and understandings to verify the student's personal achievement and insight
4. Leading the student to incorporate the new learning into an expanded, richer understanding of the world and the purpose for living.
5. Skills are usually taught in the context of meaningful activities.

Statement of Faith and Guiding Principles

The foundational documents that govern education at Heritage Christian School are available in our Association Handbook.

Mr. A. Ben Harsevoort

Principal

April, 2009

Diploma and Certificate Requirements

Ontario Secondary School Diploma (OSSD)

Heritage Christian School issues the Ontario Secondary School Diploma (OSSD). Requirements for this diploma and a detailed description are available from the Ministry of Education. You can obtain your own copy from their website at <http://www.edu.gov.on.ca>.

Grade 9 and 10 Courses

- Courses are designated as either academic (D) or applied (P).
- Both academic and applied courses cover similar core content, but have different expectations. Applied courses cover core content with a focus on practical applications. Academic courses cover core content with a focus on theory plus enrichment activities.
- Some courses (e.g. physical and health education) are open (O)
- Grade 9 courses have been designed so that the courses students take will prepare them for either Grade 10 designation. Grade 9 students are able to move to academic or applied in Grade 10 if they choose.
- Some Grade 10 courses are prerequisites for specific Grade 11 courses. Students will have to consider future goals when they make choices for Grade 10.
- Transfer courses may be available for students in Grades 10, 11, and 12 who want to move to another stream, or change their mind about future goals.

Grade 11 and 12 Courses

- Courses in Grades 11 and 12 are designed according to the students' chosen destination, whether university, college, or work.
- Not every subject will require four streams. For example, if the requirements for university and college are the same for a specific subject, then a joint college/university course will be offered. Some courses will be equally valuable to both university- and college-bound students. There will be no need to duplicate courses in these situations.
- Students may select courses from different streams according to their goals and interests.
- As in Grades 9 and 10, some courses will be open and single-streamed.
- Courses will be developed with input from college, universities, and the private sector so that students and their parents can be assured that their high school courses will prepare them for their chosen destinations. University stream courses will be designed with input from universities, thus will meet their requirements. The new stream of work courses will be developed with input from business so that students can be assured that they will acquire the skills and knowledge that will prepare them for success at work.
- Students who change their minds about future goals may be able to take a Ministry transfer course to allow them to move between streams.

Ontario Secondary School Diploma (OSSD) Requirements

Students will be required to complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen of these credits will be compulsory. They reflect an increased emphasis on math, language and science, and preparation for responsible citizenship. The remaining 12 credits will be optional, allowing students to pursue individual interests and meet university, college or work requirements.

Compulsory credits include:

- 4 English—one credit per grade *
- 1 French as a Second Language
- 3 Mathematics—at least one in Grade 11 or Grade 12
- 2 Science
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts
- 1 Physical Education & Health
- .5 Civics & .5 Career Studies

Plus one credit from each of the following groups:

- 1 additional credit in
 - English
 - French as a second language
 - a native language or a classical or an international language
 - Social Sciences & the Humanities
 - Canadian & World Studies
 - Guidance & Career education
 - Cooperative Education **
- 1 additional credit in
 - Health & Physical Education
 - The Arts
 - Business Studies
 - Cooperative Education **
- 1 additional credit in
 - Science
 - Technology Education
 - Cooperative Education **

In addition to the compulsory credits, students must complete

- 12 optional credits
- 40 hours of community involvement activities
- The provincial literacy requirement

* a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

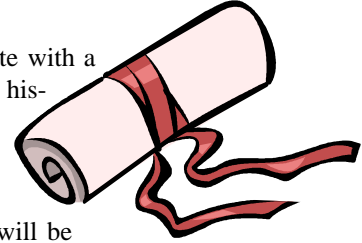
** a maximum of 2 credits in cooperative education can count as compulsory credits.

*** May include up to four credits achieved through approved dual credit courses.



Heritage Christian School Diploma (HCSD)

In order to obtain the Heritage Christian School Diploma, students must graduate with a total of 32 credits, including four credits in religious studies and one credit in the history of Western Civilization, either CHW3M or CHY4C or CHY4U.



