

# COURSE CALENDAR 2016-2017

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## The Beginning

UMEI Christian High School began as a Bible school in the basement of Leamington United Church in the winter of 1944-45. During the school year of 1945-46, Grade 9 and 10 courses were added and in 1946, UMEI offered a complete high school education. Since that time, UMEI has offered a wholistic education, providing for the spiritual, intellectual and physical needs of the student and the surrounding community. Most students come to relate to the school as family.

## Mission Statement

Anchored in the Anabaptist tradition, UMEI Christian High School exists to educate the whole person, cultivating full academic, spiritual and individual potential, in order to make young people “doers of the Word” in the community.

## Statement of Life and Learning

UMEI strives to equip its students with a competency in the basic academic disciplines. Students are taught to think creatively and critically. An understanding and acceptance of other cultures is actively pursued. Students are given a preparation for lifelong learning and problem solving. The school seeks, moreover, to cultivate an expression of faith through the arts, music and drama. UMEI prepares students for post-secondary education and provides students with counsel regarding their future studies and careers with emphasis on service and community living. The school encourages the conscious development of leadership skills to equip students for future leadership roles in churches, schools, and the broader community.

As a church school, specifically a Mennonite High School, UMEI infuses learning with a distinctive Anabaptist/Mennonite worldview. That view includes:

- a) *Living a life of peace and non-resistance.* This life of peace includes peacemaking in all human relationships, including personal, national and international spheres. This all-encompassing peace or shalom is rooted in Christ and exemplified in political, social and economic justice. As peacemakers within our country we recognize the separation of church and state. We acknowledge the state, its power and authority, but pledge our ultimate allegiance to God, who for us is the highest authority.
- b) *Nurturing a respect for life and all of God’s creation.* UMEI supports a social justice system based on the mutual respect and equality of persons. The school encourages students to be good stewards of their resources, time and the environment. Life is seen as a God given gift not to be threatened by life taking forces.
- c) *Living a life of discipleship and service.* The school encourages its students’ participation and involvement in a community of believers where their faith and value system can be expressed in their daily lives. Students are invited to live a life of compassion and humility, removing barriers in society between people based on race, religion, age, sex, handicaps and socio-economic status. As disciples of Christ, students are encouraged to live out their faith on a daily basis.

## Attendance

Bill 52 was enacted into law on December 20, 2006, as “An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning”. It introduced the requirement that students must stay in school until the age of 18.

[http://www.e-laws.gov.on.ca/html/source/statutes/english/2006/elaws\\_src\\_s06028\\_e.htm](http://www.e-laws.gov.on.ca/html/source/statutes/english/2006/elaws_src_s06028_e.htm)

## Teacher Credentials

All of our teachers have university degrees in their areas of expertise. All have a Bachelor’s Degree in Education. All

students and parents by means of the following: report cards (all pages), and/or exact copies of the Ontario Student Record (OSR) folder following each reporting period.

## Credits

The Ontario Ministry of Education defines a credit to be the successful completion of 72 hours of instruction. Students at UMEI can complete a credit course with one semester course or one 72 minute class every other day for non-semestered courses. The Ministry of Education and is given the right to issue Ontario Secondary School Diplomas (OSSD) to students who qualify a student to receive an Ontario Secondary School Diploma (OSSD).

UMEI is largely an academic school, offering courses in most key disciplines with the college-bound student) in mind.

All students are required to take a religious studies course each year. Courses in church history, and ethics comprise the RS curriculum.

## **We believe**

in God, the holy and ever-living God of love,  
in Jesus Christ, the Saviour of the world,  
and in the Holy Spirit, who empowers lives of faith.

## **We believe**

that God created the universe and pronounced it good,  
that humanity has chosen to sin,  
that God offers salvation from sin  
and a new way of life to all people.

## **We believe**

that the faithful church remains under the authority of the scriptures,  
that the church is the new community of disciples, the Body of Christ,  
sent into the world to proclaim the reign of God,  
that the church is called to become ever more like Christ  
in its worship, witness, mutual love, care, and the ordering of its common life.

## **We believe**

that we are empowered through God's grace and Spirit  
to take up our cross and follow Jesus.

## **We believe that following Jesus means**

to preach the good news of salvation  
to practice stewardship of money and possessions  
to give full allegiance to Christ  
to care for the Earth  
to celebrate a day of holy rest  
to make peace and do justice  
to show compassion  
to reconcile

## **We believe**

that God rules over the universe in wisdom, patience and justice  
though creation has not yet recognized God's rule.

We look forward to the coming of a new heaven and a new earth, and seek to live now according to the model of the future reign of God.

**This is our hope.**

**This is our faith.**

## **Funding of the School**

The school is financed through various forms of contributions. Student tuition is a major source of education. In addition, donations are graciously received from individuals and the supporting community.

The school board conducts a number of fundraising events in the course of the year. Parents of UMEI students will be asked to volunteer their time at these events each year.

## **Tuition**

It has been the policy of the UMEI board to keep tuition costs as low as possible through its endeavours. The fees for the current school year are:

- \$7,500 for the first student in a family

A reduction of \$1000 for the second student and an additional \$1000 reduction for families with more than one child attending UMEI Christian High School in one year. The cost of textbooks.

