



**2019-2020
Student Handbook
& Course Calendar**

Introduction

Thank you for your interest in Smithville Christian High School. This handbook and course calendar have been created in order to identify, describe, and explain the rationale for the courses we offer. The program of courses at Smithville Christian High School meets or exceeds the standards of the Ontario Ministry of Education and is delivered in a context within which each student is equipped to respond as a disciple of Jesus because of his or her learning.

We live in a time when it has never been more important to demonstrate understanding and to interact competently. Achievement of and commitment to the goals of understanding and teamwork occur when students complete secondary education. This is so because it is in high school where students earn the knowledge required to enter post-secondary programs of study or workplaces. But it is also in high school that students are trained to develop learning skills that are essential to function effectively in the world of the 21st century. Skills such as development of self-regulation and responsibility are two among several others that teachers train students to develop, in order to help them to become self-reflective learners. It is for all of these reasons that each student is required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

Teachers at Smithville Christian High School are qualified to deliver high-quality instruction. Each student is assessed for his or her abilities in a course upon starting each unit of learning, in order to ensure to inform the teacher how much prior knowledge the student has in that particular area of understanding. Equipped with this information, teachers proceed to develop and implement an educational plan that is tailored, or differentiated, to optimize the learning of that student over the course of the unit.

Teachers at Smithville Christian High School offer excellent instruction also because learning in every course is framed with the goal of engaging and empowering students to understand and respond to the world around them in ways that develop Christian culture. When students are given opportunities to apply their learning in ways that model the teaching of Jesus, they develop ability and confidence in restoring small parts of the world to the way they were meant to be. Equally important, at Smithville Christian High School, students are supported by a community that models rituals and routines that nurture this kind of restorative culture. Smithville Christian High School is a school that fosters Christian culture in order to equip students to contribute to the society around them, wherever their journey takes them once they graduate from high school.

Core purpose

The core purpose of Smithville Christian High School is to train students to live as responsible disciples of Jesus Christ

Threads

Threads are evidence that we are creating classroom learning experiences for students that enable them to grow toward the core purpose of Smithville Christian High School: to train students to live as responsible disciples of Jesus Christ. Thoughtfully chosen threads can also help us achieve the core value strands: *Belong, Believe, Succeed*.

Threads

- are action responses;
- assist in holding a unit together by linking the area studied back to basic Christian discipleship principles;
- offer a guide for living a Christian life;
- are woven through the curriculum to help provide a rich tapestry of meaning with the entire educational experience (*Transformation by design*, p. 61)

Core Value Strands	The Threads (Smithville Christian)	The Contributing Threads (Transformation by Design)
Belong	Building Community	Building Community, Practicing Hospitality, Pursuing Peace, Embracing Diversity, Imitating Humility, Seeking Justice
Believe	Worshipping God	Loving God, Pondering Creation
Believe	Discovering Order	Discovering Patterns, Pondering Creation, Making Meaning
Believe	Seeking Wisdom	Challenging Distortions, Transforming Thinking, Seeking Justice
Succeed	Caring for Creation	Caretaking Earth, Stewarding Resources
Succeed	Reflecting Creativity	Celebrating Life, Relishing Play, Expressing Words and Numbers, Overcoming Setbacks
Succeed	Shaping Culture	Understanding Vocation, Unwrapping Gifts

Diploma and Program Requirements

Smithville Christian High School Diploma

In order for a student to receive the Smithville Christian High School diploma, he/she must complete two Bible courses and a senior Christian Perspectives course (all counted as Ministry approved credits), as well as all Ministry requirements for a total of 30 credits and courses. In addition they must complete and pass a portfolio interview at the end of their grade 12 year.

Ontario Secondary School Diploma (OSSD)

When a student has met the requirements for the OSSD, the principal of this high school may grant the diploma. In our case, the Ontario Ministry of Education must regularly approve the education taking place in our school before diplomas may be issued.

Diploma Requirements

The course requirements for earning a diploma in Ontario have been spelled out in various Ministry of Education documents. Smithville Christian High School has the expressed desire to continue to offer the Ontario Secondary School Diploma (OSSD), and will thus abide by the stipulations in these documents. Besides meeting the needs of our Christian community, the courses offered by this school have been developed according to the requirements of the Ministry.

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

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

Plus one credit from each of the following groups:

- **Group 1** additional credit: English, or French as a second language,** or a Native language, or a classical or an international language, or social sciences and the humanities (HHS4M at Smithville Christian), or Canadian and world studies, or guidance and career education, or cooperative education***
- **Group 2** additional credit: health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education***
- **Group 3** additional credit: science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or 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.

**In Groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from Group 1 and one from either Group 2 or Group 3.

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

†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Credits

A “credit” is earned by the completion of 110 hours of classroom instruction, with a final mark of 50% or greater. A half credit is defined as 55 hours.

Compulsory Credits

There are 18 secondary school credits, prescribed by Ministry and Smithville Christian High School, that a student must earn in order to satisfy the requirements for an OSSD diploma. There are 20 secondary school credits, prescribed by Smithville Christian High School policy, that a student must earn in order to satisfy the requirements for a Smithville Christian High School diploma. Course outlines are available in the school office, should you wish to examine them.

Elective Optional Credits

Elective courses are a list of courses from which 12 must be chosen to fulfill the remainder of the diploma requirement of 30 credits.

The Certificate of Accomplishment.

Students who leave school before fulfilling the requirements of the OSSD, or the Ontario Secondary School Certificate (see below) may be granted a Certificate of Accomplishment. This certificate will be accompanied by the student’s Ontario Student Transcript. This certificate 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 Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) is granted on request to students who leave school before earning enough credits to comply with the Ontario Secondary School Diploma but who have accumulated at least the following credits.

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

Elective Optional credits (total of 7)

7 credits selected by the student from available courses.

Substitution for a compulsory credit

The principal may replace up to three compulsory courses (or the equivalent in half-courses) with courses from the remainder of those that meet the compulsory credit requirements. Substitutions are made to promote and enhance student learning, or to meet special needs and interests. Each substitution will be noted on the student's OSR.

The Intermediate Program (grades 9 and 10)

The courses in grade 9 and 10 recognize that students enter high school with different gifts, abilities and goals. Students can take courses that are suited to their needs and can gradually help them work towards their goals through an increasingly specialized four-year program. In grades 9 and 10, courses can be taken at the Applied, Academic, or Open levels. In disciplines such as the arts, health and physical education and business studies, all students will take the same type of courses, (called "open courses"). In the core subjects however, students will be able to choose between two different types of courses - applied and academic. Students can transfer freely between these two types in grades 9 and 10.

Applied courses focus on practical applications and concrete examples. They cover the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students will be given more opportunities to experience hands-on applications of the concepts studied. These courses are designated with a "P" in the course code.

Academic courses draw more heavily on theory and abstract examples and problems. In an academic course, students will learn the essential concepts of a subject and explore related material as well. Although their knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving. These courses are designated with a "D" in the course codes.

Open courses are designed to give students additional preparation for grades 11 and 12, and to enrich their education generally. These courses are designated with an "O" in the course codes.

Transfer courses are offered to students who wish to move to another type of course in grade 11 from a grade 10 type in the same subject. The transfer course consists of those learning expectations that were not included in the completed course but that are

considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.