Community Involvement

To encourage civic responsibility and promote community values, all students will be required to complete a minimum of 40 hours of community involvement prior to high school graduation. Volunteer organizations are one of the many sources of placements for community involvement. Teachers do not supervise these placements. Students will be responsible for fulfilling their community involvement requirements on their own. HCS has developed a document explaining these requirements and a process for recording community involvement.

Ontario Secondary School Literacy Test

All students who enter Grade 9 in the 1999–2000 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. School boards are required to provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. If students are unsuccessful in their second attempt they will be enrolled in a course that meets the requirements for completing the literacy standard. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English or French).

Accommodations. The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals. Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Exemptions. Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

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 that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

2 credits in English, 1 credit in Canadian geography or Canadian history, 1 credit in mathematics, 1 credit in science, 1 credit in health and physical education, 1 credit in the arts or technological education

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Ontario Student Records (OSR) and Ontario Student Transcripts (OST)

Heritage Christian School complies with the policies and procedures for the establishment, maintenance, use, retention, transfer and disposal of the Ontario Student Record as per the OSR Guideline 2000. Access to the OSR is as follows:

- every student and his/her parent(s) has a right to access the student's OSR
- non-custodial parents have access to information concerning child's health, education and welfare if they have legal access to the child
- inspecting supervisory officers have access
- no one else has access without proper consent

Students who transfer to another school (university or other) may request an official transcript from the office.

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in Alternative Ways of Earning Credits Towards the Ontario Secondary School Diploma. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained
 - students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement – the student's final result on the provincial secondary school literacy test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12

course. In addition to recording the number of credits earned, schools may indicate on a student's transcript that the student has taken a specialized program or a program in a specialized school. Students taking, for example, a program in one of the arts or in technological education or in a language may thus be given recognition on their OST for their participation in such a program.

Course Withdrawals. Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the OST.

Extraordinary Circumstances. A student's parents, or students who are adults (eighteen years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability and/or performance. If a parent or an adult student requests that a special indicator be added, the principal will determine whether or not it should be added. A principal may also initiate consideration of whether a special indicator should be added. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Exceptional Students. The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program.

Prior Learning Assessment & Recognition

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work or a quiet environment provided for activities.

The PLAR process developed by a school board in compliance with ministry policy involves two components: "challenge" and equivalency.

- The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance.
- Determining equivalency involves the assessment of credentials from other jurisdictions. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma credit requirements.

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the Ontario Ministry's "Program Planning and Assessment" document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Achievement Chart

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Each chart is organized into four broad categories of knowledge and skills: Knowledge/ Understanding, Thinking/ Inquiry, Communication, and Application/Making Connections. (The names of the categories differ slightly from one discipline to another, reflecting differences in the nature of the disciplines.) The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

It should be noted that an evaluation of achievement in the 80–100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving in the 70–79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Reporting on Achievement of Curriculum Expectations

The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

"Incomplete" Policy

1. The purpose of this policy is to stipulate when a student will receive an "incomplete" on his report card.
2. There are three ways in which a student can receive an "incomplete" on his report card:
 - 2.1. By not completing an assignment that was included in a pre-defined list for a course. Each course outline must list any major assignment that must be completed by a student before he can receive his final grade.
 - 2.2. By being an exceptional case. There may be cases such as prolonged illness, personal trauma, or a circumstance beyond the school's control. In these cases the teacher may decide to give the student an "incomplete." The teacher may only do this with the approval of the parents and the Principal. Other options should also be discussed.
 - 2.3. Upon the recommendation of a teacher. If a student fails to complete a major part of the course the teacher may request that this student receive an "incomplete." This "incomplete" will be subject to the approval of the Principal.
3. The teacher's duties:
 - 3.1. Make a list of assignments that are subject to the incomplete policy.
 - 3.2. Inform students at the beginning of each semester about the contents of the above-mentioned list.
 - 3.3. When a student receives an "incomplete" on this report card the student must also get a Principal-approved note, from the teacher, stating:
 - 3.3.1. Which assignment has to be completed.
 - 3.3.2. When and where it has to be handed in.
 - 3.3.3. What the repercussions are for not fulfilling the previous requirements.
 - 3.4. File a copy of the above-mentioned note in the student's school file.
 - 3.5. When the student does or does not fulfill his requirements then adjust his grade and inform the Principal.
 - 3.6. Leave the note in the student's file for one year after it was first filed.