Three payment options are available:

- Payment of full tuition - due the first day of school
- Payment of first and second semester tuition - due the first day of each semester
- Payment of monthly tuition - due the first day of each month (or by 10 post-dated cheques)

## **Tuition Assistance**

Through the generosity of interested individuals, groups, churches and corporations, the school is able to offer tuition assistance to students in need. Candidates will be approved on the basis of their account a family's financial circumstances and need, and the overall need of our school.

## **Other Fees**

All students will be charged a \$200.00 non-refundable registration fee. This fee covers the cost of student fees (Student Parliament, Faith in Action, Athletics, Yearbook); \$100.00 for fees accumulated through the year. Students will be asked to cover the cost of transportation for occasional off-campus education trips.

## **Shop UMEI**

Shop UMEI is an exciting opportunity to raise significant funds for students' tuition. Students can participate in this fundraising program that works by purchasing gift cards for local grocery stores at a discount. The cards are then redeemed for their full value, with 50% of this discount going towards the general operating account. Shop UMEI forms can be received from the UMEI office, or from the UMEI website.

## Entrance Scholarships

|   |        |
|---|--------|
| Alois Hudec Memorial Scholarship          | \$2500 |
| Anne Huy Memorial Bursary                 | \$2500 |
| Kenneth Epp Memorial Scholarship          | \$2500 |
| Robert & Lois Konrad Entrance Scholarship | \$1000 |
| Paul Enns Memorial Entrance Scholarship   | \$1000 |

## Scholarships and Bursaries

|  |            |
|--|------------|
| Alumni Scholarship                       | \$2000     |
| Colin Tenbroeke Bursary                  | \$150      |
| Dean Tiessen Memorial Award              | \$1000 (2) |
| Essex Animal Hospital Award for Science  | \$500      |
| English Award                            | \$200      |
| French Award                             | \$100      |
| Grade 11 Drama Award                     | \$100      |
| Henry & Katie Brown Award                | \$200 (2)  |
| History Award                            | \$200 (2)  |
| Jeff Warkentin Memorial Award            | \$500      |
| John Klassen Memorial Scholarship        | \$500      |
| Junior Drama Award                       | \$100      |
| Kevin Allard Strength of Character Award | \$100 (2)  |
| Leadership Award                         | \$100 (4)  |
|  |            |
|  |            |

|                                      |           |
|--------------------------------------|-----------|
| Libro Credit Union Student Award     | \$500     |
| Math Award                           | \$100 (2) |
| Mr. Nick J. Driedger Memorial Award  | \$100 (4) |
| Rachel Nicole Cornies Memorial Award | \$400     |
| Religious Studies Award              | \$100 (2) |
| Robert J. Tiessen Award              | \$500     |
| Sandra Derksen Driedger Bursary      | \$500     |
| Settingington's Fertilizer Award     | \$500     |
| Spirit of Generosity Award           | \$700     |
| Steven D. Krueger Memorial Award     | \$500     |
| Technology Award                     | \$500     |
| UMEI Drama Award                     | \$100     |
| Vocal Award                          | \$100 (2) |
| W.T. Huntingford Memorial Award      | \$500     |
|                                      |           |
|                                      |           |

\* Additional scholarships and bursaries may be available.

UMEI Guidelines for School Conduct  
 Students at UMEI are expected to conduct themselves in a manner that reflects the values of our school. This is an expectation above and beyond academic considerations, and it is the responsibility of our school: a place in which to find and follow the spirit of God, in the life and teachings of Jesus.

1. Behaviour at school should always promote a Christian atmosphere of accountability and personal development. It is the responsibility of both parents and students to help us accomplish these goals as we all work together as Partners in Learning. Students will practice mutual respect. This includes respect of oneself and respect for the school and its property. We expect students to be respectful of and God's creation.

- Smoking, drinking of alcoholic beverages, and use of illegal substances are prohibited as well. We expect this guideline to be followed both on school grounds and hours and any school related activities. Suspension may be used to deal with such behaviour.
- Fighting and other forms of aggression will not be tolerated. Foul language by a student is unacceptable. Suspensions will be used to deal with such behaviour.

4. Certain areas in the school are private and are consequently off-limits to students without supervision. These areas include the offices, the staff rooms and workrooms, maintenance areas, and the kitchens.

5. Good attendance and punctuality are very important to success in school. Students must arrive on time for our 8:00 a.m. start. Excessive absences will be dealt with accordingly. 6. Students will eat their lunches in the downstairs dining area or in the private dining room. Cleanliness of those areas. Student monitors will be responsible for monitoring cleanliness. Students must clean their own refuse to keep this privilege. Students also need to be responsible for their lockers, **not** on the tables.

7. Senior students who chose a study hall as an elective will be expected to be on time. Students must check in with the study hall teacher for an attendance sheet. 8. It is important that classrooms are not disturbed; movement by study hall students is strongly discouraged.

8. We expect all students to remain on the school grounds during the school day. Students who need to leave for appointments should provide parental consent by phone. Students, with written permission of their parents, may leave the school grounds. Lingering in the parking lot is not permitted during the school day. Eligible students may apply for a Day Learning Permit (SDLP).

