



**Student Handbook  
& Course Calendar  
2020-2021**

## 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 as well as the expectations for students at our school. 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 student's 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 21<sup>st</sup> 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

### 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.

## Smithville Christian High School Daily Schedule

In light of COVID-19, the schedule for the 2020-21 school year has been adapted to reduce the number of transitions that students will undergo each day. The general framework of the schedule is as follows: Day 1 schedule occurs on Monday and Thursday and involves period 1 and 3 classes. Day 2 schedule occurs on Tuesday and Friday and involves period 2 and 4 classes. On Wednesday teachers assign independent study, for 1 hour per course, for a total of 4 hours of independent study.

Breaks and lunch times have also been staggered to ensure that the number of students in indirect contact with each other is reduced.

The weekly schedule is as follows:

<b>Monday (Day 1)</b>	<b>Tuesday (Day 2)</b>	<b>Wednesday</b>	<b>Thursday (Day 1)</b>	<b>Friday (Day 2)</b>
<b>Warning bell - 8:55 a.m.</b>		<b>Remote learning</b>	<b>Warning bell - 8:55 a.m.</b>	
<b>Period 1 9:00 – 11:41 a.m.</b>	<b>Period 2 9:00 – 11:41 a.m.</b>	<b>Students are assigned independent study for 1 h per course</b>	<b>Period 1 9:00 – 11:41 a.m.</b>	<b>Period 2 9:00 – 11:41 a.m.</b>
Morning break Grade 9 10:05 – 10:15 a.m. Grade 10 10:15 – 10:25 a.m. Grade 11 10:25 – 10:35 a.m. Grade 12 10:35 – 10:45 a.m.			Morning break Grade 9 10:05 – 10:15 Grade 10 10:15 – 10:25 Grade 11 10:25 – 10:35 Grade 12 10:35 – 10:45	
Lunch release times Grade 9 11:35 a.m. Grade 12 11:41 a.m. Grade 11 11:45 a.m. Grade 10 11:50 a.m.			Lunch release times Grade 9 11:35 a.m. Grade 12 11:41 a.m. Grade 11 11:45 a.m. Grade 10 11:50 a.m.	
<b>Period 3 12:29 – 3:02 p.m.</b>	<b>Period 4 12:29 – 3:02 p.m.</b>		<b>Period 3 12:29 – 3:02 p.m.</b>	<b>Period 4 12:29 – 3:02 p.m.</b>
Afternoon break Grade 9 1:30 – 1:40 p.m. Grade 12 1:40 – 1:50 p.m. Grade 11 1:50 – 2:00 p.m. Grade 10 2:00 – 2:10 p.m.		Afternoon break Grade 9 1:30 – 1:40 p.m. Grade 12 1:40 – 1:50 p.m. Grade 11 1:50 – 2:00 p.m. Grade 10 2:00 – 2:10 p.m.		

## **Student Responsibilities, Achievement and 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.

### **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 at Top Marks. The approved wardrobe pieces can be viewed and purchased by logging on to the supplier's website at [www.topmarks.ca](http://www.topmarks.ca), and by entering the school code SMI01. Purchase information will be part of communication sent to families of students who enroll at Smithville Christian prior to the start of each school year.

### **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' skirts must be standard length, fit properly, and may not be rolled up.
- 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 fingertips.

### **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.

### **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.

### **Grade 12 Portfolio Interviews**

At Smithville Christian High School, all grade 12 students will be required to participate successfully in a portfolio presentation of their learning to a panel of staff, board and community. The purpose of this event is 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 as well as offer students with an opportunity to reflect on their accomplishments and the development of their gifts and to provide the school with feedback regarding its programs and the accomplishment of program goals.

### **Code of Conduct and Safe School Policy:**

*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.*

### **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**

Everyone should be treated with respect and dignity; students are expected to be courteous and considerate with each other. Situations of harassment and bullying will not be tolerated and will result in parents being contacted, suspension, expulsion, and/or the involvement of the Niagara Regional Police.

### **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, the student and/or parent is encouraged report it to a guidance counsellor, principal or teacher. Students who witness harassment and bullying are encouraged to report as well. Situations of harassment and bullying will not be tolerated and will result in parents being contacted, suspension, expulsion, and/or the involvement of the Niagara Regional Police.

### **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.

### **Firecrackers and Fireworks**

Firecrackers 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.

### **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.

## Diploma and Program Requirements

### 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.

### 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.

The Ontario Secondary School Diploma (OSSD) The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

### Compulsory Credit Requirements:

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 (IDC4U or IDC4O Capstone 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 (IDC3O Stewardship at Smithville Christian), or French as a second language, \*\* or cooperative education\*\*\*

**Group 3** additional credit: science (Grade 11 or 12), or technological education (TIJ10 Exploring Technologies at Smithville Christian), 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

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\*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.