Course Information

Credits

A credit is earned for the successful completion of a course involving 110 hours of classroom instruction, a final mark of 50% or greater, and submission of all major assignments. Unless otherwise indicated, all courses listed in this calendar are worth one credit each.

Types of Courses

The types of courses available in the Ministry secondary school program are described below.

In Grades 9 and 10, three types of courses are offered: Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students and prepare them for studies in the senior grades. Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

In Grades 11 & 12, courses offered to prepare students for their post-secondary destinations include: university preparation courses, developed in close collaboration with universities; university/college preparation courses, developed in close cooperation with both universities and colleges; college preparation courses, developed in close collaboration with colleges; and workplace preparation courses, developed in close collaboration with representatives from a variety of workplaces. Open courses are also offered in Grades 11 & 12.

Transfer courses, available in Grades 10, 11 & 12, offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Transfer courses are not offered at HCS.

Prerequisite Courses

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Grades 11 & 12	University Prep (U)	Univ/College Prep (M)	College Prep (C)	Workplace Prep (E)	Open Courses (O)
Grades 9 & 10	Academic Courses (D)	Applied Courses (P)	Open Courses (O)		

Course Codes

A course code consists of 5 characters. They are assigned by the Ministry and are used in all Ontario secondary schools

Characters	1 – 3	subject/course
Character	4	grade
Character	5	stream

Example	ENG3U	“ENG” English	“3” Grade 11	“U” University
“D” Academic	“P” Applied	“U” University Prep	“M” University/College	
“C” College	“E” “Workplace	“O” Open		

Course Outlines

Course outlines are available in the school office, should you wish to examine them. They give details on the rationale, objectives, methodology, evaluation methods, and content of each course.

Considerations for Selecting a Program

Students make course selections in the spring of each year for the following academic year. In selecting their program, students should be guided by such considerations as aptitude, requirements of post-secondary institutions, interest, and career choice. Heritage Christian School encourages students to use their academic abilities to their fullest and develop them in obedience to their Maker. Success in job application and admission to post-secondary institutions is often determined by the courses students have taken and the marks they have received.

Course Loads & Changes

All students are expected to take a full course load. Senior students who are taking a heavy “U” level load may be granted a “study” period by the Principal if their circumstances require it.

Alternate Year Courses

In order to increase their enrolment potential, some courses are offered in alternate years.

Limited Enrolment

In some years there is very little request for certain courses. HCSS reserves the right to cancel courses for which there is not sufficient enrolment.

Cooperative Education and Work Experience

Students’ education must be appropriate to their strengths, interests, and needs, and must prepare them for the future. Experiential learning opportunities will help students see the relationship between the curriculum and the world beyond the school. This practical experience will help them decide what they would like to do and will assist them in making successful transitions to postsecondary education, apprenticeship programs, or directly to the workplace.

Courses of all types and in all disciplines may be offered through the cooperative education mode. Work experience, when offered, is part of a credit course and provides students with a learning opportunity in the workplace for a limited period of time – that is, from one to four weeks. Cooperative education programs and work experience will be developed and implemented in accordance with ministry policy. Such programs complement students’ academic programs and are valuable for all students, whatever their postsecondary destination. For students who intend to enter the work force directly from school, such programs provide personal contacts with potential employers. For students who intend to enter college or university, the programs provide information that they will find helpful in making educational and career choices. For exceptional students fourteen years of age and older, planned learning experiences in the community need to be considered in the development of the transition plan in the student’s IEP.

Cooperative education and work experience will be available to students in the following forms:

- school-arranged experiences that are tied to the curriculum, including work experience placements in the community and in-school work simulations

All forms of cooperative education and work experience will include the following:

- pre-placement instruction (e.g., instruction on topics such as interviews, résumés, health and safety in the workplace, and legal and harassment issues)
- provision of Workplace Safety and Insurance Board coverage, as described in Policy/Program Memorandum No. 76A, “Workers’ Compensation Coverage for Students in Work Education Programs”, December 6, 1995
- a learning plan (including assessment criteria) based on the curriculum expectations of courses in the provincial curriculum policy documents and on the expectations of participating employers
- assessment of students’ progress through regular monitoring of their learning in the workplace setting
- opportunities for students to analyze their out-of-school experiences and to integrate them with their in-school learning
- evaluation of students’ learning to determine whether course expectations have been met