- For safety reasons all students must **sign in and out** with the secretary during the course of the day. An explanation will be required if students do not sign in and out.
- Parents are to make contact with the school by telephone if/when they need to call for an appointment. Messages can be left on the answering machine. The school secretary will contact parents by 10:00 a.m. if a student is absent. If contact is made with the school. No notes need to be written if parents are not available; otherwise, notes should be presented upon return to school.
- Off and Away:** Cell phones are to be turned off and put away during school hours. If caught using their cell phone during these times, it will be **taken away**.

student's behaviour jeopardizes the well-being of the school, suspension or expulsion may be used.

## UMEI Dress Code and Guidelines

UMEI Christian High School encourages dress and appearance that reflects personal modesty and a Christian value system. Daily dress and appearance should indicate a respect for oneself and others as well as a respect for the values and standards nurtured by the school.

The following guidelines have been set to assist students and staff in the pursuit of these goals. Students must exercise discretion in their choices regarding dress and appearance and when these choices become inappropriate, the staff will intervene.

1. We expect all students to create a respectful image for themselves. Cleavage, midriff, and buttocks must be covered. A 2 inch strap is required for tank tops. Shorts and skirts should be a respectful length. If it is determined that clothing does not match these requirements, students will be given other clothing to wear. By signing the school policies acceptance, students will in line with the school policy to accept the responsibilities and risks inherent in leaving their locker unlocked.
2. Footwear must be worn for reasons of health and safety.
3. Clothing with offensive writing or images is not permitted. Clothing making references to alcohol or drugs is not permitted.
4. Caps, hats and bandanas are not to be worn in the school.

## UMEI Attendance Policy

The purpose of our attendance policy is to facilitate:

- **Student success in learning.** Our assumption is that regular and punctual student attendance is vital to student learning and a significant factor in academic performance. Students who habitually miss classes will suffer from having missed learning experiences that cannot be entirely regained. Students are given permission to use the internet at UMEI Christian High School designed for educational purposes only. Recognizing that the internet may be used for non-educational purposes, parents will not hold the school responsible if their child should attempt to use the internet for non-educational purposes. Parents recognize that failure to abide by the school's computer and internet privileges for their child.
- **Clear communication with parents/guardians.** Our assumption is that parents/guardians will be notified of their child's attendance whether their child is regularly and punctually attending all classes. As a school, we will not hold the school responsible if their child should attempt to use the internet for non-educational purposes. Parents recognize that failure to abide by the school's computer and internet privileges for their child.

1. Period attendance will be taken and recorded by all teachers. Reports to parents will include the individual class attendance report.
2. The timetable includes a three-minute break between classes. Late arrivals to class will also be recorded.

## Cheating & Plagiarism

Students are responsible for providing evidence of their learning within established timelines, as well as student online interaction must occur only in an educational context. Students must understand that the tests/exams they complete and the assignments they submit for evaluation are to be their own work and that cheating and plagiarism will not be condoned.

Plagiarism is defined as presenting someone else's words or ideas as one's own. It can take the form of:

- Submitting an assignment that was completed by another and claiming it as one's own
- Incorporating large segments of someone else's work and only using connecting sentences without reference to the source
- Copying sections for the Internet without referencing the source

## Late, Incomplete and Missed Assignments

### LATE AND MISSED ASSIGNMENTS

Students are responsible for their behaviour in the classroom and the overall expectations within the time frame specified by the teacher. Students must understand that there will be consequences for submitting those assignments late. Teachers may deduct marks for late assignments, up to and including the full value of the assignment. The mark deduction will not result in a final grade that will misrepresent the student's actual achievement.

## Locker Waiver

Students are given permission to use the internet at UMEI Christian High School designed for educational purposes only. Recognizing that the internet may be used for non-educational purposes, parents will not hold the school responsible if their child should attempt to use the internet for non-educational purposes. Parents recognize that failure to abide by the school's computer and internet privileges for their child.

## Computer and Internet Agreement

Our expectations for use of the computer facilities include the following:

1. The UMEI internet connection is to be used as a resource tool that does not undermine the Christian purposes of UMEI.
1. Any attempt to alter or destroy data of another user, upload, delete programs from the hard drive or change the operating system.

Bandwidth is then allocated to classes that have priority use of computer time. Bandwidth is then allocated to classes that have priority use of computer time. Bandwidth is then allocated to classes that have priority use of computer time. Bandwidth is then allocated to classes that have priority use of computer time.

## Social Media Use

Guidelines for Staff and Students

1. Online behaviour should at all times demonstrate a Christ-centered character.
2. Staff and student online interaction must occur only in an educational context.
3. Staff and students must behave in an ethical manner when using social media sites and resources.
4. Staff should not accept students as 'friends' on their own social networking sites.

Staff and students must not discuss students or co-workers on social networking sites.

## Student Images

This permission form acknowledges that student images (pictures) may be used for educational purposes.

other adult, or student driven vehicle.

## Student Sign-Out Privileges

Part of growing up is having greater freedom, but it is also accepting greater responsibilities.

### School Day Leaving Permit for Grades 11 & 12

This permit allows senior students to leave the school campus by car during study halls and lunch.

This responsibility carries some conditions:

1. It is important that students sign out and back in with the office.  
This privilege will be taken away if students leave without signing out at the office.
2. Passengers must either have a SDLP on file or submit a permission slip from parents to the office.
3. Students will exercise courtesy and care in using this privilege.