The Senior Program (Grades 11 and 12)

Grade 10 academic and applied courses will prepare students for grade 11 courses in accordance with prerequisites in each grade 11 course. Courses in grades 11 and 12 may have specific prerequisites, which are noted with the course descriptions. Students in grades 11 and 12 will choose courses from the five types listed below:

University preparation courses will provide students with the knowledge and skills needed in order to meet the requirements for entrance into university programs. These courses are designated with a “U” in the course code.

University/college preparation courses will provide students with the knowledge and skills needed to meet the requirements for entrance into university and/or college programs. These courses are designated with a “M” in the course codes.

College preparation courses will provide students with the knowledge and skills needed to meet the requirements for entrance into college programs. These courses are designated with a “C” in the course codes.

Workplace preparation courses will provide students with the knowledge and skills needed to meet employers’ expectations with regard to preparation for direct entry into the workplace. These courses are designated with an “E” in the course codes.

Open courses are not developed to meet the specific requirements of universities, colleges or the workplace, but are intended to enrich students’ lives and to prepare them for active and rewarding participation in society. These courses are designated with an “O” in the course codes.

Community Service in the Christian School

In order to receive an OSSD in Ontario, and in order to help develop a serving heart, students must perform a minimum of 40 hours of voluntary community activity (in addition to 30 credits), completed over 4 years. The purpose of such involvement is to foster a life of gratitude, to encourage civic responsibility and to promote community awareness. Such involvement also supports students’ career explorations and in fact, recognizes the volunteer service that many students are already giving in churches and community. This requirement may not be fulfilled through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. The requirement is to be completed outside the student’s normal instructional hours. It is the responsibility of each student and his/her parent(s)/guardian(s) to ensure that this requirement is met. The guidance counselor(s) will regularly present the information to students, keep students aware of potential opportunities and maintain a record of each student’s involvement based on completed forms submitted by the students.

The Provincial Secondary School Literacy Test

The high school literacy test will be administered to each student before the end of grade 10, likely in the autumn of that academic year. It will act as both a diagnostic and an accreditation tool. Reporting of the results of this test will be done on an individual and school basis, and at least for Ontario’s public secondary schools, on a provincial basis. The results will also be noted on the student’s Ontario Student Transcript. If a student is unable to meet the standards of the test in the first attempt, that student must re-take the

test until the standard is met or successfully complete the Ontario Secondary School Literacy Course (OSSLC).

The Secondary School Literacy Graduation Requirement: Accommodations, special provisions, deferrals, and exemptions

In this section (Appendix 3 of *Ontario Schools, Kindergarten to Grade 12: Policy and program requirements (2016)*), information about accommodations for students with special education needs is provided in section 1; special provisions for English language learners are discussed in section 2; rules that apply to deferrals of the OSSLT are outlined in section 3; and rules that apply to exemptions from the literacy graduation requirement are outlined in section 4.

SECTION 1 Accommodations for Students with Special Education Needs Pertaining to the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course

The school will provide accommodations (defined as a support given to a student to assist him or her in achieving the learning expectations set out in the Ontario curriculum) that enable students with special education needs to participate in the educational setting. Necessary accommodations will 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 OSSLT or the OSSLC. Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course. To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all of his or her assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.)

Permitted accommodations. Accommodations that are permitted by the EQAO, and that the school will provide for the student as needed for the OSSLT include the following:

- adjustments to the environment in which the test is administered;
- adjustments in the time allowed for the test;
- changes/adjustments to the format of the test (e.g., alternative forms of print);
- changes/adjustments to the format of responses.

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students *before the commencement* of the test. Such clarification is not considered to be an accommodation.

Requests for special consideration of accommodations.

Accommodations that are listed in the EQAO Guide.

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*, one of the following procedures applies, as appropriate:

- If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.
- If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.
- If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral will be considered.

Human Resources Required for the Implementation of Accommodations During Administration of the OSSLT.

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher will work under the direction supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. These individuals will be given the training needed to provide appropriate level of assistance to students writing the test.

SECTION 2 Special Provisions for English Language Learners Pertaining to the Ontario Secondary School Literacy Test

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners (for the definition of English language learners, see Part One, section 3.1, of this document). They do not affect the validity or reliability of the test.

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions will:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;
- be made prior to the taking of the OSSLT;
- conform to the permitted special provisions outlined in the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*;
- be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

SECTION 3 Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided;
- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. (To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.) Documentation must be submitted to the principal of the school in such cases.

Deferrals will be granted to students before the test, on an individual basis. The following procedures will be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the principal will review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students will be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.

- The decision to defer will be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

SECTION 4 Exemptions from the Literacy Graduation Requirement.

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption. Exemptions are to be provided to students on an individual basis. The following procedures will be applied:

- As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.
- If it is decided that the student is not working towards the OSSD, the principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing the OSSLT or taking the OSSLC.
- The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test or taking the course but the parent or adult student disagrees with this decision, the student will be allowed to write the test or take the course. Where the principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.
- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the principal will ensure that the student has a fair and equal opportunity to successfully complete the test or the course.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.
- All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record.

Ontario Student Record (OSR)

The Ontario Student Record is the official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment, if a written request for such a report is made by a student, a former student or the parent(s) of a student who is not an adult student. Students and their parents (if the student is not an adult) may examine the

contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

Ontario Student Transcript (OST)

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). Withdrawal after a specified time from any Grade 11 or 12 course or an OAC will be recorded on the OST.
- 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

Course Changes and Withdrawals

Students who wish to drop or change a course must have parental permission to do so. All changes must be made through the Guidance office. Normally, course changes are allowed only in the first two weeks of a semester.

If a grade 11 or 12 withdraws from a course within five instructional days of the issue of the midterm report (the first report card in a semester) the student's percentage grade will not be recorded on the OST at the time of withdrawal. If the student withdraws the a course after five instructional days of the issue of the midterm report, the student's percentage grade will be recorded on the OST.

Changing Course Types

Students changing course type between grade 10 and 11, and/or grade 11 and 12 will need to choose one of these three options.

- If the course change involves transfer from grade 9 applied to grade 10 academic math, take a transfer course to bridge the gap between courses;
- Take a pre-requisite course of another type (e.g. a university preparation course)
- If neither of the above two options is possible or applicable, take a pre-requisite course in a summer program, or, with prior approval, an pre-requisite independent study course offered by Smithville Christian High School.

Reporting Student Achievement

Student achievement will be reported mid-term (halfway through the semester) and at the end of the semester. Parents will have the opportunity to meet with teachers about their

child's progress after the midterm reports. Students who are failing or are not working to their potential will receive an early progress report 20 days into the semester.

Annual Education Plan

Students will develop an annual education plan. At Smithville Christian High School, this will be done annually in conjunction with the Guidance Department at the time of course selection. The functions of such a plan are as follows:

- It encourages education and career planning.
- It encourages decision making.
- It enables students to take ownership of their education path.

Program Selection

It is the responsibility of each student to ensure that he/she is earning credits that will satisfy the demands of his/her post-secondary school plans. The Guidance Department is available to help in this process.

Students and parents should consider the following when choosing courses:

- Consider diploma requirements according to credit value, area of study, and for grades 11, 12, the type of course.
- Remember that many subjects build on a foundation of knowledge (Math, English, French).
- Consider the interests, aptitudes and abilities the student has displayed in the past in certain subjects.
- Consider the admission requirements of post-secondary educational institutions.
- Consider covering a wide range of courses to provide the student with versatility for further study.

