



COURSE CALENDAR 2019-2020

Table of Contents	1-2
History and Beliefs	
The Beginning	3
Mission Statement	3
Statement of Life and Learning	3
Statement of Faith	4
Financing Your Education	
Funding of the School	5
Tuition	5
Shop UMEI	5
Scholarships and Bursaries	6
Policies and Guidelines	
UMEI Guidelines for School Conduct	7-8
UMEI Dress Code and Guidelines	8
UMEI Attendance Policy	8
Cheating & Plagiarism	8-9
Late, Incomplete and Missed Assignments	9
Locker Waiver	9
Computer and Internet Agreement	9
Social Media Use	10
Student Images Form	10
Same Day Travel Approval	10
Student Sign Out Privileges	10
Student Drivers	10
Student Records	10-11
Transportation	11
Diplomas & Certificates	
Fundamental Principles Policy	12
Teacher Credentials	12
Report Card Requirements	12
Ontario Secondary School Diploma Requirements	12-13
Alternative Ways of Earning Credits Toward the OSSD	13
Grade 10 Literacy Test	13
Ontario Secondary School Literacy Course	13
Community Involvement	14
Substitutions for Compulsory Credit Requirements	14
Ontario Secondary School Certificate	14
Certificate of Accomplishment	15

Curriculum

Credits	16
Course Coding System	16
Types of Courses	16
Available Courses	17
Course Descriptions	18-29
Outlines of Courses of Study	29
Ontario Curriculum Policy Documents	29
Withdrawals	29
Prior Learning Assessment and Recognition	30
Student Evaluation	30
Reports	30
Exams	30
Ontario Student Transcript	30

Supports & Resources

Learning Support	31
Guidance	31
Resources and Support Services	31

Forms

Community Involvement Form	33
----------------------------	----

HISTORY AND BELIEFS

The Beginning

UMEI Christian High School began as a Bible school in the basement of Leamington United Mennonite Church in the winter of 1944-45. During the school year of 1945-46, Grade 9 and 10 courses were added and after it was incorporated 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 students in the Mennonite and 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.

Statement of Faith

The Confession of Faith in a Mennonite Perspective was adopted at the delegate sessions of the church at Wichita, Kansas on July 25-30, 1995. The following is a summary:

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.

FINANCING YOUR EDUCATION

Funding of the School

The school is financed through various forms of contributions. Student tuition covers approximately 35% of the cost of education. In addition, donations are graciously received from individuals and Mennonite churches within the supporting community.

The school board conducts a number of fundraising events in the course of the year. Volunteers are needed for each of these events. Parents of UMEI students will be asked to volunteer their assistance for at least one of these events each year.

Tuition

It has been the policy of the UMEI board to keep tuition costs as low as possible through the various fundraising endeavours. The fees for the 2019-2020 school year are:

- \$7,765 for the first student in a family

UMEI Christian High School offers a sibling discount for having more than one student registered per school year. Included in the tuition fee is 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, UMEI Christian High School is able to offer tuition assistance to students in need. Candidates will be approved by UMEI administration, taking into account a family's financial circumstances and need, and the overall need of other families making application.

Other Fees

All students will be charged a \$200.00 non-refundable registration fee. This fee will be applied as follows: \$100.00 for student fees (Student Parliament, Faith in Action, Athletics, Yearbook); \$100 towards student account to be used for fees accumulated through the year. Students will be asked to cover the fees for some course supplies and also for occasional off-campus education trips.

Shop UMEI

Shop UMEI is an exciting opportunity to raise significant funds for students' tuition and for the school. Current and future UMEI students can participate in this fundraising program that works while you shop! Bulk quantities of gift cards for local grocery stores are purchased at a discount. The cards are then sold to participating families at face value, with 2.5% going towards the general operating account and 2.5% towards a family in the form of a tuition credit. Shop UMEI forms can be received from the UMEI office, or online on the UMEI website.