### Junior Sign-Out Privileges

1. Students in grades 9 & 10 must have written permission from parents to leave during the school day.
2. If you do not have a note, parents must call the office and give verbal permission.
3. It is important that students sign out and back in with the office.
4. Grade 9 & 10 students are not permitted to leave with other students during the school day.

## Student Drivers

This parental consent allows for student drivers to transport themselves and/or others to off campus school related activities associated with membership on a UMEI Christian High School team or to same day UMEI Christian High School off-campus activities.

## Student Records

By law, a student folder coded the Ontario Student Record Folder (OSR) is kept for each student. This record includes the birth date, a summary of successful progress, student achievement forms (report cards), and a summary of extra-curricular activities, etc. Parents may see the OSR at any time, but persons other than teachers or administrators may access the OSR. An official student transcript (OST) is available for students applying to other schools. If a student withdraws from a Grade 11 or 12 course within 5 instructional days following the interim report, the withdrawal is not recorded. After that time period, it will be recorded as a "W" on the OST.

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

- Report cards
- The documentation file, where applicable
- Additional information that is identified by the school board as appropriate for retention.

The destruction of all or any part of the OSR when its retention is no longer effected under conditions that ensure the complete and confidential disposal

## Transportation

Transportation to school is the responsibility of the student's family. Many families share the responsibility. The office can provide families with contact information responsible for arranging carpools.

## FUNDAMENTAL PRINCIPLES POLICY

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

### The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition Covering Grades 1 to 12* (2010)

[www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

## Ontario Secondary School Diploma Requirements

Students must earn the following 18 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 in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies.

or computer studies, or computer studies,

- the provincial literacy requirement

At the principal's discretion, a substitute credit for a compulsory course from a may be granted in exceptional circumstances.

## Alternative Ways of Earning Credits Toward the OSSD

Correspondence Courses, Independent Study, Continuing Education – Summer Learning for the Language of Students in grades 11 and 12 may take online courses. Discussion between the student and the Guidance Counsellor should take place. When a student has taken a course online, the principal will determine if the course is eligible for the Ontario Student Transcript.

## Grade 10 Literacy Test

Multiple opportunities for Students who are working towards the OSSD will normally take the OSSLT will test assessed the literacy skills of students in Ontario for the purpose of de provincial secondary school literacy requirement for graduation. Students will require a deferral granted on the basis of Ministry policy. Students will literacy test will have opportunities to retake the test in Grade 11 and Grade 12. needs, accommodation specified in the student's IEP must be available on the

## Ontario Secondary School Literacy Course

Students qualify to enroll in the OSSLC when they have had two opportunities OSSLT at least once, or if the principal determines that it is in the best educational student also qualifies to enroll in OSSLC if the accommodation required in a school day the OSSLT was administered. The reading and writing competencies instructed assessment core of this course. Students who pass the course a graduation requirement. The OSSLC can be used to fulfil the compulsory English Grade 12 although it may not be accepted as the grade 12 English entrance programs. If used to meet the Grade 11 requirement, the course is coded OLC4O. The credit may also be used to requirement for the Ontario Secondary School Diploma. Students may not cha

## Community Involvement

The diploma requirement of forty hours of community involvement is intended to awareness and understanding of civic responsibility and of the role they can have in their communities. Volunteering activities undertaken to meet this requirement opportunities in education and career/life planning. Students should be encouraged involvement experiences to enhance their knowledge of their skills, strengths and of the opportunity to gather information about different fields of work and disciplines, as well as various education and training opportunities.

**NOTE:** Students can start collecting community service hours after Elementary school graduation. For more information about community service hours, go to <http://edu.gov.on.ca/extra/credit/>

## Substitutions for Compulsory Credit Requirements

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 UEG, UPE, UPE2 and 3) outlined in section 6.1.1. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

## The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits:

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

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 of the Ontario Schools Policy and Program Guidelines 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

The Ontario Ministry of Education defines a credit to be the successful completion of a course or one 72 minute class every other day for non-semestered courses. The Ministry of Education is given the right to issue Ontario Secondary School Diplomas and Certificates. UMEI is a public secondary school, offering courses in most key disciplines with the following exceptions (outlined in mind):

All students are required to take a religious studies course each year. Courses in religious studies, church history, and ethics comprise the RS curriculum.

## Course Coding System

The Common Course Code (CCC) consists of the following components, designating the course:

Training:  
• five code characters  
• a course title  
The first three characters of the CCC are assigned by the Ministry and represent the course.

The fourth character refers to the grade of the course as follows:

- 1 - grade 9
- 2 - grade 10
- 3 - grade 11
- 4 - grade 12

The fifth character refers to the type of course:

- D - Academic (Post-Secondary Track)
- P - Applied
- O - Open
- U - University
- C - College
- M - College/University

Example: ENG4U - A course in grade 12 English at the university-track level  
MPM1D - A course in grade 9 Mathematics at the academic level

## Types of Courses

Academic courses are offered to prepare a student for university entrance. Applied courses are offered to prepare a student for entry into the workplace, apprentice programs or colleges of applied arts and technology. University level courses are offered at the university level.