Alternative Methods of Achieving Credits at Smithville Christian High School

Music Certificates Accepted for Credits towards the OSSD

1. A maximum of one Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
 - Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
 - Grade VII Practical and Grade III Theory of Conservatory Canada, London
 - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
 - Grade V Practical and Grade III Theory of Trinity College London, England
 - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
 - Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
 - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London

- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes: The term *practical* refers to any musical instrument on which performance is examined. It includes voice (ie. singing), but not speech arts.
 The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in rudiments or theory, as the case may be.
 The course titles and course codes for the credits granted under sections 1 and 2 above are as follows:
 Section 1: Music - External (Conservatory), AMX3M
 Section 2: Music - External (Conservatory), AMX4M

Correspondence and Online Courses

Students at Smithville Christian High School may earn credits outside of the regular classroom with permission of the day school. These courses help expand the course offerings when there are conflicts in the timetable and when a student is seeking a course that may not be offered at our school. Parents and students are reminded that this format for earning a credit requires self discipline and self motivation to successfully complete the credit. Assessment and evaluations are done by qualified teachers outside of our school and when the credit is completed the course and mark will be recorded on the student's transcript. Students may apply to take correspondence and online courses through the Guidance Office and must pay the costs for the course and any course material.

Summer School

Students, who fail a course at Smithville Christian High School and require the credit for that subject, may enroll in the summer school program given by local school boards. However, for courses for which there are no equivalents in the public or separate school systems, such as Bible, the students may request permission to do makeup work during the next term. This must be arranged via the administration. Most summer schools have registration deadlines in the last week of June. Therefore, it is important that students find out where and when their course is available. The summer school also requires a written application form from Smithville Christian High School. This information is available in the Guidance Office. It is the responsibility of the student to see to it that the results of the summer school courses are passed on to the Guidance Office before the next school year. Note: conditions may change slightly from year to year in the delivery of summer school courses.

Night School

Students may take a night school course for credit through local public and separate school boards. Students may choose to take night school courses to fast track, to take courses not offered at Smithville Christian High School, or to take courses that they may need but which do not fit in their day school schedule. Night school courses require a time commitment of two evenings per week for one semester or one evening per week for

the entire school year, as determined by the local school board. The selection varies and courses offered are based on a minimum enrolment. Students require a Night School Application form, signed by the day school principal, for each credit course. These forms are available in the Guidance office and must be sent to the school offering the Night School course by the Guidance Counselor.

Prior Learning Assessment and Recognition (PLAR)

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. 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.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non inspected private schools or schools outside Ontario.

Smithville Christian High School Guidance Department

The overall purpose of the guidance program at Smithville Christian High School is to ensure that no student “slips through the cracks” and that all students are intentionally supported in these areas:

- Educational Planning & Course Selection
- Post Secondary and Career Planning
- Personal and Relational Counseling
- Transitional Support
- Interest Testing and Literacy Test Administration and preparation
- Monitoring and Processing Volunteer Hours
- Study Skills and Literacy Test Preparation

Smithville Christian High School Resource Department

Smithville Christian High School has a designated Resource Classroom in operation from 9 am to 3 pm. The classroom is run by a full time qualified Special Education teacher. All compulsory courses are offered as well as learning strategies courses. Students who have been identified with special needs may be assigned to this class for the short or long term as determined by the Resource teacher.

Integration into the regular classroom for academic subjects is encouraged for those students able to make the transition, especially in grades 11 and 12. This may be done at all levels based on the Resource teacher's recommendation and expertise. The Resource teacher will then recommend an individualized program to meet the diploma requirements and will help class room teachers in modifying courses and possibly requesting exemptions for others (i.e. French).

Referral of Students

When you estimate that a student needs more help than you are able to provide at the moment, parents and teachers should consult with a member of the Special Needs Committee (Administrator, Resource Teacher and Guidance Staff) who will take one or more of the following actions:

- Offer advice and support.
- Provide the appropriate resources that he/she has available.
- Consult with the Special Needs Committee and determine a plan of action to assist the teacher and student (tutoring, monitoring, support counselling, transfer to the resource room etc.)
- Establish a committee consisting of the teachers of the student, the guidance counsellor, and the resource teacher, in consultation with the parents and the student, of which the purpose will be to identify the problem and to plan a program to meet the needs of the student.

Course Selection at Smithville Christian High School

- Course selection occurs in the beginning of semester 2 for current Smithville Christian High School students.
- Course selection determines which courses will be offered and staffing needs for the coming school year.
- Students participate in a guidance-run presentation on course selection each year. Individual appointments are also available, but must be initiated by the student.
- Students are encouraged to use the following chart each year as they make their course selection.
- Students are reminded that their focus for course selection should be compulsory courses, required courses for work, college or university, and courses that provide a well-rounded education.

Course Codes

The course code (CC) consists of *5 code characters and a course title*.

The first three characters represent the discipline, the subject and the course (see below).

The fourth character refers to the grade of the course:
1 = grade 9, 2 = grade 10, 3 = grade 11, 4 = grade 12

The fifth character refers to the course type, by letter (as in Mathematics MFM1P):

Grades 9 & 10

D: academic

P: applied

O: open

3: locally developed course, by number (as in Bible HRE13).

Grades 11 & 12

U: university preparation

M: university/college preparation

C: college preparation

E: workplace preparation

O: open courses

3: locally developed course, by number (as in Bible HRE23).

For example: the first character in the CC is any one of these letters:

A: The Arts

B: Business Studies

C: Canadian and World Studies

E: English

F: French

G: Guidance

H: Social Sciences and Bible

M: Mathematics

P: Health and Physical Education

S: Science

T: Technological Education

Thus, the grade 9 academic geography course is coded: **CGC1D** and the grade 11 university preparation English is coded: **ENG3U**.

Smithville Christian High School

Times of periods

Warning bell	8:55 a.m.
Period 1	9:00 a.m. – 10:21 a.m.
Period 2	10:28 a.m. – 11:41 a.m.
Lunch	11:41 a.m. – 12:24 p.m.
Period 3	12: 29 p.m. – 1:42 p.m.
Period 4	1:49 p.m. – 3:02 p.m.

Smithville Christian High School Program of Study

This section identifies and summarizes the description of every course offered for the 2010-20 school year at Smithville Christian High School. All courses are designed to meet or exceed the standards set forth by the Ontario Ministry of Education, while each course is also taught to enable students to meet the Program Goals for learning at Smithville Christian.

Curriculum documents that summarize expectations for learning may be found at <http://www.edu.gov.on.ca/eng/secondary.html> . The course outline used to guide learning in each course may be obtained by contacting the school office.

THE ARTS

The arts allow for students to employ their creativity to worship God. These courses are designed to cultivate and develop our God-given talents and abilities for the purpose of glorifying God. Through participation in this program it is desired that we will each develop a greater appreciation and understanding of music and visual arts as we use it to glorify and worship our Creator and Saviour.