Correspondence Courses

Correspondence Courses, offered by the Ministry of Education as Independent Learning Centre (ILC) Courses, or any other distance education courses often offered online, are available to HCS students only if the course requested is not offered at HCS, but is a required course for the students’ post-secondary school program. The student, with the endorsement of his or her parents, would need to present a detailed request clearly showing the need for taking the non-HCS course. Requests will be considered by the Guidance Officer and the Principal and a determination will be made by the Principal, after consultation with the student and his or her parents.

Rationale

HCS is committed to Reformed Christian perspective in its courses and HCS students are expected to take their courses taught from this perspective.

Costs for ILC Courses

If permission is granted to take a non HCS calendar course because HCS cannot offer the required course for a student’s post-secondary program, HCS will reimburse the student for the approved course cost upon successful completion of the course. If the course is selected for any other reason, such as making up for a failed credit, the cost for the course is the responsibility of the student.

Course Selection Changes

Every effort is made to choose courses that are in the best interest of the students. Unless there are compelling reasons for students to change their course selections, they will not be changed after course selection sheets have been signed by parents and returned to the school. Course Change Request Forms are available from the Guidance Office. Requests will be considered in consultation with parents and teachers concerned and will be determined by the Principal. Requests for changes after a semester has begun will be considered only for exceptional circumstances.

Procedures for Students Who Wish to Change Course Types

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enrol in a different type of course in a subsequent year, changing course types becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. Nevertheless, a variety of options exist to enable students to make the transition.

When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the Principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the Ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other.

This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- take a transfer course that will bridge the gap between course types;
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take;
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

Textbooks

Textbooks are issued to students at the beginning of each course. Students are responsible for the care and return of texts and will be charged for lost or damaged books.

Extracurricular Activities

Extra-curricular activities provide varied opportunities for students to become involved. Through interaction with staff and peers, students gain valuable training and experience and are given the opportunity to contribute in a positive way to the student community. The extra-curricular program at Heritage Christian School continues to expand as the school grows and develops. All clubs and teams welcome Grade 9 students as well as students new to our school. Noon-hour announcements and newsletter notices keep students posted on club and team meetings.



Guidance

The Guidance Officer is available to assist students and their parents with the decision-making process by ensuring that they have access to the most current and accurate information. Students are assisted individually or in groups in these main areas: Developing Educational Plans; Career and Post-Secondary Planning; and providing individual career and life planning guidance. Parents and students are primarily responsible for ensuring that prerequisites for post-secondary institutions are attained. The Guidance Office has information on many colleges and universities. Parents and students are welcome and encouraged to come in to browse through these resources.

Support Services and Resources

Heritage Christian School provides support services for students that assist in research and planning. Our librarian and computer lab are available to assist students.

Academic Assistance

An Academic Assistance Coordinator is available to assist students by coordinating tutorials and assisting teachers in adapting courses to fit the needs of students.

Christian Nurture

Christian nurture is a basic aim of both the Christian home and the Christian school. The necessity of close co-operation between home and school and mutual support for each other cannot be over-emphasized. Both home and school should direct children to work out their faith in all areas of life.

In the school, teachers and pupils bear the responsibility of living together in a Christian manner. The relationship between teachers and students must reflect the Biblical command of mutual respect, recognizing the unique task of teaching and learning. Appropriate to their age pupils must conduct themselves in thought, word and deed in such a way that their behaviour portrays a meaningful attempt to live Christianly.

In general, teachers look after the discipline problems of their own classrooms and keep the Principal informed of any consistent misbehaviour. All cases of open defiance or obvious disrespect are sent to the Principal. (Please refer to the current edition of the Parent Handbook for further details.)

Discipline Policy

At Heritage Christian School teachers recognize that they stand in the place of the parents. When children do wrong at school it falls to the teacher to correct them in love based on a true concern for their well being. Punishments must be just and appropriate to the nature of the offence and the character and age of the child. Corporal punishment is not practised at Heritage Christian School.