### **The Provincial Secondary School Literacy Test**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9.

The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in *OS* section 6.1.3.1. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test (*Ontario Schools* section 6.1.3.1) or the Ontario Secondary School Literacy Course (OSSLC) (*Ontario Schools* 6.1.3.2).

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT. A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

Secondary Schools Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC (*Ontario Schools* see Appendix 3, Section 4).

Smithville Christian High School administers the OSSLT according to the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

### **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. Student Services 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.

### **Substitution for a compulsory credit**

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. of *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS)* Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Students may contact Student Services for more information and initiating the process for substitutions.

### **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.

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

### **The Certificate of Accomplishment**

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

## **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 minimum requirement of 30 credits.

## **The Intermediate Program (grades 9 and 10)**

The following three types of courses are offered in Grades 9 and 10:

◆ Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. ◆ Applied courses focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

◆ Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take. Students should consult with Student Services if they have any questions.

## **The Senior Program (Grades 11 and 12)**

The following five types of courses are offered in Grades 11 and 12:

◆ College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

◆ University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

◆ University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

◆ Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

◆ Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education and work experience.

### 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 Program of Study**

This section identifies and summarizes the description of every course offered for the 2020-2021 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 help achieve the core value strands, *Belong. Believe. Succeed.* 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 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.

**Integrated Arts, Grade 9, Open (ALC10)** 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

**Dramatic Arts, Grade 10, Open (ADA2O)** This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama and will analyze and reflect on the experience. *Prerequisite:* None

**Drama, Grade 11, University/College Preparation (ADA3M)** This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences. *Prerequisite:* Drama, Grade 9 or 10, Open

### **Drama, Grade 12, University/College Preparation (ADA4M)**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. *Prerequisite:* Drama, Grade 11, University/College preparation

### **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 Preparation (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 analyzing 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 Preparation (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 analyze 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 emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting). *Prerequisite:* None

**Visual Arts, Grade 11, University/College Preparation (AVI3M)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). *Prerequisite:* Visual Arts, Grade 9 or 10, Open

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

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. *Prerequisite:* Grade 11 Visual Arts, University/College Preparation or Open

## **BIBLE**

*Biblical study at SDCH 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.*

### **Business: Explorations in Stewardship, Interdisciplinary Studies, Grade 11, Open (IDC30)**

This course combines the expectations for the Interdisciplinary Studies, Grade 11, Open with selected expectations from the following Business courses: BBI2O, Introduction to Business; BTA3O Information and Communication Technology, and BAF3M, Financial Accounting Fundamentals. 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 accounting, business, and information and communication technologies. 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 Biblically- 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 using 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 **Note: This course will be offered with ICS3U as space allows. Students are advised to select BTA30 or IDC3U not both.**

## **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, Grade 10, Open (CHV2O)**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. *Prerequisite:* None

## **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.*

### **Geography of Canada, Grade 9, Academic (CGC1D)**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geo-technologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings. *Prerequisite:* None

### **Geography of Canada, Grade 9, Applied (CGC1P)**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geo-technologies and inquiry and communication methods to examine practical geographic questions and communicate their findings. *Prerequisite:* None

### **World Issues: A Geographic Analysis, Grade 12 University Preparation 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 the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view. *Prerequisite:* None

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

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period. *Prerequisite:* None

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

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions. *Prerequisite:* Grade 10 Canadian History Since World War I, Academic or Applied

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

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions. *Prerequisite:* Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## **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 subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

*Prerequisite:* None

**Note: This course will be offered with BTA30 with priority given to students enrolled in ISC3U. Students are advised to select BTA30 or IDC3U not both.**

## **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 worldviews 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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. *Prerequisite:* 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**

### **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 every-day 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

### **ESL, Level 2, Open (ESLBO)**

This course extends students' listening, speaking, reading, and writing skills in English for every-day and academic purposes. Students will participate in conversations in structured 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 patterns; 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

### **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

### **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

### **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, (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:* Eligibility requirement: 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 emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as steppingstones to oral and written activities. *Prerequisite:* Minimum of 600 hours of French instruction, or equivalent

### **Core French, Grade 9, Applied (FSF1P)**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations. *Prerequisite:* Minimum of 600 hours of French instruction, or equivalent

### **Core French, Grade 10, Academic (FSF2D)**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. *Prerequisite:* Grade 9 Core French, Academic or Applied

### **Core French, Grade 11, University (FSF3U)**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. *Prerequisite:* Grade 10 Core French, Academic

### **Core French, Grade 12, University (FSF4U)**

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. *Prerequisite:* Grade 11 Core French, 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.*

### **Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. *Prerequisite:* None

### **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

## **COOPERATIVE EDUCATION**

*Cooperative Education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace. The experience enables students to apply and refine the knowledge and skills acquired in a related curriculum course.*

*The program is designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future. Placements should provide students with challenging opportunities to apply and extend the knowledge, practice and refine the skills acquired in the related course and to demonstrate the achievement of the placement expectations that reflect current workplace practice and standards.*

### **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

### **Cooperative Education Linked to a Related Course (or Courses)**

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, 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, 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

## **HEALTH & PHYSICAL EDUCATION**

*The physical education and health program seek 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, 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 SDCH is based around the recognition of the spatial and numerical order of God's creation.*

### **Mathematics, Grade 9 (MTH1W)**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, 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, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite:* Foundations of Mathematics, Grade 10, Applied

**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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

*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 analyzing 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 analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. *Prerequisite:* Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

## **SCIENCE**

*Scientific activities are a legitimate and important part of the Christian's task to explore and understand creation. The science courses offered at SDCH 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 analyze 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 analyze, 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 SCIENCE**

*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 explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. *Prerequisite:* None

### **Capstone: Senior Social Sciences Grade 12, Open, Interdisciplinary Studies (IDC4O)**

This course combines the expectations for the Interdisciplinary Studies, Grade 12, Open, with selected expectations from the following Social Science courses: HSP3U, Introduction to Anthropology, Psychology and Sociology; HHS4U, Families in Canada; HSE4M, Equity and Social Justice: From Theory to Practice; HSC4M World Cultures.

Students will understand the nature of who we are as humans and our relation to God and culture. Students will learn that we are a unique creation of God and we are called to serve Him in all areas of life. The students will be taught to be "in the world but not of it". Students will further study and understand both the major worldviews that are predominant in Canada and the religions across the globe. The students will examine their own identity as understood or shaped by their worldview, the views of the scientific community, and our postmodern society at large. As they move along in the journey of self-discovery, they will look at their relationship to society and their role in making a difference in their families, local and global communities. Students will understand various forms of oppression (and perhaps how we contribute to the injustice) and learn how others have approached the issues and how Christians can bring about justice to a hurting world. *Prerequisite: none*

### **Capstone: Senior Social Sciences Grade 12, University, Interdisciplinary Studies (IDC4U)**

This course combines the expectations for the Interdisciplinary Studies, Grade 12, University, with selected expectations from the following Social Science courses: HHS4U, Families in Canada; HSE4M, Equity and Social Justice: From Theory to Practice; HSC4M, World Cultures.

This course will help us understanding the nature of who we are as humans and our relation to God and culture. Students will learn that we are a unique creation of God and we are called to serve Him in all areas of life. The students will be taught to be "in the world but not of it". Students will further study and understand both the major worldviews that are predominant in Canada and the religions across the globe. The students will examine their own identity as understood or shaped by their worldview, the views of the scientific community, and our postmodern society at large. As they move along in the journey of self-discovery, they will look at their relationship to society and their role in making a difference in their families, local and global communities. Students will understand various forms of oppression (and perhaps how we contribute to the injustice) and learn how others have

approached the issues and how Christians can bring about justice to a hurting world. **Prerequisite:** any university or university/college preparation course

## **TECHNOLOGICAL EDUCATION**

*In the 21st century, technology may be leading many changes in our culture. This program has a twofold 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

### **Experiential Learning at Smithville Christian High School**

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy

document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses.

At Smithville Christian High School cooperative education programs are available to all interested students who are considered ready to undertake learning in the workplace, including students with special education needs. Our cooperative education program has been developed and implemented in accordance with ministry policy as outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* and the *Cooperative Education Ontario Curriculum Document, 2018*.

**Alternative Credit Opportunity for grades 11 & 12 students:**

**The International Block Service & Learning Trip in collaboration with London Christian High School 3 credits (credit codes TBA) + 1 credit at our school (with accommodations for time abroad).**

- for genuine interaction and sharing with people and communities in another nation so as to learn more about their personal stories, faith, and culture
- to see and experience the greater kingdom of God and wrestle with God’s calling on their lives
- for cross-cultural learning that includes serving and partnering
- to fulfill academic requirements of Smithville Christian High School – especially by asking and then endeavoring to answer the questions, “What?”, “So what?”, and “Now what?”
- to increase in their cultural intelligence and better understand healthy international development practices through experiential learning followed by reflection, research, and discussion
- to answer the great questions of life such as “What is truth?”, “What is beauty?” and “What is a just society?”

**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 Student Services at Smithville Christian. Normally, course changes are allowed in the first two weeks of a new semester.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semester school the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semester school the withdrawal is recorded on the Ontario Student Transcript (OST).

**Changing Course Types**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Students changing course type should consult with Student Services.

### **Prior Learning Assessment and Recognition (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. Students requesting PLAR at Smithville Christian should contact Student Services to initiate the process.

### **Alternative Methods of Achieving Credits at Smithville Christian High School**

A maximum of 1 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 I Rudiments) of the Royal Conservatory of Music, Toronto
- ◆ Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- ◆ 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 1 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, Ontario ◆ 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 (i.e., 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

### **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 Students Services and must pay the costs for the course and any course material.

### **Summer School & Night School**

Students may enroll in the summer school and night school program given by local school boards to supplement the course offering at our school. 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 and night schools have registration deadlines. The summer or night school may require a written application form from Smithville Christian High School. This information is available from Student Services. It is the responsibility of the student to see to it that the results of the summer school and night school courses are passed on to Smithville Christian High School before the next school year. Note: conditions may change slightly from year to year in the delivery of summer school courses.

### **Credit Recovery**

These programs are designed to help regular day school students successfully demonstrate any unmet expectations of a course they have completed but for which they have received a failing grade. A credit (or credits) for a course must be recovered within two years from the time the student fails the course. Students may work on recovering more than one credit at a time through the credit recovery process, and there is no limit on the number of credits a student may recover. Credit recovery at Smithville Christian is typically delivered as part of the regular day school program through Student Services and with the Resource Teacher accommodating continuous intake and may be delivered through e-learning. Procedures and requirements governing the operation of credit recovery programs are outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12*.

### **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.

For further detailed information on assessment and evaluation at Smithville Christian High School, please contact the school office or the Director of Program. 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

### 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.

### Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student’s educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

### Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the Part One: Elementary and Secondary Schools 49 student’s graduation or retirement, a current and accurate copy of the student’s OST must be stored in the OSR folder. T

The transcript will include the following information:

- ◆ the student’s achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- ◆ a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained; Note:
  - ◇ Only one credit will be granted for a course that a student has successfully completed twice.
  - ◇ If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semester school or five instructional days following the

issue of the second provincial report card in a non-semester school, the withdrawal is not recorded on the OST.

◆ confirmation that the student has completed the community involvement requirement; ◆ confirmation that the student has completed the provincial secondary school literacy requirement; The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement (see section 6.2 of OS) and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

## **Supports and Resources at Smithville Christian High School**

### **Individual Pathway Plan (IPP)**

Students will develop an annual IPP plan. At Smithville Christian High School, this will be done annually in conjunction with the course selection process through *MyBlueprint*. Students will review their plan with a guidance counsellor annually. 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. Student Services monitors this and helps in this process. At Smithville Christian students use *MyBlueprint* to complete course selection. Students and parents are provided with an account when enrolled. 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) and some have prerequisites.
- 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.

### **Student Services Program:**

The overall purpose of Student Services at Smithville Christian High School is to ensure that no student "slips through the cracks" and that all students are intentionally supported by qualified Guidance Counsellors in the following areas but not limited to:

- Individual Pathway Planning for high school
- Post-Secondary and Career Planning
- Transitional Support for new students and alumni
- Literacy Test Administration and preparation
- Monitoring and Processing Volunteer Hours
- Study Skills & Student Success
- Advocacy and Relational support
- Personal Counselling and Referrals

### **Smithville Christian High School Resource Program:**

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 classroom 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 Student Success Team (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 Student Success Team 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.

### **Student Success Team at Smithville Christian**

The SST consists of a vice principal, special education teacher and guidance counselors and provides extra attention and support for individual students who need it. The team is for students, who are struggling, need extra attention to help them graduate, or who are looking for new challenges in high school. The SST is available to every student who needs more attention or motivation. Additional resources are also available for parents, students, teachers and employers.

### **Supports for English Language Learners**

The International Student Committee consists of administration, guidance, ESL, and admissions director for the purpose of establishing (initially and later for reviewing), supporting, and monitoring our international students, both at school and in their host family placements, in order to ensure that they belong, believe and succeed in the Smithville Christian high school community. Supports provided by the English as a Second Language Program at Smithville Christian are provided by qualified ESL teachers on an as needed basis to all students who are English Language Learners.

### **Smithville Christian High School's 1:1 Macbook Program:**

In 2016 Smithville Christian High School moved to a 1:1 computer program. All students in grade 9 are issued a MacBook Air in September.

### **Community Resources**

There are a variety of community resources available to our students that can be accessed through Student Services and/or Resource. It is our goal to support all our students physically, emotionally, mentally and socially.

### **Accommodations provided at Smithville Christian:**

Accommodations are available to all students as assessed by formal testing and/or by our qualified Special Education Teacher. Accommodations that are provided at Smithville Christian include, but not limited to: Individual Educational Planning, accommodations and modifications to curriculum, Learning Strategies courses, and a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the **learning** process.