Dramatic Arts, Grade 10, Open (ADA2O)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

Dramatic Arts, Grade 11, University/College (ADA3M)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

Dramatic Arts, Grade 12, University/College (ADA4M)

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

Prerequisite: Drama, Grade 11, University/College Preparation

Integrated Arts, Grade 9, Open (ALC1O)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

Music, Grade 10, Open (AMU2O)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

Music, Grade 11, University/College (AMU3M)

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

Prerequisite: Music, Grade 9 or 10, Open

Music, Grade 12, University/College (AMU4M)

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

Prerequisite: Music, Grade 11, University/College Preparation

Visual Arts, Grade 10, Open (AVI2O)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Arts, Grade 11, Open (AVI3O)

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: Grade 9 or 10 Visual Arts, Open

Visual Arts, Grade 12, University/College (AVI4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and to explore connections between art and society. The studio program enables students to explore a range of materials, processes and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, Open

BIBLE

Biblical study at Smithville Christian High School is academic in nature and confessional in intent. The program emphasizes the most foundational and important truths necessary for the life-long journey of Scripture-based faith. Biblical faith is studied within the context of “creation-fall-redemption” and students will develop a deeper understanding of the themes of covenant, kingdom, church, law, and salvation.

Bible, Grade 9, Open (HRE13A)

The concept of redemptive history is introduced and developed through the study of the Pentateuch in its historical setting. It continues with the study of Israel’s entry into the Promised Land and life during the period of the Judges and the early monarchy. This course is continued in grade 10 for a full credit.

Bible, Grade 10, Open (HRE13B)

This course completes the work begun in HRE13A. The course begins by looking at wisdom literature and the Psalms, while continuing to study major themes such as redemptive history. The rise and fall of Israel amid the cultural and political influences are taught. Students examine the message of the prophets, what it meant for Israel and what it means for contemporary Christians.

Bible, Grade 11, Open (HRE23)

The study of the New Testament begins with an examination of the political, social, and religious developments of the inter-testamentary time period. The gospels, particularly Matthew, are studied in the context of first century Judaism. The study of Acts, Thessalonians, Galatians, Corinthians, and James show the struggles of the early church. The course is completed with an introduction to Revelation. Our role as Christians in the kingdom of God will be emphasized.

BUSINESS STUDIES

The business studies program focuses on the study of business theory and practice and encourages a positive response to God’s gifts. Students will learn the skills and attitudes necessary to engage in prospective business activity with confidence, competence and an understanding of Christian principles. The program enables students to have a foundation in how business operates, its role in society, the opportunities for service that it generates, the skills it requires, and the potential impact that it can have on society.

Explorations in stewardship (IDC30)

Based on the theme of stewardship, this course provides students with the ability to manage money, talents, and time in ways that build habits of Christian discipleship. Students will build on and interconnect, in innovative ways, concepts and skills from the disciplines of accounting, business, and information and communication technologies. Students will learn to plan and work independently and in teams with peers, with the aim of fostering growth in communication, collaboration, creativity, and formation of Christian faith. Students will learn and apply interdisciplinary skills and knowledge to contexts, real-world tasks, and on-the-job situations in ways that will help them to develop rich understanding of existing and potential personal and career opportunities. Students will learn to use Biblical- and business-based methods of analyzing and evaluating complex scenarios and decisions, and will use these interdisciplinary activities to stimulate, monitor, regulate, and evaluate their thinking process, and thus learn how to learn.

Prerequisite: None

Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA3O)

This course prepares students for the digital environment. Using a hands-on approach, students will further 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 workplace and/or postsecondary studies.

Prerequisite: None

CANADIAN AND WORLD STUDIES

This program offers students the opportunity to evaluate human responses to God's call for justice and stewardship in local and global settings in both the past and present. Their learning in the various courses in this program will contribute significantly to students' understanding of Canada's heritage and its physical, social, cultural, governmental, legal, and economic structures and relationships. It will also help them to perceive Canada in a global context and to understand its evolving role in the world community.

Civics and citizenship, Grade 10, Open (CHV2O)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

GEOGRAPHY

The Geography program helps students to understand the distribution of physical, biological and human phenomena on the earth; their causes, inter-relationships and effects. The Geography program helps students to analyze and evaluate human response to God's call for justice and stewardship in both local and global settings.

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Geography of Canada, Grade 9, Applied (CGC1P)

This course focuses on current geographic issues that affect Canadians. Students will draw on personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

World Issues: A Geographic Analysis, Grade 12, University (CGW4U)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

HISTORY

The history program helps students to understand past and present cultures and their contribution to the current state of affairs in the world. Students will learn about human responsibility for cultural formation and make a commitment to share in that task in a Christian manner. The history program helps students explore avenues of service in which students can respond to human and environmental injustice.

Canadian History Since World War I, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Metis, and Inuit individuals and communities, in Canada since 1914. Students examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Metis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Canadian History Since World War I, Grade 10, Applied (CHC2P)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Metis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Metis, and Inuit individuals and their communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

World History to the Sixteenth Century, Grade 11, University/College (CHW3M)

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

World History: The West and the World, Grade 12, University (CHY4U)

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

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

COMPUTER STUDIES

Introduction to Computer Science, Grade 11, University (ICS3U)

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

Prerequisite: None

COOPERATIVE EDUCATION

Cooperative education linked to a related course (or courses)

(A cooperative education course linked to a related course or courses does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript using the name(s) and course code(s) of the related course(s), with the term (“Co-op”) inserted after the course name. On the OST, the notation “C” is entered in the “Note” column.)

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student’s related course (or courses). Students will develop skills, in knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, in knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

Creating opportunities through Co-op, Grade 11, Open (DCO30)

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

ENGLISH

Students are encouraged to enjoy God’s gift of communication as they explore writing, language, literature and media. Literature is a fundamental element of identity and culture. As students read and reflect on a rich variety of literature, informational texts, and media works, they deepen their understanding of themselves, their Creator and the world around them. Students will be taught discernment when reflecting on the various world views represented in the literature and media. Through the study of literature, students strengthen their ability to use language as an effective tool for thought, creative expression, and communication across the disciplines.

English, Grade 9, Academic (ENG1D)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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

English, Grade 9, Applied (ENG1P)

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

Prerequisite: None

English, Grade 10, Academic (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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: Grade 9 English, Academic or Applied

English, Grade 10, Applied (ENG2P)

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

Prerequisite: Grade 9 English, Academic or Applied

English, Grade 11, University (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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: Grade 10 English, Academic

English, Grade 11, College (ENG3C)

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

Prerequisite: Grade 10 English, Applied

Media Studies, Grade 11, Open (EMS3O)

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: Grade 10 English, Academic or Applied

English, Grade 12, University (ENG4U)

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

Prerequisite: Grade 11 English, University Preparation

English, Grade 12, College (ENG4C)

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: Grade 11 English, College Preparation

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT

English as a Second Language, ESL Level 1, Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

English as a Second Language, ESL Level 2, Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structures situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence pattern; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

English as a Second Language, ESL Level 3, Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESL Level 2 or equivalent

English as a Second Language, ESL Level 4, Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

English as a Second Language, ESL Level 5, Open (ESLEO)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: ESL Level 4 or equivalent

Ontario Secondary School Literacy Course, Grade 11, Open (OLC30)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the Principal.)

FRENCH

Believers recognize that God has created people of many cultures, races, and languages. This program is designed to help students grow in appreciation and respect for those who are French. The French program aims to prepare students to speak the official language with confidence and to gain transferable academic and cognitive skills. The program celebrates the gifts of communication, and opens students to wide ranging possibilities in career options.