When children do not respond properly to discipline, as they should, the school will take stronger measures to correct them. The progressive steps of discipline would include detentions, suspensions and expulsion.

Students may be suspended under the following circumstances:

- Open defiance or disrespect to a faculty or staff member.
- If they continually disobey and undermine the rules of the school and the authority of the staff despite repeated warnings.
- If they commit a flagrant act of disobedience, such as using the Lord's name in vain, swearing, cursing, fighting, bullying, filthy talk, gestures, or notes, vandalism or theft.

The Principal has the authority to suspend pupils. The Principal will inform the Board about all suspensions. When there is no longer a willingness to accept and respond to correction then such a child must be removed from the school through formal expulsion. The Board of Directors will determine expulsion upon the recommendation of the Principal.

Expectations for Student Conduct

The students will:

- demonstrate respect for and obedience towards the Word of God. This respect means that opinions, decisions and conduct are submitted to the authority of the Scriptures. This also includes a willingness to be corrected by the Word of God.
- demonstrate respect for and obedience to the teachers as those set in authority over them.
- demonstrate respect for fellow pupils. This respect can be shown through the way in which they treat the person, property, and feelings of others.
- stand up for what is right in our life before the LORD. This may mean speaking out against wrongdoing. It includes encouraging peers in doing good rather than evil.
- use language respectfully in service to God and their neighbour. Verbal abuse of any kind (e.g. name calling, ridicule) will not be tolerated.
- demonstrate respect for school as well as their own property by taking care of the things entrusted to them and leaving alone what does not belong to them.
- obey the school rules without complaining or trying to undermine them.
- admit wrongdoing, apologize, and accept the consequences that may follow.

Attendance Procedures

Parents must call the school if their child (ren) will be absent or late. Parents may do so at any time before 8:55 am. Messages may be left on the school's answering machine. To ensure the safety and care of our students please be diligent in reporting absences. If the school is not notified by 9:00 AM the Administrative Assistant will call to verify the whereabouts of the student.

Absences

In order to receive a credit according to the Ministry of Education guidelines, a secondary student must attend 110 hours of class. When a student does not attend all scheduled classes, he risks forfeiting his credit. Extra assignments may have to be given to make up lost time. Absences are excused for unavoidable circumstances such as for illness, funerals, or family emergencies. Students are to expect to write missed tests on the first day back to school after such absences unless prior alternate arrangements have been made with the teacher. Absences that are unexcused result in 0 for quizzes and tests missed. (see also Tests & Assignments)

COURSE DESCRIPTIONS FOR Grades 9 - 12

ARTS

AMV1O5	AMU2O	
AVI1O5	AVI2O	AVI3M



MUSIC

AMV1O5a – Choir, Grade 9, Open – ½ credit course

This choral music 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.

AMV1O5b - Choir, Grade 9, Open - ½ credit course

This choral music course is the second half of the course listed above.

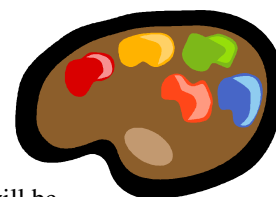
AMU2O – Music, Grade 10, Open

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.

VISUAL ARTS

AVI1O5- Visual Arts, Grade 9, Open – ½ credit course

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. Students will be encouraged to use Christian judgment as they investigate this wonderful gift of God.



AVI2O - Visual Arts, Grade 10, Open

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

AVI3M - Visual Arts, Grade 11, University/College Preparation

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as forms from Canada and other parts of the world.

Prerequisite: AVI1O or AVI2O (strongly recommended)

BUSINESS

BTT105	BDI3C
	BTA305



BTT105a - Introduction to Information Technology in Business, Grade 9 Open, Part 1, ½ credit course

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

BDI3C – Entrepreneurship: The Venture, Grade 11, College Preparation

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

BTA305– Information & Communication Technology: The Digital Environment, Grade 11, Open

This course prepares students for the digital environment. Using a hands-on approach, students will develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the eh workplace and/or postsecondary studies.

CANADIAN & WORLD STUDIES

CGC1D	CHV2O5	CGD3M	CGW4U
CGC1P	CHC2D	CHW3M	CHY4C
	CHC2P		CHY4U



CIVICS

CHV2O5 - Civics, Grade 10, Open – ½ credit

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.