| Geography                    | CGC1D/1P    |
|------------------------------|-------------|
| English                      | ENG1D/1P    |
| French                       | FSF1D       |
| Religious Studies            | HRE13       |
| Math                         | MPM1D/MFM1P |
| Healthy Active Living        | PPL1O       |
| Science                      | SNC1D/1P    |
|                              |             |
| Options                      | Course Code |
| Junior Band                  | AMO1O       |
| Junior Music                 | AMU1O       |
| Vocal Music                  | AMV1O       |
| Info & Comm Tech in Business | BBT1O       |
| French                       | FSF2D       |
| Robotics                     | SNC21       |
| Hospitality and Tourism      | TFJ2O       |

| Grade 11                  |             |
|---------------------------|-------------|
| Compulsory                | Course Code |
| Drama                     | ADA3M       |
| Vocal Music               | AMV3O       |
| English                   | ENG3U/3C    |
| Religious Studies         | HRE33       |
| Math                      | MCR3U/MBF3C |
| Options                   | Course Code |
| World Issues              | CGW4U       |
| French                    | FSF3U/4U    |
| Challenge & Change        | HSB4M       |
| Healthy Active Living     | PPL3O       |
| Biology **                | SBI3U/4U    |
| Physics **                | SPH3U/4U    |
| Communications Technology | TGJ3M       |

\*\* Offered in alternating years

| Religious Studies            | ADA1O – DRAMATIC ARTS, Grade 9, Open   |
|------------------------------|--|
| Canadian History             | CHC1D/1P This course provides opportunities for students to explore dramatic forms a range of sources and cultures. Students will use the elements of drama t relevant to their lives. Students will create, perform, discuss and analyze dra develop an understanding of themselves, the art form, and the world around |
| Civics                       | CHV2O  |
| English                      | ENG2D/2P   |
| Career Studies               | GLC2O (Prerequisite – None)  |
| Math                         | MPM2D/MFM2P  |
| Healthy Active Living        | ALC1O – INTEGRATED ARTS, Grade 9, Open   |
| Science                      | SNC2D/2P This course integrates two or more of the arts (dance, drama, media arts, r demonstrate innovation as they learn and apply concepts, styles, and cor acquire skills that are transferable beyond the classroom. Students will u practices to explore solutions to integrated arts challenges.                   |
| Options                      | Course Code  |
| Junior Band                  | AMO2O  |
| Junior Music                 | AMU2O  |
| Vocal Music                  | AMV2O (Prerequisite – None)  |
| Info & Comm Tech in Business | AMO1O – INSTRUMENTAL MUSIC, Grade 9, Open  |
| French                       | FSF2D This course emphasizes the performance of music at a level that strikes a bal  |
| Robotics                     | SNC21  |
| Hospitality and Tourism      | TFJ2O The particular emphasis in this course is on the study of instrumental music. (Prerequisite – None)  |

**AMU1O – MUSIC, Grade 9, Open**

| Grade 12                  |   |
|---------------------------|---|
| Compulsory                | Course Code   |
| English                   | ENG4U/4C This course emphasizes the creation and performance of music at a level c developing technique, sensitivity, and imagination. Students will d and critical analysis processes in composition, performance, and a r |
| Vocal Music               | AMV4O Students will develop an understanding of the conventions and elements music and will develop a variety of skills transferable to other areas of their li   |
| Philosophy                | HZ14U (Prerequisite – None)   |
| Options                   | Course Code   |
| Math                      | MDM4U   |
| Math                      | MCV4U/4E This course emphasizes the performance of music at a level that strikes a bal  |
| World Issues              | CGW4U   |
| French                    | FSF3U/4U This course emphasizes the performance of music at a level that strikes a bal  |
| Challenge & Change        | HSB4M (Prerequisite – None)   |
| Biology **                | SBI3U/4U  |
| Physics **                | SPH3U/4U  |
| Communications Technology | TGJ3M   |
| Healthy Active Living     | PPL3O (Prerequisite – None)   |

**CGC1P – GEOGRAPHY OF CANADA, Grade 9, Applied**

This course focuses on geographic issues that affect Canadians today. Stu experiences as they learn about Canada’s distinct and changing character global influences that shape the country. Students will use a varie communication methods to examine practical geographic questions and com (Prerequisite – None)

from contemporary and historical periods, including informational and graphic texts, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**(Prerequisite – None)**

**ENG1P – ENGLISH, Grade 9, Applied**

This course is designed to develop the key oral communication, reading, writing, and thinking skills necessary 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. This course is intended to prepare students for the Grade 10 applied English course, which leads to college preparation courses in Grade 11 and 12.

**(Prerequisite – None)**

**FSF1D – CORE FRENCH, Grade 9, Academic**

This course emphasizes the further development of oral communication, reading, and writing skills, and on and apply their knowledge of French while exploring a variety of themes, such as relationships, social issues, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will be used to develop oral and written activities.

**(Prerequisite – Minimum of 600 hours of French instruction, or equivalent)**

**FSF1P – CORE FRENCH, Grade 9, Applied**

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

**(Prerequisite – Minimum of 600 hours of French instruction, or equivalent)**

**HRE13 – RELIGIOUS STUDIES, Grade 9, Open**

This course is a survey of the stories and writing which comprise the Old Testament with an emphasis on the theme of God working in history and the promise of the Messiah. A second component of this course will provide students with opportunities to explore methods of conflict resolution.