Core French, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

Core French, Grade 9, Applied (FSF1P)

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

Core French, Grade 10, Academic (FSF2D)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

Prerequisite: Core French, Grade 9, Academic or Applied

Core French, Grade 11, University Preparation (FSF3U)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: Core French, Grade 10, Academic

Core French, Grade 12, University Preparation (FSF4U)

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: Core French, Grade 11, University Preparation

GUIDANCE & CAREER EDUCATION

The Guidance program aims are directed to the students, the school and the parents. The aims of the guidance program are to help students to: know and appreciate themselves as

image-bearers of God, relate in Christian ways to others, develop appropriate educational plans, explore career alternatives, and to be successful in their schoolwork.

Career Studies, Grade 10, Open (GLC20)

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

Prerequisite: None

HEALTH & PHYSICAL EDUCATION

The physical education and health program seeks to encourage students to develop the attitude and practice of life-long physical fitness. The program implements this through individual and corporate physical skills training and health awareness which encourages individual motor skill development and community participation. A major aim is also to teach physical fitness and sports in order to enable students to participate in organized, structured games and leisure activities which allow for healthy service for the Lord.

Healthy Active Living Education, Grade 9, Open (PPL10)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 11, Open (PPL30)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Recreation and Healthy Active Living Leadership, Grade 12, University/College (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

MATHEMATICS

The focus in the mathematics program is on transferable skills such as: reasoning, problem solving, communicating and understanding ideas, and the use of appropriate technology. Mathematical work at Smithville Christian High School is based around the recognition of the spatial and numerical order of God's creation.

Principles of Mathematics, Grade 9, Academic (MPM1D)

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

Prerequisite: None

Foundations of Mathematics, Grade 9, Applied (MFM1P)

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

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics, Academic or Applied

Foundations of Mathematics, Grade 10, Applied (MFM2P)

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

Functions, Grade 11, University (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Foundations for College Mathematics, Grade 11, College (MBF3C)

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Advanced Functions, Grade 12, University (MHF4U)

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors, Grade 12, University (MCV4U)

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

economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

Mathematics of Data Management, Grade 12, University (MDM4U)

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Mathematics for College Technology, Grade 12, College (MCT4C)

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

Foundations for College Mathematics, Grade 12, College (MAP4C)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; 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

SCIENCE

Scientific activities are a legitimate and important part of the Christian's task to explore and understand creation. The science courses offered at Smithville Christian High School expand the student's knowledge and understanding of the creation and the Creator. As stewards of God's creation, students need to comprehend the complex relationships in creation so that they may be aware of the consequences of human activities on these relationships.

Science, Grade 9, Academic (SNC1D)

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

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

Prerequisite: None

Science, Grade 9, Applied (SNC1P)

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

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Grade 9 Science, Academic or Applied

Science, Grade 10, Applied (SNC2P)

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

Prerequisite: Grade 9 Science, Academic or Applied

Biology, Grade 11, University (SBI3U)

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: Grade 10 Science, Academic

Biology, Grade 11, College (SBI3C)

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: Grade 10 Science, Academic or Applied

Biology, Grade 12, University (SBI4U)

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: Grade 11 Biology, University Preparation

Chemistry, Grade 11, University (SCH3U)

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: Grade 10 Science, Academic

Chemistry, Grade 12, University (SCH4U)

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: Grade 11 Chemistry, University Preparation

Chemistry, Grade 12, College (SCH4C)

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: Grade 10 Science, Academic or Applied

Physics, Grade 11, University (SPH3U)

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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 10 Science, Academic

Physics, Grade 12, University (SPH4U)

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 analyse, qualitatively and quantitatively, data related 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: Grade 11 Physics, University Preparation

Physics, Grade 12, College (SPH4C)

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: Grade 10 Science, Academic or Applied

SOCIAL SCIENCES

Scripture shows a picture of humans in relationship to God, fellow humans and the environment. This is a central theme in the social sciences as students examine human activity and God's call to be faithful. The social sciences focus on the concept that culture-forming activities and institutions must be a heart response to God. The program proceeds from the foundation of creation-fall-redemption-response.

Food and nutrition, Grade 10, Open (HFN2O)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Impact of worldview on identity and justice (IDC4U)

This course will help students develop and consolidate the skills requires for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources, to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Any university or university/college preparation course and the prerequisite of each of the courses in the package social sciences and humanities, English, or Canadian and world studies

Impact of identity on worldview and justice (IDC4O)

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single

subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

Prerequisite: None

TECHNOLOGICAL EDUCATION

In the 21st century, technology may be leading many changes in our culture. This program has a two fold aim: first, to offer a Christian perspective on technological change and how it fits into contemporary culture, and second, to develop in students the skills necessary to live and work creatively and competently in a technologically-based society.

Exploring Technologies, Grade 9, Open (TIJ10)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

Transportation Technology, Grade 10, Open (TTJ20)

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

Prerequisite: None

Construction Engineering Technology, Grade 11, College (TCJ3C)

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

Prerequisite: None

Construction Engineering Technology, Grade 12, College (TCJ4C)

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more

about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

CODE OF CONDUCT

The Code of Conduct at Smithville Christian High School seeks to encourage students to love God above all and their neighbours as themselves. Students can be nurtured to show this love by conducting themselves in ways that show respect for self and others.

Smithville Christian High School Student Dress Code

The dress code has been constructed in order to help the school meet its mission. Student dress can at times cause a distraction to the learning and interaction that happens at the school. Having a student dress code which includes school uniforms positively impacts learning. It gives the student an immediate sense of belonging in the student body, it enhances the image of the school in the community, and it does away with many discipline situations that relate to student dress.

Students are expected to observe all aspects of the following dress code for all school days and school related activities, unless alternate standards have been temporarily approved by administration. Students must be in compliance with the dress code policy during regular school hours, including lunch and spares. While we put some considerations in place, we realize that it is not possible to address all potential concerns. Note therefore that non-school outer wear or ways of wearing the school wardrobe that are not in keeping with the spirit of the dress code policy will not be acceptable.

School Wardrobe Specifications

All school clothing must be purchased via the school's uniform supplier: Top Marks. Purchases can be made online at www.topmarks.ca, by phone at 1-800-667-7105, or by picking up an order form in the school office. To order online, the school's code is SMI01. Uniform fitting and exchange dates are hosted at the school several times a year and appointment information is provided via school communiques. For more information about the uniform contact Mrs. Lorraine VanderHeide at office@smithvillechristian.ca.

School Wardrobe Considerations

Students may wear any of the prescribed wardrobe choices on any school day. The following points give further definition to our policy:

- All school clothing must be worn as designed.
- Clothing must be clean, non-transparent, size-appropriate, and in good repair.
- Bottoms must be neatly hemmed.
- Undergarments must not be visible.
- Undergarments worn under a white shirt or top must also be white.
- Ladies' kilts must be standard length, fit properly, and may not be rolled up. They must be worn along with Top Marks black knee socks or Top Marks black tights.
- T-shirts or tank tops worn underneath school tops must be either plain white or plain black.
- Cardigan sweaters must be worn with an additional uniform selection underneath.
- Hoodies which are an approved uniform choice must be worn with the hood resting on the shoulders.
- Button down shirts and blouses must be appropriately buttoned for modesty.

- Tops, other than those approved, are not to be worn inside during the school day; they are to be put in the locker upon arrival at school and are to remain there until the student leaves the building.
- Footwear is according to student choice but must be worn at all times.
- Specific course-related clothing (i.e. physical education, shop, etc.) must be worn only during those courses.
- Hats, bandanas, head coverings, sunglasses and gloves may not be worn in the school building.
- Belts, when worn, must be solid black or brown and must be threaded through the belt loops and buckled.

Outings Away from School

Away-from-school outings need to be recognized as part of the learning of the school. As such, uniforms will be required on learning outings. There may be occasional trips for which uniforms are not required (e.g. the grade 12 retreat, Canada's Wonderland). On such occasions, students will be expected to dress in a fashion and style that are fitting for a Christian teenager. Students who leave the building during spares or lunch periods will be asked to stay in uniform and represent the school well on their honour.

Special Dress Days

At the discretion of the administration, and with their pre-approval, portions of the dress code may be temporarily suspended for special dress days or certain outings. In these cases, students will be expected to conform to the following Smithville Christian High School policy regarding dress:

- Students are to dress in a neat and clean fashion and in a style that is fitting for a Christian teenager who is part of an academic environment.
- Clothing should demonstrate respect for one's sexuality. Therefore distracting or immodest clothing that is excessively tight, revealing, low, has rips or tears, or reveals undergarments is not acceptable.
- All articles of clothing bearing suggestive or offensive materials reflecting anti-Christian values are not permissible. All tops must cover the shoulders and have sleeves, and must overlap the waistband of the pants, shorts, or skirts. Non-uniform shorts or skirts must extend beyond the bottom of a student's extended finger tips.

Chapels

School chapels will normally take place once per week. Chapels are the one time during the week when the entire learning community is together. As such, they set the tone for many other aspects of school life. Students will be held to a high standard of order and respect during chapels. Respect for those leading and those listening is a must. Dress code is fully in effect for chapels; and no food, drink or personal electronic devices will be permitted. Any student whose behavior distracts from this necessary respect will face discipline.

Personal Electronic Devices

Personal electronic devices are to be used with discretion inside the school building. Such devices will not be allowed in classes or other focused learning situations unless the teacher gives clear and specific approval for educational reasons. They may never be used in chapels or exams. Calculators or translators used for tests or exams must not have wireless access. Inappropriate use of personal electronic devices may result in confiscation of these devices.

Physical Demonstration of Affection

To find someone whom you can love is a blessing of the Lord; to have friends is one of the greatest joys of social relationships. There are, however, appropriate and inappropriate ways and times of demonstrating that affection. School is not the place to physically demonstrate love. Therefore, embracing and kissing are not appropriate behaviour at school. This is embarrassing to students and staff, and it demonstrates a lack of social sensitivity in those who do.

Use of Tobacco, Alcoholic Beverages or Illegal Drugs

Smithville Christian High School is a smoke-free environment, and therefore students are prohibited from smoking on or within sight of the school grounds. Students violating this policy will face a fine of \$100 which will be given as a donation to the Heart and Stoke Foundation. Possession and/or consumption of alcoholic beverages or illegal drugs on school property and/or during school hours or at school functions, is prohibited and will result in suspension or possible expulsion.

Weapons and Violence

While at school or attending any school event, students must not have any weapons in their possession. Any object used to threaten another will be considered a weapon. Students violating this policy will face suspension or possible expulsion.

Harassment and Bullying

Because every creature of the Lord should be treated with respect and dignity, students are expected to be courteous and considerate with each other. Overt or subtle signs of intolerance and harassment cause pain and anger.

Students are strictly forbidden from participating in any humiliating game, prank, stunt, practical joke or other activity that:

- intimidates or threatens another person;
- subjects another person to stress, embarrassment, or shame;
- adversely affects the mental health or dignity of a person;
- discourages that person from remaining at Smithville Christian High School;
- physically harasses a person.

If a student is being harassed or bullied, he or she should report it to administration or a guidance counsellor or www.reportbullying.com. Smithville Christian High School password: Storm.

Plagiarism and Academic Honesty

It is expected that what a student hands in will be his or her own work. Honesty and integrity are scriptural values that we strive to uphold. The following list includes examples of what can be considered plagiarism:

- copying verbatim without quotes and references;
- cutting and pasting information from an electronic text without citing it;
- changing a few words in an original text or paraphrasing it without citing it;
- submitting work done by another student;
- using the idea, chart, image or statistic of an author without citing it;
- resubmitting work from a previous course without permission.

Any student who deliberately plagiarizes will face a mark of 'zero' on the submitted work, will have the incident recorded in the school's plagiarism registry, and will face increasingly significant school discipline for each successive situation.

Use of Inappropriate Language

Students are expected to speak in a way that suits the character of our school. As Ephesians 4:29 says, “Do not let any unwholesome talk come out of your mouths, but only that which is helpful for building others up according to their needs, that it may benefit those who listen.” There is no place for crude, demeaning, or blasphemous language in our classrooms, school, athletic fields or learning environments. Many words are obviously not acceptable, while others are unwise to use in a formal Christian learning community.

Fire Alarms

To deliberately set off a fire alarm or tamper with a fire extinguisher is a serious offence. Anyone who does so willfully will be suspended until they pay a \$100 fine.

Fire Crackers and Fireworks

Fire crackers and fireworks are strictly prohibited. Any person setting them off or bringing them to school will be suspended until they pay a \$100 fine.

Colognes and Perfumes

Colognes and perfumes pose a serious threat to people who are allergic to them. Therefore, spraying, pouring or dumping cologne or perfume in the halls, classrooms or washrooms is prohibited.

Gum

It is very difficult to remove gum from under desks and from carpets. Please dispose of your gum in the garbage containers.

Cheating on Tests or Quizzes

It is expected that students will conduct themselves with honesty and integrity when writing tests, quizzes and exams. Students found cheating will receive a mark of ‘zero’ and may face further school discipline. Students will be reminded often that they need to guard their work and their reputation by the way they conduct themselves during tests.

Attendance

Regular Attendance

Students are expected to be at school by 8:50 a.m. and to remain at school until the end of the regular school day. Should a student be required to miss a day or part of the day, the parent/guardian should notify the school ahead of time or by 9:15 that morning.

Absences

An unexcused absence from a class shall have, as a minimum, the following results:

- A meeting with the assistant administrator,
- Parents informed of the unexcused absence,
- A discussion with the classroom teacher and his/her permission to return to the class.

Student Absences and Student Punctuality

Students are expected to be in class when the bell rings and must submit to further specific expectations of the classroom teacher. Students who arrive to class late because of appointments or reasons for which parents have contacted the office will need to sign in at the office and get a late slip before admission to class.

Tests and Assignments Missed

Students who are ill and miss a previously announced test should expect to write the test on the day of their return. A student who misses a test or major presentation for a reason other than illness without having notified the teacher may be given a zero for the test or presentation. Students who are absent from classes have the responsibility of finding out what work has been missed. Unless indicated by the teacher, work should be submitted upon the student's return. Adjustments will be made in consideration of the student's health situation. It needs to be emphasized that students who are absent from class because of school related activities (choir, sports teams, field trips, Student Council events, etc.) need to understand that the same is expected of them the following day as is expected of those who were in class.