Half credit, taught in conjunction with GLC20.

GEOGRAPHY



CGC1D - Geography of Canada, Grade 9, Academic

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 analyze and evaluate geographic issues and present their findings.

CGC1P - Geography of Canada, Grade 9, Applied

This course draws upon students' everyday experiences and uses a variety of frameworks, including the ecozone framework, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climates, soils, plants, animals, and human activities in order to understand Canada's character and diversity. Emphasis will be placed on developing a Biblical perspective on our relationship to the environment and our utilization of its resources.

CGF3M - Physical Geography: Patterns, Processes & Interactions, Grade 11, U/C Preparation

This course examines the main elements of the physical environment (climate, soils, landforms, oceans, vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing change of the elements of the physical environment on a variety of scales from local to global. Offered in alternate years to CGW4U. **Prerequisite: CGC1D or CGC1P**

CGW4U – Canadian & World Issues, Grade 12, University Preparation

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. Offered in alternate years to CGF3M. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

HISTORY

CHC2D - Canadian History in the Twentieth Century, Grade 10, Academic

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



CHC2P - Canadian History in the Twentieth Century, Grade 10, Applied

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.

CHW3M – World History to the Sixteenth Century, Grade 11, University/College Preparation

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world with an emphasis 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

CHY4C – The West & the World, Grade 12, College Preparation

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed the modern world.

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

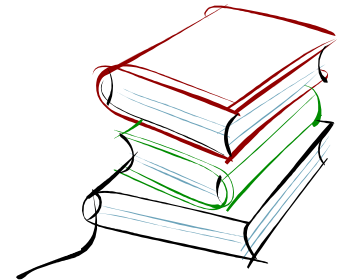
CHY4U – The West & the World, Grade 12, University Preparation

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. They will use critical thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

ENGLISH

ENG1D	ENG2D	ENG3U	ENG4U
ENG1P	ENG2P	ENG3C	ENG4C
		EMS3O	EW4U
		EPS3O	

**ENG1D - English, Grade 9, Academic**

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 analyze 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 Grades 11 and 12.

Prerequisite: None

ENG1P - English, Grade 9, Applied

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

ENG2D - English, Grade 10, Academic

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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

ENG2P - English, Grade 10, Applied

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: English, Grade 9, Academic or Applied

ENG3U - English, Grade 11, University Preparation

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

Prerequisite: English, Grade 10, Academic

ENG3C - English, Grade 11, College Preparation

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

Prerequisite: English, Grade 10, Applied or Academic

ENG3E - English, Grade 11, Workplace Preparation

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

Prerequisite: English, Grade 10, Applied

EMS30 - Media Studies, Grade 11, Open

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 analyzing 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 judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

EPS30 – Presentation and Speaking Skills, Grade 11 Open

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyze the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

ENG4C English, Grade 12, College Preparation

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

Prerequisite: English, Grade 11, College Preparation or University

ENG4U – English, Grade 12, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

EWC4U – English, The Writers Craft, Grade 12, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

FRENCH

FSF1D	FSF2D	FSF3U	FSF4U
FSF1P			

FSF1D - Core French, Grade 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 readings, which include a selection of short stories, articles, and poems, will serve as stepping-stones to oral and written activities. Prerequisite: 600 hours of elementary French

FSF1P - Core French, Grade 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: 600 hours of elementary French.



FSF2D - Core French, Grade 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 develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. **Prerequisite: FSF1D or FSF1P**

FSF3U - Core French, Grade 11, University Preparation

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 reading 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: Core French, Grade 10, Academic

FSF4U – Core French, Grade 12, University Preparation

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write 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: FSF3U**

**GUIDANCE & CAREER EDUCATION****GLS10 – Learning Strategies 1 Skills for Success in Secondary School – Grade 9, Open**

This course explores 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. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

GLC205 - Career Studies, Grade 10, Open – ½ credit course

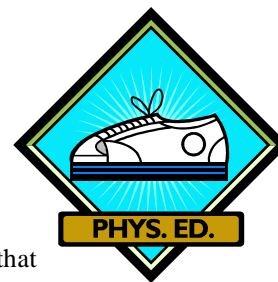
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. in education and work and contribute to their communities. Students will assess their interests, skills, and characteristics, and investigate current economic and workplace trends,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