Scholarships and Bursaries

UMEI Christian High School has over \$24,000 worth of scholarships and bursaries that are handed out to students every year.

Entrance Scholarships

For new students, there are 5 entrance scholarships that students can apply for.

Alois Hudec Memorial Scholarship	\$2500
Anne Huy Memorial Bursary	\$2500
Kenneth Epp Memorial Scholarship	\$2500
Robert & Lois Konrad Entrance Scholarship	\$2000
Paul Enns Memorial Entrance Scholarship	\$2000

Scholarships and Bursaries

At the Graduation Ceremony each year, approximately 40 scholarships and bursaries are given, totaling approximately \$14,000 for students in Grades 9 – 12.

NOTE: *Scholarships and bursaries are subject to change.*

** Additional scholarships and bursaries may be available.*

POLICIES AND GUIDELINES

UMEI Guidelines for School Conduct

Students at UMEI are expected to conduct themselves in a manner that reflects Christian attitudes and beliefs. This is an expectation above and beyond academic considerations, and it is in keeping with the reason for the existence of our school: a place in which to find and follow the spirit of God, which has been most clearly revealed in the life and teachings of Jesus.

Behaviour at school should always promote a Christian atmosphere of accountability as well as intellectual growth and development. It is the responsibility of both parents and students to follow the guidelines that have been established to help us accomplish these goals as we all work together as Partners in Education.

1. Students will practice mutual respect. This includes respect of oneself, respect of others and their property, and respect for the school and its property. We expect students to be good stewards of school property and God's creation.
2. Smoking, drinking of alcoholic beverages, and use of illegal substances are not permitted. Lighters are prohibited as well. We expect this guideline to be followed both on and off school property during school hours and any school related activities. Suspension may be used to deal with such forms of behaviour.
3. Fighting and other forms of aggression will not be tolerated. Foul language towards a teacher or other student in unacceptable. Suspensions will be used to deal with such forms of behaviour.
4. Certain areas in the school are private and are consequently off limits to students without teacher supervision. These areas include the offices, the staff rooms and work areas, the sports equipment room, maintenance areas, and the kitchens.
5. Good attendance and punctuality are very important to success in school. It is the responsibility of carloads to arrive on time for our 8:00 a.m. start. Excessive absences will be dealt with by the principal.
6. Students will eat their lunches in the downstairs dining area or in the park area outside and will maintain the cleanliness of those areas. Student monitors will be responsible for clean-up. Students are expected to clean their own refuse to keep this privilege. Students also need to keep their books and bags in their lockers, **not** on the tables.
7. Senior students who chose a study hall as an elective will be expected to work or read quietly during that time. Students must check in with the study hall teacher for an attendance check before choosing to work in one of these areas: the library, the computer lab, the basement, or another area (like the Spectrum room). It is important that classrooms are not disturbed; movement by study hall students from one area to another is strongly discouraged.
8. We expect all students to remain on the school grounds during the course of a school day. Students needing to leave for appointments should provide parental consent by phone or with a note by 8:00 a.m. **Senior students**, with written permission of their parents, may leave the campus during study halls. However, lingering in the parking lot is not permitted during the school day. Eligible students should apply for a School Day Leaving Permit (SDLP).
9. For safety reasons all students must **sign in and out** with the secretary in the office when they leave and return during the course of the day. An explanation will be required. This privilege will be revoked if students do not sign in and out.
10. Parents are to make contact with the school by telephone if/when the student is ill or needs to leave school for an appointment. Messages can be left on the answering machine if calls are made before 8:00 a.m. The school secretary will contact parents by 10:00 a.m. if a student is absent but no communication has been made with the school. No notes need to be written if parents make communication in this manner; otherwise, notes should be presented upon return to school.
11. **Off and Away:** Cell phones are to be turned off and put away during class and chapel time. If a student is caught using their cell phone during these times, it will be **taken away and returned at the end of the day**. If parents need to contact their students, in case of emergency, please do so via the office.