**(Prerequisite – None)**

**MPM1D – PRINCIPLES OF MATHEMATICS, Grade 9, Academic**

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

**(Prerequisite – None)**

**MFM1P – FOUNDATIONS OF MATHEMATICS, Grade 9, Applied**

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

action, and will learn movement skills and principles, ways to create a safe environment, and regular participation in a variety of enjoyable physical activities. They will investigate issues related to the abuse of alcohol, tobacco, and other drugs, and will participate in activities that promote healthy communication, and social skills.

**(Prerequisite – None)**

**SNIC1D – SCIENCE, Grade 9, Academic**

This course is designed to develop their understanding of basic concepts and processes in science, and to relate science to technology, society, and the environment. Students will develop their skills in the processes of scientific investigation. This course is intended to prepare students to conduct investigations related to sustainable ecosystems, the properties of elements and compounds; the study of the universe and the principles of electricity.

**(Prerequisite – None)**

**SNIC1P – SCIENCE, Grade 9, Applied**

This course is designed to develop their understanding of basic concepts and processes in science, and to apply their knowledge of science to everyday situations. Students will develop practical skills related to scientific investigation. Students will plan and conduct investigations related to the impact of human activity on ecosystems, and compounds; space exploration and the components of the universe; and the principles of electricity.

**(Prerequisite – None)**

**GRADE 10**

**AMO2O – INSTRUMENTAL MUSIC, Grade 10, Open**

This course emphasizes the creation and performance of instrumental music at a level of challenge that will provide students with experience and is aimed at developing technique, sensitivity, and imagination. Students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their lives. This course emphasizes the creation and performance of music at a level of challenge that will provide students with experience and is aimed at developing technique, sensitivity, and imagination. Students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their lives.

**(Prerequisite – None)**

**AMO2O – MUSIC, Grade 10, Open**

This course emphasizes the creation and performance of music at a level of challenge that will provide students with experience and is aimed at developing technique, sensitivity, and imagination. Students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their lives. This course emphasizes the creation and performance of music at a level of challenge that will provide students with experience and is aimed at developing technique, sensitivity, and imagination. Students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their lives.

**(Prerequisite – None)**

**AMV2O – VOCAL/CHORAL MUSIC, Grade 10, Open**

This course emphasizes the creation and performance of vocal music at a level of challenge that will provide students with experience and is aimed at developing technique, sensitivity, and imagination. Students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their lives. This course emphasizes the creation and performance of vocal music at a level of challenge that will provide students with experience and is aimed at developing technique, sensitivity, and imagination. Students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their lives.

**(Prerequisite – None)**

to the present. Students will investigate the challenges presented by economic, social, and technological change and writings which comprise the New Testament. This course will explore the contributions of individuals and groups to Canadian culture and society during the 19th century. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and to present their own points of view.

**(Prerequisite – None)**

**CHC2P – CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Applied**

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

**(Prerequisite – None)**

**CHV2O – CIVICS (0.5 Credit), Grade 10, Open**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. They will explore 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)**

**ENG2D – ENGLISH, Grade 10, Academic**

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

**(Prerequisite – Grade 9 English, Academic or Applied)**

**ENG2C – ENGLISH, Grade 10, Applied**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of oral, written, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate 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)**

**FSF2D – CORE FRENCH, Grade 10, Academic**

This course enables students to enhance 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)**

**GLC2O – CAREER STUDIES (0.5 Credit), Grade 10, Open**

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 technical data collection using probeware, and mathematical techniques.

**MPM2D – PRINCIPLES OF MATHEMATICS, Grade 10, Academic**

This course enables students to broaden their understanding of relationships and their applications; solve and apply linear systems; and investigate the trigonometry of right and acute triangles. Students will think as they solve multi-step problems.

**(Prerequisite – Grade 9 Mathematics, Academic, or Grade 9 Mathematics Trans)**

**MFM2P – FOUNDATIONS OF MATHEMATICS, Grade 10, Applied**

This course enables students to consolidate their understanding of linear relationships and algebraic skills through investigation, the effective use of technology, and graph equations in analytic geometry; solve and apply linear systems and quadratic relations. Students will consolidate their understanding of quadratic relations and communicate their thinking.

**(Prerequisite – Grade 9 Mathematics Academic or Applied)**

**PPL2O – HEALTHY ACTIVE LIVING EDUCATION, Grade 10, Open**

This course emphasizes regular participation in a variety of enjoyable physical activities that enhance personal competence, fitness, and health. Student learning will include the application of movement principles to enhance personal competence, fitness, and health; and the use of informed decision-making skills in making personal choices.

**(Prerequisite – None)**

**SNC2D – SCIENCE, Grade 10, Academic**

This course enables students to enhance their understanding of concepts in science, and physics; and of the interrelationships between science, technology, and society. Students are also given opportunities to further develop their scientific inquiry skills and to develop their understanding of scientific theories and concepts. Topics include: the structure of matter, chemical reactions, with a particular focus on climate and climate change; and the interaction of light and matter.

**(Prerequisite – Grade 9 Science, Academic or Applied)**

**SNC2P – SCIENCE, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in science, and physics, and to apply their knowledge of science in real-world situations. Students will plan and carry out investigations to develop further practical skills in scientific investigation. Students will plan and carry out investigations to develop further practical skills in scientific investigation. Students will plan and carry out investigations to develop further practical skills in scientific investigation.

**(Prerequisite – Grade 9 Science, Academic or Applied)**

**SNC21 – ROBOTICS – PHYSICS OF ENGINEERING, Grade 10, Open**

This course develops the students' understanding of the basic concepts and principles of physics and engineering. Students will be actively involved in the design, construction, and testing of a Robolab system, students will be actively involved in the design, construction, and testing of a Robolab system, students will be actively involved in the design, construction, and testing of a Robolab system.

### TFJ2O – HOSPITALITY & TOURISM TECHNOLOGY, Grade 10, Open

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study the origins of food, and food handling, and preparation, health and safety standards, the use of tools and equipment, the development of literacy, communication, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

**(Prerequisite – None)**

### GRADE 11 & 12

#### ADA3M – DRAMA, Grade 11, University/College Preparation

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

**(Prerequisite – Grade 9 or 10 Drama, Open)**

#### AMO3O – INSTRUMENTAL MUSIC, Grade 11, Open

This course emphasizes the creation and performance of instrumental music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. 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 an understanding of the conventions and elements of music and practise relating to music, and they will develop a variety of skills transferable to other areas of life. They will also explore the function of music in society with reference to the self, communities, and cultures.

**(Prerequisite – None)**

#### AMV3M – VOCAL/CHORAL MUSIC, Grade 11, University/College Preparation

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

**(Prerequisite – Grade 9 or 10 Music: Vocal/Choral)**

#### AMV4M – VOCAL/CHORAL MUSIC, Grade 12, University/College Preparation

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

**(Prerequisite – Grade 11 Music: Vocal/Choral)**

#### CHY4U – WORLD HISTORY: THE WEST AND THE WORLD, Grade 12, University

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.

#### ENG3U – ENGLISH, Grade 10, University

This course emphasizes the development of literacy, communication, and critical thinking skills in academic and daily life. Students will analyze challenging literary and cultural texts and create original works in a range of informational and graphic texts and create original works in a range of forms. An important focus will be on using language with precision and appropriately and effectively. This course is intended to prepare students for college preparation course.

**(Prerequisite – English, Grade 10, Academic)**

#### ENG3C – ENGLISH, Grade 11, College

This course emphasizes the development of literacy, communication, and critical thinking skills in academic and daily life. Students will study the various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, designers, technicians, and audiences. An important focus will be on using language clearly and effectively in informal contexts. The course is intended to prepare students for the college preparation course. **(Prerequisite – English, Grade 10, Applied)**

#### ENG4U – ENGLISH, Grade 12, University

This course emphasizes the consolidation of the literacy, communication, and critical thinking skills in academic and daily life. Students will analyze a range of literary texts from various countries and cultures; interpret and evaluate informational and graphic texts in a variety of forms. An important focus will be on using academic reading strategies best suited to particular texts and particular writing purposes. The course is intended to prepare students for university preparation.

**(Prerequisite – English, Grade 11, University Preparation)**

#### ENG4C – ENGLISH, Grade 12, College

This course emphasizes the consolidation of the literacy, communication, and critical thinking skills in academic and daily life. Students will analyze a variety of literary texts from various countries and cultures, and create, oral, written, and recorded performances. An important focus will be on using technical exercises and developing their technical and developing greater control in writing. The course is intended to prepare students for college preparation.

**(Prerequisite – English, Grade 11, College Preparation)**

#### EWC4U – THE WRITERS CRAFT, Grade 12, University

This course emphasizes knowledge and skills related to the craft of writing. Students will use a workshop approach to produce a range of works; identify and respond with insight to various forms of writing; and identify effective ways to improve the quality of their writing. The course is intended to prepare students for university preparation.

**(Prerequisite – English, Grade 11, University Preparation)**

#### HRE33 – RELIGIOUS STUDIES 11, Grade 11

This course is designed to provide an overview of Anabaptist-Mennonite history from the sixteenth century to the present. This course focuses on the present. This course begins with the Reformation of the Christian Church. The study of settlement in the early 20s-1930s will also be studied. The second part of the course will focus on the present. Next, we will look at the history of the Anabaptist-Mennonite community in North America and the world.

#### **HZT4U – PHILOSOPHY: QUESTIONS AND THEORIES, Grade 12, University**

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

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

#### **MAP4C – FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 12, College**

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 accommodations; 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)**

#### **MBF3C – FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 11, College**

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

**(Prerequisite – Principles of Mathematics, Grade 10, Academic)**

#### **MCR3U – FUNCTIONS, Grade 11, University**

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)**

#### **MCV4U – CALCULUS AND VECTORS, Grade 12, University**

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 derivatives of polynomial, sinusoidal, exponential, rational, and radical functions;; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in field 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)**

#### **MRF4U – ADVANCED FUNCTIONS, Grade 12, University**

This course extends students' experience with functions. Students will understand rates of change; and develop facility in applying these concepts to their use of the mathematical processes necessary for success in senior mathematics taking the Calculus and Vectors course as a prerequisite for a university course.

**(Prerequisite – Functions, Grade 11, University Preparation, or Mathematics Preparation)**

#### **PLE4M – RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP, Grade 12, University**

This course enables students to explore the benefits of lifelong participation in physical activity and coordinating skills needed to plan, organize, and other activities relating to healthy, active living. Students will also learn active living to others through mentoring and assisting them in making it being. The course will prepare students for university programs in physical education for college and university programs in recreation and leisure management, leadership.

**(Prerequisite – Any health and physical education course)**

#### **PSK4U – INTRODUCTORY KINESIOLOGY, Grade 12, University**

This course focuses on the study of human movement and of systems, development. Students will learn about the effect of physical activity on physical activity and sport, and the physiological, and social factors that physical activity and sport. The course prepares students for university programs in kinesiology, health sciences, health studies, recreation, and sports administration.

**(Prerequisite – Any Grade 11 university/college preparation course in science, physical education)**

#### **SBI3U – BIOLOGY, Grade 11, University**

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; genetics of animals; and the anatomy, growth, and function of plants. The course covers topics under study, and helps students refine skills related to scientific investigation.

**(Prerequisite – Grade 10 Science, Academic)**

#### **SBI4U – BIOLOGY, Grade 12, University**

This course provides students with the opportunity for in-depth study of biological systems. Students will study theory and conduct investigations in the areas of molecular genetics, homeostasis, and population dynamics. Emphasis is placed on the detailed knowledge and the refinement of skills needed for further study in related fields.

**(Prerequisite – Grade 11 Biology, University)**

#### **SCH3U – CHEMISTRY, Grade 11, University**

This course enables students to deepen their understanding of chemistry.

### SCH4U – CHEMISTRY, Grade 12, University

This course enables students to develop an 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 investigative skills through the challenge process for Grade 10, 11, and 12. Credits may be granted through the challenge process for Grade 10, 11, and 12. Credits may be granted in the discipline. For students who are transferring from a private school, or a school outside Ontario, principals will grant equivalency credits on their evaluation of the student's previous learning.

**(Prerequisite – Grade 11 Chemistry, University)**

### SPH3U – PHYSICS, Grade 11, University

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

**(Prerequisite – Grade 10 Science, Academic)**

### SPH4U – PHYSICS, Grade 12, University

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

**(Prerequisite – Grade 11 Physics, Academic)**

### TGJ4O – COMMUNICATIONS TECHNOLOGY: DIGITAL IMAGERY & WEB DESIGN, Grade 12, Open

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a team to create and design digital media products in a project-driven environment. Practical projects may include digital photography, digital imaging, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.

**(Prerequisite – None)**

## Outlines of Courses of Study

All outlines of all courses taught at UMEI are on file in the office and are available for perusal.

## Ontario Curriculum Policy Documents

The Ontario Curriculum Policy Documents can be accessed at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>.

## Withdrawals

Students wishing to withdraw from a course need to fill out the appropriate Drop/Add Form from the office. For

## Prior Learning Assessment and Recognition (PLAR) for Regular

Because young people benefit in many ways from the learning experiences of a specific, limited function in the Ontario secondary school program. For regular credits may be granted through the challenge process for Grade 10, 11, and 12. Credits may be granted in the discipline. For students who are transferring from a private school, or a school outside Ontario, principals will grant equivalency credits on their evaluation of the student's previous learning.

## Student Evaluation

The school seeks to maintain a consistent, comprehensive, and uniform evaluation of the student's understanding his or her personal progress. If difficulties are discovered, the school will also give the community, future employers and other institutions of learning a level of the student. UMEI uses the Ministry's *Ontario Schools Kindergarten Requirements (2011)* to guide its evaluation and assessment.

## Reports

For semestered courses, final reports are given in January and in June. Students will investigate electrical, November and in April. For non-semestered courses, a final report is given in November and in April.

## Exams

Each student will write one major examination for each course at the end of semestered courses will be written in January and in June.

## Ontario Student Transcript (OST)

The transcript will contain the following information:  
the student's achievement in Grades 9 and 10, with percentage grades successfully completed credit courses;

- a list of all Grade 11 and 12 courses completed or attempted by the student and the credits gained;

**Note:** Only one credit will be granted for a course that a student has completed. If a student withdraws from a course within five instructional days of the provincial report card in a semestered school or five instructional days of the second provincial report card in a non-semestered school, the student will receive an OST.

- confirmation that the student has completed the community involvement program;
- confirmation that the student has completed the provincial secondary school program.

Specific information about the OST can be found in *Ontario Secondary Schools, Requirements, 1999* (currently under revision). Information about the completion of the OST can be found in *Ontario Student Transcript (OST): Manual, 2010*.

*Ontario Student Transcript (OST): Manual, 2010*.

## **Learning Support**

At UMEI Christian High School, we believe each student learns differently and a range of learning styles is both appreciated and enriching. Our teachers participate in continual professional development to strengthen and to expand their repertoire of the learning tactics and activities they deliver in their classrooms. Consequently, we provide learning support as needed so all students can realize academic success.

Students with documented learning differences (Individual Education Plan) are eligible for special accommodations and work closely with the Learning Support Teacher and Principal to ensure that their accommodations are available in their classes.

## **Guidance**

UMEI has a guidance teacher who will guide students towards college or university entrance. The teacher is also available to help students with planning and the course selection process. UMEI also has a Learning Support Teacher who is available to provide students with individualized assistance in their studies such as students with Individual Education Plans or other needs.

## **Resources and Support Services**

UMEI Christian High School has the following resources available for students to use:

- Library
- Kitchen
- Computer Lab
- Chapel
- Science Lab

UMEI Christian High School offers the following support services to students:

- Guidance Department
- Financial Services