NGCEG or NGCSTU - Guidance Co-operative Education – 2 credits

The Co-op Program is designed to enable students to explore career choices, acquire practical experience, and sample the world of work while still enrolled in High School. This extension of the classroom theory provides employment experiences in Business, Industry, and Social Services within the Community, relating to a particular subject area. This program requires the student to link a related in-school component concurrently with their co-op component. A typical program is designed for the student to work four days on-the-job for half-day blocks to earn a maximum of two credits. The second credit must be linked to a concurrent course related to the placement. The job placement will extend for a full semester. Time will also be spent in class with other co-op students to discuss and to receive instruction on the job application process, career planning, etc. Generally offered to Grade 12 students, but Grade 11 students may be considered.

HEALTH & PHYSICAL EDUCATION

PPL1O	PPL2O5	PPL3O	PPL4O
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PPL1O - Healthy Active Living Education, Grade 9, Open

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. Students will participate in activities designed to develop goal setting, communication, and social skills, including teamwork and a Christian attitude of sportsmanship

PPL2O5 - Healthy Active Living Education, Grade 10, Open – ½ credit course

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.

PPL3O - Healthy Active Living Education, Grade 11, Open

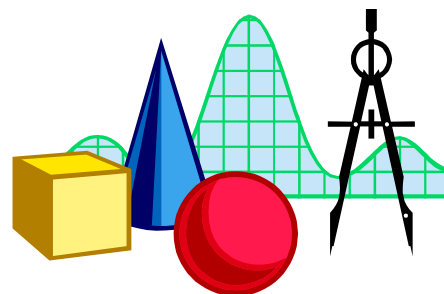
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will 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. Offered in alternate years to PPL4O. Course Fee: \$60 for off campus activities.

PPL4O - Healthy Active Living Education, Grade 12, Open

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. *Offered in alternate years to PPL3O.* Course fee \$60.00 for off campus activities.

MATHEMATICS

MPM1D	MPM2D	MCR3U	MHF4U
MFM1P	MFM2P	MBF3C	MCV4U
		MEL3E	MAP4C
			MEL4E



MPM1D - Principles of Mathematics, Grade 9, Academic

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.

MFM1P - Foundations of Mathematics, Grade 9, Applied

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.

MPM2D - Principles of Mathematics, Grade 10, Academic

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. **Prerequisite: MPM1D or MFM1P**

MFM2P - Foundations of Mathematics, Grade 10, Applied

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. **Prerequisite: MPM1D or MFM1P**

MCR3U – Functions & Relations, Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; 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

MBF3C – Foundations for College Mathematics , Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, 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: Foundations of Mathematics, Grade 10, Applied

MEL3E – Mathematics for Everyday Life, Grade 11, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MPM1D or MFM1P

MHF4U—Advanced Functions, Grade 12, University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** MCR3U

MCV4U - Calculus & Vectors, Grade 12, University Preparation

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 modeling 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. **Note:** The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MAP4C – Foundations for College Mathematics, Grade 12, College Preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; 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: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

MEL4E - Mathematics for Everyday Life, Grade 12, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and

measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

MPM1D	MPM2D	MCR3U	MHF4U
MFM1P	MFM2P	MBF3C	MAP4C
		MEL3E	MEL4E

SCIENCE

SNC1D	SNC2D	SBI3U/C	SBI4U
SNC1P	SNC2P	SCH3U	SCH4U
		SPH3U	SCH4C
			SPH4U



SNC1D - Science, Grade 9, Academic

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.

SNC1P - Science, Grade 9, Applied

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

SNC2D - Science, Grade 10, Academic

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

Prerequisite: Science, Grade 9, Academic or Applied

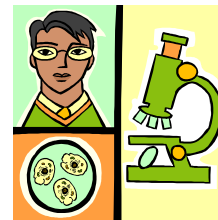
SNC2P - Science, Grade 10, Applied

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

BIOLOGY

SBI3C - Biology, Grade 11, College Preparation

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.



Prerequisite: Science, Grade 10, Academic or Applied

SBI3U - Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

SBI4U – Biology, Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U (SCH3U also strongly recommended)

CHEMISTRY

SCH3U - Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases.