12. iPods, MP3 players, etc. may not be used during class and chapel time. If used, these items will be **taken away and returned at the end of the day.**

The staff will make every attempt to resolve difficulties by working with students and parents; but, where a 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 need to 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 and midriffs 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.
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

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

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.
 - **Clear communication with parents/guardians.** Our assumption is that parents/guardians want to know whether their child is regularly and punctually attending all classes. As a school, we expect their interest, concern and support to assist in student attendance and learning.
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 there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must 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
- Direct copying of another person's assignment

If teachers suspect that an assignment has been plagiarized, they should speak to the students to determine the source of the work. If the students have knowingly produced a plagiarized assignment, teachers will not evaluate the work and may assign a grade of zero and/or may assign a substitute assignment. The issue would result in similar consequences to missed assignments.

Late and Missed Assignments

It is each student's responsibility to provide evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where appropriate, teachers will support students with strategies to be used to help prevent and/or address late and missed assignments.

Late Policy

JUNIORS

A deduction of 5% per day up to a maximum of 15% deduction. After one week, a mark of zero will be given if the work has not been submitted.

SENIORS

A deduction of 10% per day up to a maximum of 30% deduction. After 3 days, a mark of zero will be given if the work has not been submitted.

Note:

1. Extensions may be available upon request up to 24 hours before a given due date.
2. All days of the week are included in late days.
3. If you miss school due to an excused absence, the assignment is due the date that the student returns to school.

For **Final Summative Evaluations** (FSEs), normally students MUST present or submit their work on the assigned date, or a mark of zero will be given. Exceptions may be given if a doctor's note or evidence of family emergency is presented.

Locker Waiver

It is UMEI policy to offer all students a combination lock for their lockers. However, students have the option of declining the lock. By signing the school policies acceptance, students will in lieu of accepting a combination lock accept the responsibilities and risks inherent in leaving their locker unlocked.

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 only. Students shall not access sites that undermine the Christian purposes of UMEI.
1. Any attempt to alter or destroy data of another user, upload or create computer viruses, add to or delete programs from the hard drive or change the operating systems is considered to be vandalism.
2. Classes have priority use of computer time. Bandwidth is there for educational purposes. Individual student use of computers is on a "as-available" basis.

Students are given permission to use the internet at UMEI Christian High School and are reminded that this access is designed for educational purposes only. Recognizing that the internet may contain some inappropriate materials, parents will not hold the school responsible if their child should attempt to access any controversial material. Parents recognize that failure to abide by the school's computer and internet policy will result in the loss of computer privileges for their child.

Social Media Use

Guidelines for Staff and Students

1. Online behaviour should at all times demonstrate a Christ-centered respect for the dignity of each person.
2. Staff and student online interaction must occur only in an educational context.
3. Staff and students must behave in an ethical manner when interacting and using online community sites and resources.
4. Staff should not accept students as 'friends' on their own social network sites or interact with students on social networking sites.
5. Staff and students must not discuss students or co-workers or publicly criticise school policies or personnel on social networking sites.

Student Images

This permission form acknowledges that student images (pictures) may be used by UMEI Christian High School as:

A) Promotional literature B) TV coverage C) Other media coverage

UMEI Christian High School will use only wholesome images that reflect the purpose of the school.

Same Day Travel Approval

This permission allows for students to participate in phys ed/athletic events and to participate in all the same day trips for a season associated with membership on a UMEI Christian High School team and any same day UMEI Christian High School designated off-campus activities. Transportation may be by public transportation, teacher, 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 not 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 following components of the OSR will be retained for fifty-five years after a student retires from school:

- The OSR folder
- The OST
- The office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

Transportation

Transportation to school is the responsibility of the student’s family. Many families choose to organize carpools to share the responsibility. The office can provide families with contact information for carpooling but is not responsible for arranging carpools.

DIPLOMAS & CERTIFICATES

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, as much as possible, 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

Teacher Credentials

All of our teachers have university degrees in their areas of expertise. All have a Bachelor's Degree in Education. All members are in good standing with the Ontario College of Teachers.

Report Card Requirements

The Provincial Report Card, Grades 9–12, is used by UMEI Christian High School. Student achievement of the curriculum expectations and the learning skills and work habits will be reported and communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12.

The secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period.

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** guidance and career education, **or** cooperative education
- Group 2:** Additional credit in health and physical education, **or** the arts, **or** business studies, **or** French as a second language, **or** cooperative education
- Group 3:** Additional credit in science (Grade 11 or 12), **or** technological education, **or** French as a second language, **or** computer studies, **or** cooperative education

In addition, students must complete:

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

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

Alternative Ways of Earning Credits Toward the OSSD

Correspondence Courses, Independent Study, Continuing Education – Summer School, Programs in Music taken outside of the school. Students in grades 11 and 12 may take online courses if the course they seek is not offered. Discussion between the student and the Guidance Counsellor should take place prior to the student signing up for an online course. When a student has taken a course online, the principal will record the student's achievement on the Ontario Student Transcript.

Grade 10 Literacy Test

Students who are working towards the OSSD will normally take the OSSLT when they are in Grade 10. This literacy test assessed the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. Students not taking this literacy test in Grade 10 will require a deferral granted on the basis of Ministry policy. Students who do not successfully complete the literacy test will have opportunities to retake the test in Grade 11 and Grade 12. For students with special education needs, accommodation specified in the student's IEP must be available on the day of the test.

Ontario Secondary School Literacy Course

Students qualify to enroll in the OSSLC when they have had two opportunities to take the OSSLT and have failed the OSSLT at least once, or if the principal determines that it is in the best educational interests of the student. The student also qualifies to enroll in OSSLC if the accommodation required in a student's IEP were not available on the day the OSSLT was administered. The reading and writing competencies required by the OSSLT form the instructional assessment core of this course. Students who pass the course are considered to have met the literacy graduation requirement. The OSSLC can be used to fulfil the compulsory English requirement for either Grade 11 or Grade 12 although it may not be accepted as the grade 12 English entrance requirement for university or college programs. If used to meet the Grade 11 requirement, the course is coded OLC30. If used to meet the Grade 12 requirement, the course is coded OLC40. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students may not challenge the OSSLC for credit.

Community Involvement

The diploma requirement of forty hours of community involvement is intended to help students develop an awareness and understanding of civic responsibility and of the role they can have in supporting and strengthening their communities. Volunteering activities undertaken to meet this requirement can also be effective learning opportunities in education and career/life planning. Students should be encouraged to reflect on their community involvement experiences to enhance their knowledge of their skills, strengths, and interests, and to take advantage of the opportunity to gather information about different fields of work and different occupations that appeal to them, as well as various education and training opportunities.

All students are required to fulfill the Ministry's 40 hours of community service requirement. Students will receive information and log sheets in Grade 9 and must complete the requirement in order to graduate – **(Log sheet insert Page 33)**.

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/eng/ppm/124a.html>.

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 Groups 1, 2 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.

CURRICULUM

Credits

The Ontario Ministry of Education defines a credit to be the successful completion of one course consisting of 110 hours of instruction. Students at UMEI can complete a credit course with one 72 minute class daily for semestered courses or one 72 minute class every other day for non-semestered courses. The successful completion of 30 credits qualifies a student to receive an Ontario Secondary School Diploma (OSSD). UMEI is inspected regularly by the ministry of Education and is given the right to issue Ontario Secondary School Diplomas.

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

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

Course Coding System

The Common Course Code (CCC) consists of the following components, designated by the Ministry of Education and Training:

- five code characters
- a course title

The first three characters of the CCC are assigned by the Ministry and represent the discipline, the subject and 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 while applied level courses equip a student for entry into the workplace, apprentice programs or colleges of applied arts and technology. Students may choose university level courses, college level courses or combination college/university courses. Most UMEI courses are offered at the university level.

Available Courses

Grade 9	
Compulsory	Course Code
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	AMI1O
Junior Music	AMU1O
Vocal Music	AMV1O
Info & Comm Tech in Business	BBT1O
French	FSF2D
Robotics	SNC21
Hospitality and Tourism	TFJ2O
Drama	ADA1O
Visual Arts	AVI1O
Food & Nutrition	HFN1O
Comm Technology	TGJ2O

Grade 10	
Compulsory	Course Code
Religious Studies	HRE23
Canadian History	CHC2D/2P
Civics	CHV2O
English	ENG2D/2P
Career Studies	GLC2O
Math	MPM2D/MFM2P
Healthy Active Living	PPL2O
Science	SNC2D/2P
Options	Course Code
Junior Band	AMI2O
Junior Music	AMU2O
Vocal Music	AMV2O
Info & Comm Tech in Business	BBT1O
French	FSF2D
Robotics	SNC21
Hospitality and Tourism	TFJ2O
Drama	ADA1O
Visual Arts	AVI1O
Food & Nutrition	HFN1O
Comm Technology	TGJ2O

Grade 11	
Compulsory	Course Code
Drama	ADA3M
Math	MCR3U/MBF3C
English	ENG3U/3C
Religious Studies	HRE33
Options	Course Code
Vocal Music	AMV3M
World Issues	CGW4U
French	FSF3U
Challenge & Change	HSB4U
Chemistry	SCH3U/4U
Biology	SBI3U/4U
Physics	SPH3U/4U
Comm Technology	TGJ3M/4M
Healthy Active Living	PPL3O
World History	CHY4U
Writers Craft	EWC4U
Rec & Leadership	PLF4M
Intro to Kinesiology	PSK4U
Digital Imagery and Web Design	TGJ4O
Visual Arts	AVI3O
Visual Arts-Computer	AWS4M
Accounting	BAF3M

Grade 12	
Compulsory	Course Code
English	ENG4U/4C
Math	MAP4C/MHF4U
Philosophy	HZT4U
Options	Course Code
Math	MDM4U/MCV4U
Vocal Music	AMV4M
World Issues	CGW4U
French	FSF4U
Challenge & Change	HSB4U
Chemistry	SCH3U/4U
Biology	SBI3U/4U
Physics	SPH3U/4U
Comm Technology	TGJ3M/4M
Healthy Active Living	PPL4O
World History	CHY4U
Writers Craft	EWC4U
Rec & Leadership	PLF4M
Intro to Kinesiology	PSK4U
Digital Imagery and Web Design	TGJ4O
Visual Arts	AVI3O
Visual Arts-Computer	AWS4M
Accounting	BAF3M

NOTES: Senior Science courses are offered in alternating years. Option courses are subject to change based on enrolment.

Course Descriptions

GRADE 9

ADA10 – DRAMATIC ARTS, Grade 9, Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

(Prerequisite – None)

AMI10 – INSTRUMENTAL MUSIC, Grade 9, Open

This course emphasizes the creation and performance of 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 of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

(Prerequisite – None)

AMU10 – MUSIC, Grade 9, Open

This course emphasizes the creation and performance of 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 of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

(Prerequisite – None)

AMV10 – VOCAL MUSIC, Grade 9, Open

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

(Prerequisite – None)

AVI10 – VISUAL ARTS, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

(Prerequisite – None)

BBT10 – INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS, Grade 9, Open

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

(Prerequisite – None)

CGC1D – GEOGRAPHY OF CANADA, Grade 9, Academic

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

(Prerequisite – None)

CGC1P – GEOGRAPHY OF CANADA, Grade 9, Applied

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

(Prerequisite – None)

ENG1D – ENGLISH, Grade 9, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literacy texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

(Prerequisite – None)

ENG1P – ENGLISH, Grade 9, Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. This course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace 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. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

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

HFN10 – FOOD & NUTRITION, Grade 9, Open

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

(Prerequisite – None)

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

(Prerequisite – None)

PPL10– HEALTHY ACTIVE LIVING EDUCATION, Grade 9, Open

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

(Prerequisite – None)

SNC1D – SCIENCE, Grade 9, Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

(Prerequisite – None)

SNC1P – SCIENCE, Grade 9, Applied

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan to conduct investigation 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)

GRADE 10**AMI20 – INSTRUMENTAL MUSIC, Grade 10, Open**

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)

AMU20 – MUSIC, Grade 10, Open

This course emphasizes the creation and performance of 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 of safe practises related to music, and will develop a variety of skills transferable to other areas of their life.

(Prerequisite – None)

AMV20 – VOCAL/CHORAL MUSIC, Grade 10, Open

This course emphasizes the creation and performance of vocal 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)

CHC2D – CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Academic

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

(Prerequisite – None)

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

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

(Prerequisite – None)

CHV20 – CIVICS (0.5 Credit), Grade 10, Open

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

(Prerequisite – None)

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

(Prerequisite – Grade 9 English, Academic or Applied)

ENG2P – ENGLISH, Grade 10, Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate effectively. This course is intended to prepare students for the compulsory Grade 11 college of 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 workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

(Prerequisite – None)

HRE23 – RELIGIOUS STUDIES, Grade 10, Open

This is a survey of the stories and writings which comprise the New Testament with an emphasis on the theme of God working in history. A second component of this course is an overview of the history of the Christian church from the Early Church up to the Reformation.

(Prerequisite – None)

MPM2D – PRINCIPLES OF MATHEMATICS, Grade 10, Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figure 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 Grade 9 Mathematics Transfer, Applied to Academic)

MFM2P – FOUNDATIONS OF MATHEMATICS, Grade 10, Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving skills 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 consolidate their mathematical skills as they solve problems 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 promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

(Prerequisite – None)

SNC2D – SCIENCE, Grade 10, Academic

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

(Prerequisite – Grade 9 Science, Academic or Applied)

SNC2P – SCIENCE, Grade 10, Applied

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

(Prerequisite – 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 robotics. Using the LEGO Robolab system, students will be actively involved in the design, construction and application of experimental apparatus to verify accepted principles in physics and engineering. Students will employ basic programming techniques, data collection using probeware, and mathematical techniques for data analysis in the application of topics in mechanical, electrical and structural engineering.

(Prerequisite – Mathematics, Grade 9, Academic, strongly recommended)

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 culinary techniques of food handling, and preparation, health and safety standards, the use of tools and equipment, the origins of foods, 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)

TGJ2O – COMMUNICATIONS TECHNOLOGY, Grade 10, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

(Prerequisite – None)

GRADE 11 & 12**ADA3O – DRAMA, Grade 11, Open**

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

(Prerequisite – None)

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 technical exercises and 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)

AVI30 – VISUAL ARTS, Grade 11, Open

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

(Prerequisite – None)

AWS4M – VISUAL ARTS – DIGITAL MEDIA, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. This course will help students meet the Ontario Catholic Graduate Expectations by helping him/her to be a self-directed, responsible, life-long learner who develops and demonstrates his/her God-given potential.

(Prerequisite - Any grade 11 visual arts, University/College course)

BAF3M – FINANCIAL ACCOUNTING FUNDAMENTALS, Grade 11, University/College Preparation

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

(Prerequisite – None)

CGW4U – WORLD ISSUES: A GEOGRAPHIC ANALYSIS, Grade 12, University Preparation

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)

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

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

ENG3U – ENGLISH, Grade 11, University

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

(Prerequisite – English, Grade 10, Academic)

ENG3C – ENGLISH, Grade 11, College

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

(Prerequisite – English, Grade 10, Applied)

ENG4U – ENGLISH, Grade 12, University

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

(Prerequisite – English, Grade 11, University Preparation)

ENG4C – ENGLISH, Grade 12, College

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 variety of informational and graphics texts, as well as literary texts from various countries and cultures, and create, oral, written and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

(Prerequisite – English, Grade 11, College Preparation)

EW4U – THE WRITERS CRAFT, Grade 12, University

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

(Prerequisite – English, Grade 11, University Preparation)

FSF3U – CORE FRENCH, Grade 11, University Preparation

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

(Prerequisite: Core French, Grade 10, Academic)

FSF4U – CORE FRENCH, Grade 12, University Preparation

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

(Prerequisite: Core French, Grade 11, University Preparation)

HRE33 – RELIGIOUS STUDIES 11, Grade 11

This course is designed to provide an overview of Anabaptist-Mennonite history, culture, thought and practice from the early 1500s, focusing a large majority of the course on the present. This course begins with a historical overview, beginning with the Reformation of the Christian Church. The study of the Russian Mennonite immigration and settlement in the early 1920s-1930s will also be studied. The second part of the course will focus on current Mennonite views on war, peace and non-resistance. Next, World and Global Awareness will be studied with a focus on service and mission. This unit will be followed by a unit on Restorative Justice and excommunication. Ultimately, the students will ask about, learn, and discover the meaning on their culture, beliefs, and context of their own lives in a global community.

(Prerequisite – None)

HSB4U – CHALLENGE AND CHANGE IN SOCIETY, Grade 12, University Preparation

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

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 quadratics 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)

MDM4U – MATHEMATICS OF DATA MANAGEMENT, Grade 12, University

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

(Prerequisite – Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation)

MHF4U – ADVANCED FUNCTIONS, Grade 12, University

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)

PLF4M – RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP, Grade 12, University/College Preparation

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 relating to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them tin 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)

PPL3O – HEALTHY ACTIVE LIVING EDUCATION, Grade 11, Open

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)

PPL4O – HEALTHY ACTIVE LIVING EDUCATION, Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can 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)

PSK4U – INTRODUCTORY KINESIOLOGY, Grade 12, University

This course focuses on the study of human movement and of systems, factors and principles involved in human development. Students will learn about the effect of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

(Prerequisite – Any Grade 11 university/college preparation course in science, or any Grade 11 or 12 course in health and 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 investigation 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)

SBI4U – BIOLOGY, Grade 12, University

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)

SCH3U – CHEMISTRY, Grade 11, University

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)

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 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)

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 consider 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)

TGJ3M – COMMUNICATIONS TECHNOLOGY, Grade 11, University/College Preparation

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

(Prerequisite – None)

TGJ4M – COMMUNICATIONS TECHNOLOGY, Grade 12, University/College Preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

(Prerequisite - Communications Technology, Grade 11, University/College Preparation)

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 production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, 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 students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the first report card is issued in a semestered school, or more than five instructional days after the second report card is issued in a non-semestered school, the student's percentage mark at the time of withdrawal will be entered in the "Percentage Mark" column.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses. No more than 2 of these credits may be granted in one discipline. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

Student Evaluation

The school seeks to maintain a consistent, comprehensive, and uniform evaluation program. A good program helps the student understand his or her personal progress. If difficulties are discovered, extra help can be arranged. It also gives the community, future employers and other institutions of learning a fair assessment of the achievement level of the student. UMEI uses the Ministry's *Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements (2016)* to guide its evaluation and assessment.

Reports

For semestered courses, final reports are given in January and in June. Students also receive mid-term reports in November and in April. For non-semestered courses, a final report is given in June as well as mid-term reports in November and in April.

Exams

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

Ontario Student Transcript (OST)

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 semestered school or five instructional days following the issue of the second provincial report card in a non-semestered 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.

Specific information about the OST can be found in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (currently under revision). Information about the completion of the OST can be found in *The Ontario Student Transcript (OST): Manual, 2010*.

SUPPORTS & RESOURCES

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
- Electronics Lab
- Chapel
- Science Lab

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

- Guidance Department
- Financial Services