Illness and Emergencies

Should the student become ill during the school day, the student will report to the teacher and/or to the office. The office will contact the student's home and doctor, if that is necessary, and in that order. Should the student experience an emergency which may be personal, the student should report to the office and the same procedure will be followed.

Leaving School Property

Grade 9 and 10 are required to remain on school property throughout the school day. Special exceptions may be temporarily granted by administration. Grade 11 or 12 students have the privilege of leaving school property at their discretion, provided that all other attendance requirements are met. No loitering will be permitted on streets or sidewalks near the school.

Student Vehicle Use

The school has responsibility for the supervision of students throughout the school day, even during non-class times and off school property. It is therefore within the authority of the school to ensure that students use vehicles in a safe and respectful manner during the school day.

- Students will be expected to drive safely and slowly when entering, exiting or on the school property.
- Students may use the two inner entrances to the parking lot. The entrances by the teacher parking area and those nearest Covenant are off limits to students.
- Students will be expected to park within the lines and only in the designated areas.
- Students may not use their vehicles between periods 1 and 2 or between periods 3 and 4 if they have classes back to back.
- Students will be expected to drive safely when driving off school property during lunch break and study periods.
- Students may not drive themselves to off-property school events in which they are participating unless permission is granted by both a parent and the teacher supervisor.

Special School Days

From time to time, regular classes are suspended, and the school provides for special learning opportunities, such as Career Day, field trips and the like. Students are expected to be in attendance on those days. On educational excursions, the following regulations apply.

- Any student drinking or under the influence of alcohol or illegal substances will face suspension and possible expulsion from school. A student who is expelled may be granted the possibility of readmission in a timely way.
- The staff sponsors reserve the right to search the luggage of all students before departure on any school trip (female staff check female students' luggage and male staff check male students' luggage) and to make a search of personal belongings and/or their room at any given time.

Bus Behaviour

It needs to be recognized that students are under the authority of the school during all bus rides to and from school. As such, students are subject to the authority of the bus driver and school administration. It is expected that our students will represent our high school well during all bus situations. It is imperative that high school students serve as leaders and peacemakers while sharing a bus with elementary school students. Students who do not represent the school well on buses will face school discipline and possible suspension or expulsion from the bus route.

Use of Library

The school library seeks to aid students in their educational experience. A wide variety of resources have been made available to students to assist them in their learning, The library is always open during the school day. All grade nine students are given a training session in order to become familiar with the procedures and contents of the library. The following rules apply to the library:

- The library is a place for study and reading. Students must behave in an orderly fashion.
- No food or drinks may be taken into the library.
- Resources may be checked out for a three week period. Procedures are given at the desk.
- Reference items must not leave the library. Only staff members may borrow reference material to be used during a specific class period.
- Students are responsible for any lost or damaged items.
- All books and materials must be returned to the library before final examinations may be taken.

Lockers

All students will be given a locker for storage of their personal articles. The student is responsible for the condition of the locker. It is recommended that students keep them locked at all times. The school is not responsible for lost or damaged personal belongings. Students are advised that when engaged in sports activities, they should place valuables in the care of the coach or teacher. Locks are to be rented (\$10) from the school upon entering grade 9 and the funds are refunded upon graduation provided the lock is returned to the school office.

Examination Procedures

Examinations are a culmination of a semester's work, therefore they must be written on the date noted unless the student is ill, or arrangements have been made with administration at least two weeks prior to the date of the examination.

- If a student is ill for an examination, the parent(s) must inform the administration immediately on the morning of the exam day.
- The regular school dress code policy remains in effect during the exam week.
- Students may not enter the examination room before permission has been granted by supervising teachers. Students must enter the room quietly and orderly.
- Absolutely no talking will be tolerated in the exam room. Students who talk may lose their right to the examination.
- Any form of cheating will forfeit credit for the examination.
- Students may not leave the examination room without the express permission of a supervising teacher.
- Teachers will answer questions for clarification only.

- Exam question sheets must be turned in with all answer sheets.
- Dismissal procedures for each exam will be explained at the beginning of the examination time.

Assessment and Evaluation

Our vision at Smithville Christian High is to become a community of culture makers. By recognizing that what we do in intentional learning activities shapes who we become as citizens, we encourage and equip teachers to see each student as a unique individual, created by God as His image-bearer and capable of practicing God's grace in culture in uniquely meaningful ways. We therefore place high value on instructional excellence that sees each student engaged with the curriculum. This will result in assignments that are of high quality and relevant to the student. Ultimately, as a community that sees God as our Creator, Redeemer and Sustainer, we seek learning that focuses on redemption, restoration, and renewal, and which results in both a mind that acknowledges God as Lord over all things, and a spirit that seeks to serve Him in all that we do.

This policy has as its goal to improve student learning. The two pillars that support this foundation are expectations and accountability. Teachers will set clear expectations and follow best practices, to show students what the assignments should look like, how they ought to be completed, and when they should be submitted. Students are responsible for timely submission of these assignments. Teachers and Student Services are available to provide students with support, consultation, and direction.

Assessment:

1. There are three kinds of assessment: assessment *for* learning, which teachers will use to identify the level of student understanding prior to a unit of learning; assessment *as* learning, which teachers will use to determine where students need to go, and how best to get there, such as in feedback on homework assignments; and assessment *of* learning, which teachers will use to help students summarize learning done previously, such as on a test.
2. Assessment *for* learning may be used at the start of a unit of study in each course, to determine the student's level of understanding, and to give direction to learning for the unit.
3. When assigning homework, the purpose should be meaningful, relevant, and encourage the student to practice skills and to review concepts. When homework is assigned and evaluated, it should be used primarily as formative assessment.
4. Work assigned for assessment *as* learning should be returned to the student as soon as possible and normally within one day. Assessments *of* learning should be returned in a timely fashion and normally within one week and certainly prior to the due date of a similar assignment or test.
5. Where a student does not hand in an assignment, the teacher will normally intervene through contact with the student, and may intervene through contact with Student Services second, and the home third.
6. Wherever possible, teachers will consider issues of learning and differentiated approaches for formative assessments.
7. When an assignment is missed, teachers may adjust the expectations of an assignment.

Assessments of learning

1. These activities include measurable assessments of learning in projects, presentations, and tests where students demonstrate understanding of learning done previously.
2. Rubrics or rating charts will be provided for assessments of learning that involve end-of-unit performance tasks, demonstrations, projects, or essays. The rubrics or rating charts will be designed so that students have a clear understanding of measurable expectations. "Measurable expectations" means that a work will be assessed according to specified standards. A general standard for rubric design is as follows:

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

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

Median – The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

3. If the assessment of learning is an end-of-unit task or culminating activity, it should be given to students early in the unit of learning, and teachers should regularly refer to the task during the unit as a way of giving direction to learning.
4. Assessments of learning will be linked directly to essential questions, threads and ministry expectations.
5. Assessments of learning will be designed to reflect the categories of the Ontario Ministry of Education Achievement Chart: “Knowledge and Understanding,” “Thinking and Investigation,” Communication,” and “Application.”
6. Assessments of learning will be assigned before the final week of a course prior to exams. No field trips should occur during that last week of classes or during the exam week.
7. Teachers will normally have a summative semester mark determined for students by the final day of the semester, after which assignments will be accepted only due to extenuating circumstances. Only the final assessment tasks (worth 30% of final mark) will be marked following the final day of classes during a semester.
8. The final exam may be written after
 - a. All assessments of learning have been completed; or,
 - b. A plan for success has been initiated and completed; or,
 - c. A mark of “0” has been assigned because of disregard for the plan for success.

Late assignments:

It is the student’s responsibility to submit assignments by the due date. Out of respect for the student, the teacher may permit late assignments without penalty due to acceptable mitigating circumstances. The teacher is expected to practice management strategies that encourage timely submission of assignments. These include detailed expectations, quality feedback, timely return of collected assignments, and setting reasonable due dates. Students should normally not be expected to work on assignments the week prior to exams, during holiday breaks, or on long weekends.

Teachers are expected to use researched-based best practices and to consult with student services to assist students who are chronically late in submitting assignments. Such practices include:

- Assisting students with time management and organizational skills
- Holding student/teacher/parent conferences

- Setting up student contracts
- Dividing large projects into smaller pieces
- On-going communication with parents
- Work reduction
- Mark deduction

Teachers will use the following procedure when mark deduction is warranted: (this should be noted on your course index and in the Student Handbook).

1. The teacher decides the late policy for assignments on the course index.
2. No late assignments will be accepted once the assignment is returned to students, except under extenuating circumstances.
3. Students are encouraged to seek teacher or peer assistance whenever they have difficulty completing an assignment.

Assigning marks:

1. The semester term mark will be worth 70% of the final mark. Culminating activities, which may include an exam plus another semester-long project, will be worth 30% of the final mark.
2. Consistent with best practices, teachers may consider most recent and most consistent demonstrations of learning when assigning a final mark.
3. Where a student has received a failing mark for a course, that mark will not be more than 45%. Where a student has received a mark between 45% and 49%, the teacher will use professional judgment to assign a final mark of either 45% or 50%. A student who earns a 50% will be given a 51%.

Communicating student learning

The heart of learning occurs in the relationship between student and teacher, with communication being a key component for maintaining a productive learning environment. First, timely and consistent communication between teacher and students creates an atmosphere wherein students are encouraged to learn and are enabled to do their best work.

Second, effective communication enables students to think about their learning, to set goals in meaningful ways. This meta-cognitive process is a means by which students can reach next steps in their learning.

Third, communication with the home creates an open and honest dialogue among students, parents, and teachers, so that together, home and school can work toward the success of each student. When communicating with the home, it is expected that teachers will inform students of this plan to contact the home, so that students have the opportunity to take ownership of the issues being discussed.

The following expectations will frame communication:

1. Teachers will update student grades quarterly within a semester (as scheduled in the Calendar), communicating up-to-date marks to students.
2. Students who have difficulties in a class, or who are not working to expectations, will be monitored more closely. Early Progress Reports (EPRs) will be completed and mailed home at the end of the fourth week of the semester with information on the nature of concern about in-class learning.
3. In communicating with students and parents, teachers are reminded to provide a diagnosis and analysis of the student's learning, especially where there is difficulty, and provide specific recommendations for further improvement.
4. Midterm reports will be distributed at the end of the ninth week of a semester. This one-page document will communicate the summative mark, assessment of learning skills,

- teacher comments, and number of absences. Marks on midterm reports are considered to be marks in progress.
5. In consultation with the Special Needs Committee, a note will be made on the midterm report when a student's grade was based on accommodations or modifications made to the course.
 6. Learning conferences will be scheduled during the week following distribution of reports.
 7. Prior to exams, students will complete a Portfolio Entry Journal for each course, in which they identify one learning artifact or experience that was particularly significant. The learning artifact or experience will be attached to the Journal form, with explanation of why the student found that learning artifact or experience significant. In preparation for their Grade 12 Portfolio Presentations, students will be able to choose from the Journals they have submitted for each course they have taken at SDCH.
 8. Final Reports will be generated at the end of the semester, with a summary of each student's marks, learning skills, number of classes absent, and teacher comments.

Grade 12 Portfolio Interviews

Goals

- To provide an opportunity to reflect on and celebrate how God has worked in the lives of students during their high school years at Smithville Christian High School.
- To provide students with an opportunity to reflect on their accomplishments and the development of their gifts.
- To provide the school with feedback regarding its programs and the accomplishment of program goals.

The Structure of the Interview

Each interview will feature the following facets:

- The student will have six minutes to share and display a few key learning artifacts from his/ her portfolio which highlight significant accomplishments or growth experiences, or are indications of key areas of giftedness or future goals.
- The portfolio panelists will engage the student in a nine-minute dialogue about the student's high school experience and his/her inclinations for further growth and service.
- The portfolio panelists will provide initial oral feedback to the student.

The Student Presentation

- The student should be prepared to share three portfolio artifacts with the interview panel, indicating for each how it represents:
 - a significant learning accomplishment;
 - an area of giftedness or interest;
 - accomplishment of our program goals;
 - or an interesting part of the student's journey through high school.
 - The presentation will be an oral presentation. Students may use technology only if a specific artifact to be shared requires it.

The Dialogue

- The panelists will facilitate a dialogue which fosters further student reflection regarding high school experiences. It is hoped that the dialogue will feature honest reflection, rather than students saying what they think panelists and audience want to hear. It will not be constructed to put students in a position of proving that they are good enough or smart enough to pass. At the same time, students ought to take the dialogue seriously, given the investment that they and their parents and teachers have made in their education.

A List of Possible Questions

- What are you most proud of from your high school experience?
- What aspects of your Smithville Christian High School experience do you appreciate the most?
- Tell us about a challenge or difficulty you faced that you were able to overcome and grow from.
- What mark have you left on Smithville Christian High School?
- What impact did the forty (or more) hours of community service have on your life?
- How have you changed as a learner during your high school years?
- How has your education here impacted your faith?
- What are some ways in which you might consider using your gifts or interests to serve in God's world?

Additional Student Expectations

- Students should dress as they would for a professional interview.
- Students should shake hands and introduce themselves to panelists.
- Students should prepare themselves to answer the questions they receive in advance. While some jot notes might be helpful, memorized or overly rehearsed answers are not necessary.
- A student's background, i.e. family, church, elementary school, may be helpful to include in thoughts about his or her overall education.
- While students will make references to courses taken, this is not the forum for sharing negative impressions of teachers or classmates.
- It is wise for a student to inject the name of the person who asks a question into the answer given.
- Students should speak clearly and make eye contact with interviewers when responding to questions.
- Students are to organize their portfolios with accompanying journals into a binder. All portfolio pieces need to be included and be made available for viewing.
- The panelists will complete the evaluation form below after interviews are completed. Acceptable participation in a portfolio interview is a graduation requirement; therefore if a student does not receive a passing grade, he or she will be asked to schedule another interview. If a student puts forth a reasonable effort according to expectations, he or she will certainly receive a pass.
- Students should enjoy the day. It is meant to be a celebration of our students, of their best work, and of God's goodness to his children. We hope that it will be a constructive day of reflection and dialogue that benefits students as well as interviewers.

Evaluation

- Each student will be given some feedback during the interview. It is intended that this will be an encouraging experience.
- Written feedback will be given to the student in the days following the interview. It will be brief and will give indication of whether a student has completed the graduation requirement.