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

Prerequisite: Science, Grade 10, Academic

**SCH4C - Chemistry, Grade 12, College Preparation**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

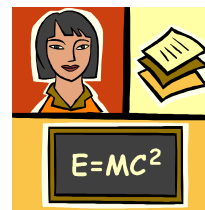
Prerequisite: Science, Grade 10, Academic or Applied

SCH4U – Chemistry, Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate

chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation



Physics

Social Sciences

PHYSICS

SPH3U – Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

SPH4C - Physics, Grade 12, College Preparation

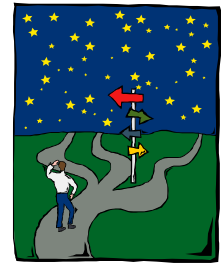
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

SPH4U - Physics, Grade 12, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation



SOCIAL SCIENCES & HUMANITIES

HFN20	HPC305	HSB4M
		HZT4U

HFN20 - Food and Nutrition, Grade 10, Open

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

HPC305a – Parenting, Grade 11, Open – ½ credit course

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

HSB4M – Challenge and Change in Society, Grade 12, University/College Preparation

ICS2O	ICS3C
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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 analyze 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 university, university/college, or college preparation courses in social sciences and humanities, English or Canadian and world studies.



HZT4U—Philosophy: Questions & Theories, Grade 12, University Preparation

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

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

RELIGIOUS EDUCATION

HRE13	HRE23	HRT3M	HRE43
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HRE13- Religious Education - Thy Will Be Done - Old Testament Studies

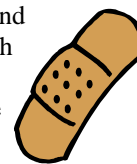
This Old Testament course features the inductive analysis of biblical textual material of the Old Testament in the context of the historical, cultural, and literary frameworks of the Ancient Near East. It develops the concepts of the Bible as the Word of God and teaches students responsible principles of interpretation. The remainder of the course gives students a solid overview of Old Testament redemptive history and an introduction to the major Hebrew divisions of the Scriptures. As they study the Scriptures, students will be challenged to live in obedience to God as a response to God's love for his people and all of creation. They will learn from the experiences of others as they are recorded in Scriptures.

- A locally developed course approved for credit by the Ontario Ministry of Education



HRE23 - Religious Education - Thy Kingdom Come – New Testament Studies

This New Testament course continues the history of revelation and redemption begun in the Old Testament and teaches students the main genres of the New Testament canon. The study of the gospel of Matthew shows that Jesus is the fulfillment of the Old Testament and helps students to understand the continuity of the Old and New Testaments. The study of three letters of Paul shows three stages in the development of the church as it dealt with three fundamental questions of faith and life: the relationship between Christianity and the Jewish faith and the return of the Lord; the application of Christian principles to issues of daily life such as food sacrificed to idols and marriage; and the defense of true doctrine and the government of the church. The study of the book of Revelation shows students that we are living between the ascension and the return of Jesus Christ and are actors in the script that is still being written. As they study this course, students will learn how to live out of the teachings of the Bible as they deal with life's issues. **Prerequisite:**



HRE13

- A locally developed course approved for credit by the Ontario Ministry of Education

HRT3M - Religious Education – World Religions

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 connection between religion 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. **Prerequisite: HRE23**

HRE43 - Religious Education - Biblical Apologetics

This course is a general survey of the books of Romans and Hebrews. The objective of the course is to acquaint each student with the historical and cultural background, author, purpose, theme, structure, and contents of the book using the inductive method of Bible study. The second semester of this course will include units on Apologetics and Ethics. **Prerequisite: HRT3M**

- A locally developed course approved for credit by the Ontario Ministry of Education

COMPUTER STUDIES

ICS20 - Introduction to Computer Studies , Grade 10, Open

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

ICS3C - Introduction to Computer Programming, Grade 11, College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Technological EDUCATION

TCJ20	TPJ3C
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CONSTRUCTION TECHNOLOGY

TCJ20 - Construction Technology, Grade 10, Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and post-secondary pathways leading to careers in the industry. **Course Fee: \$40.**

HEALTH & PERSONAL SERVICES

TPJ3C - Health Care, Grade 11, College Preparation

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis,