



COURSE CALENDAR 2019-2020

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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

Continuing Christian Education Entrance Scholarship

UMEI Christian High School is excited to offer an entrance scholarship to students entering grade 9 from a private Christian elementary school. This annual scholarship seeks to encourage continuing Christian education at the secondary school level by students who show commitment to private Christian education. This scholarship is limited to the first 15 applicants in each year.

Upon acceptance, each student will receive a **\$3900.00 credit** toward their grade 9 tuition.

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

EXPECTATIONS OF STUDENTS

Students at UMEI Christian High School 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.

CODE OF LEARNING AND BEHAVIOUR

It is our expectation that all persons who work and study at UMEI Christian will be courteous, considerate and respectful in their interactions with others. The *Safe Schools Act* sets out the conditions for all schools to maintain a positive learning environment. Students are assisted in the growth and development of self-discipline, as well as to act in ways that **respect the needs, feelings, heritage, and rights of all.**

Part of becoming a responsible contributing citizen of the world is demonstrating respect for self, peers, and adults. This includes **being sensitive to the feelings of others, treating others as we wish to be treated, being courteous, and being positive when communicating with others ~ both verbally and in written form**. It is important that we all put our values into action through respect, peace-making, and service within the wider community.

Friends demonstrate friendship by being considerate, supportive and thoughtful of each other. Teachers demonstrate commitment to students by helping them to learn in many ways, by listening to their questions, by guiding their journey of faith as well as academic endeavors, and by providing a variety of opportunities for service.

RESPECT FOR LEARNING:

Students are expected to conduct themselves with integrity, respect, and courtesy. In partnership with teachers and fellow students, we all create the atmosphere conducive to learning, and to healthy personal and spiritual growth. Students are encouraged to generate an attitude of respect on campus and during school events by using language that is considerate and courteous.

1. **Come to school every day and each class, on time.**
2. **Act in a manner that will help you and others fully engage in learning opportunities.**
3. **Live your values, and help to build a cooperative, cohesive school community.**
4. **Show respect for personal and school property. Help care for texts, supplies, and the belongings of others.**
5. **Always speak with good purpose and consider the effect of your words.**
6. **Be responsible each day for your own learning, participating cooperatively and conscientiously in class and school activities.**

ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Teachers use assessment to gather information about students' strengths and needs as learners and to provide feedback to improve student learning. Evaluation is used to judge how well students are meeting the curriculum expectations. Marks are assigned during the evaluation process and these are included in a student's report card grade.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conferences, and student products. Student products could include tests or exams and/or assignments for evaluation. Assignments for evaluation do not include ongoing homework that students complete in order to consolidate their knowledge and skills or to prepare for the next class.

Determining a Report Card Grade

Before making a decision about the grade to be entered on the report card, teachers will consider:

- all evidence collected through observations, conversations, and student products;
- equity for all students, by ensuring that tests/exams and assignments for evaluation are completed whenever possible, under the supervision of a teacher;
- assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class;
- assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark;
- when appropriate, the impact that missing assignments will have on the student's grade when they fail to submit major assignments; and,
- that bonus marks may not be included when determining report card grades.

Late and Missed Assignments for Evaluation

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.

Final Summative Evaluations are part of each student's 30% evaluation for the course. For **Final Summative Evaluations** (FSEs), students MUST present or submit their work on the assigned date, or a mark of zero will be given. The student's FSE is their final exam.

Exceptions may be given if a doctor's note or evidence of family emergency is presented.

Academic Dishonesty – Cheating and Plagiarism

At UMEI Christian, we strive to help students develop integrity, a strong work ethic, responsibility and learning skills and work habits needed for success beyond school. Academic dishonesty hinders students from developing these attributes and will not be condoned within our school.

Cheating is defined as “any effort to defraud, deceive, or elude someone else”. Examples may include: taking a test or an examination in a dishonest way through improper access to answers, or giving or obtaining assistance without acknowledgement.

Plagiarism is defined as “the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work”. Plagiarism often takes one of the following forms:

- using a quotation or sentence word for word without citing the source;
- using, without acknowledgement of the original source, the ideas of others;
- using, without acknowledgement of the original source, diagrams, charts, graphics, etc.;
- submitting any work by another person and claiming it as your own.

Consequences

Consequences for academic dishonesty may escalate based on the following mitigating factors:

- the maturity of the student; the number or frequency of incidents;
- the individual circumstances of the student.

Teachers consider the factors above as part of their professional judgment in cases of suspected academic dishonesty. Consequences for cheating and plagiarism are based on the factors outlined above and may include one or more of the following:

- redoing part or all of an assignment;
- completing an alternative assignment;
- a loss of marks;
- a mark of zero; and,
- suspension.

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.

DISCIPLINE POLICY

At UMEI Christian, we believe that a healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success. Furthermore, we understand that students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated. Students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically.

Progressive Discipline is used to improve student behaviour, is based upon correction rather than punishment, and respects the dignity of those involved. It may include a variety of interventions, supports, considerations, and consequences when a specific behavior has occurred, with the focus on improving behaviour and restoring relationships, including but not limited to:

1. Time-outs from class
2. Withdrawal of privileges
3. Possibility of suspension from school/class/activities
4. Restorative Justice practices

Meetings with parents/guardians, pupil (s) and Principal will be initiated throughout the Progressive Discipline Process.

Restorative Justice aims to restore relationships. It moves away from a straight-forward discipline process, which responds to an incident only with a determined consequence. By requiring those who have caused harm to face their victims, to consider the impact of their behaviour, and to come up with a way to make amends, it holds them accountable for their actions, and gives victims a voice.

The focus is on long-term healing for all affected and reintegrating those who have caused harm back into the school community. It uses peer mediation, circles and possibly group conferences. Restorative justice can address a wide range of issues, such as bullying and harassment, vandalism, fighting, assault, theft, etc.

Serious Discipline Issues

Serious discipline issues are those which run contrary to our school's code of conduct and which may violate laws applying to all young people in our wider community. Serious discipline issues include:

- a. **Alcohol:** Possession, use, sharing or trafficking of alcohol (possession, use and sharing are illegal for anyone under the age of 19 in Ontario)
- b. **Drugs:** Possession, use, sharing or trafficking of illegal drugs (possession, use and sharing are illegal for anyone under the age of 19 in Ontario)

- c. **Bullying / Assault:** Physical / cyber / psychological intimidation or assault
- d. **Harassment:** Sexual or racial harassment
- e. **Theft / Vandalism:** Stealing or damaging property

In these instances the school will respond with consistency and fairness. Students will be accountable for their choices outlined in the behavioural and policy expectations of the school's discipline policy.

Alcohol and Drugs:

- **Alcohol or Drug Use:** Students are forbidden from using alcohol and drugs during the time confines and context of any school day, on or off campus; **or** anywhere on school property; **or** during any portion of a school sponsored or school-initiated activity at a location removed from the property of the school.
- **Consequences for Alcohol Use:** Students who possess or use alcohol will be suspended for between 5 - 15 school days; parents will be involved in processing the concern; police involvement will be considered; student/s involved will commit to appropriate conditions for re-entry.
- **Consequences for Drug Use:** Students who possess or use illegal drugs will be suspended for between 10 - 30 school days; parents will be involved in processing the concern; police involvement will be mandatory; student/s involved will commit to appropriate conditions for re-entry.
- **Trafficking of Alcohol or Drugs:** In cases where a student is selling or trafficking alcohol or drugs an immediate suspension will be followed by an investigation leading to a formal expulsion hearing. No allowance will be given for completion of course credits or the writing of final exams in a case where a student has been expelled from the school.

Bullying, Assault, Sexual Harassment, Theft, Vandalism:

In cases where bullying (includes cyber), assault, sexual harassment, theft or vandalism are not resolved through progressive discipline or restorative justice practices, school suspensions may occur. Depending on the severity, school suspensions can range from 1-15 days. Police involvement may be considered for serious incidents in which the behaviour involves actions deemed contrary to the school's code of conduct and which may violate laws within our community.

In cases in which bullying (includes cyber), assault, sexual harassment, theft or vandalism are deemed to be excessive, in the judgment of administration, or in cases where students are involved on a repeated basis with these issues, school administration will give consideration to increasing the suspension length beyond the parameters identified and/or removing the student permanently from the school.

Smoking

- We strongly discourage students from smoking because it is harmful to health. Tobacco should not be brought to school and will be confiscated if seen. Be aware that in order "to protect youth from the damage of tobacco smoke, the Ontario Government has legislated that smoking is not allowed in any school, both inside the building and on school grounds".
- The use of E-cigarettes/Vaporizers and selling E-cigarettes/Vaporizers (including the cartridges) on campus is also prohibited. UMEI is erring on the side of caution, taking a pro-active approach in banning them, while studies are still underway about the health risks surrounding their use.
- The use of cigarettes, e-cigarettes, or vaporizers on the campus, or within the sightlines of the school, or at any school function disregards UMEI's guidelines for community living and responsible behaviour. Students choosing to ignore this policy will be disciplined appropriately, and suspension is a consideration for disregard of this school policy.

Lighters, Knives, and Weapons

Under no circumstance may students bring lighters, knives or weapons of any kind to school. Possession of any weapon will result in its confiscation, possible suspension or termination of enrolment and notification of law enforcement authorities.

CLASS ATTENDANCE AND LATES

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 achievement. Students who habitually miss classes miss learning experiences that cannot be entirely regained. Student absences hinder complete evaluation because participation and achievement cannot be fully assessed.

Clear communication with parents/guardians. Our assumption is that parents and/or 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.

Process:

Teachers will inform all students at the outset of each semester, and reinforce during the semester, that regular class attendance is an essential expectation.

In order to provide accurate and immediate data with reference to student attendance, we use a computerized attendance system. The following policy guidelines provide the framework within which student attendance will be dealt with:

1. Period attendance will be taken by all teachers.
2. The computerized attendance system enables us to note the reason for the absence. A student is considered present when he/she is participating in a school related activity (i.e. field trips, sports, music, Student Services, etc.).
3. Parents/guardians must contact the school with regard to any absence of their son/daughter. The school office staff will keep a daily list of all absences indicating the reasons.
4. Students who come to school **late** must go to the main office to sign in.
5. Contact with parents/guardians:

Parents/guardians **must** contact the school by written note, telephone or email if and when their son/daughter is going to be absent or leave the school early. Whenever possible, parents are encouraged to contact the school prior to 8:00 a.m. by calling **519.326.7448** or by emailing **office@umei.ca**.

Parents/guardians will be contacted by telephone prior to 10:00a.m. of each day if their son/daughter is absent and no notification has been received.

- **Chapel:** Chapel attendance is **mandatory** for all students. Skipping chapel will result in detention.
- **Skipping Class/School:** if parent/guardian does not provide reason for student's absence from class or school, student will receive a detention for first offence and a call home if this behaviour persists
- **Lates/Attendance Policy:**
 1. 3 lates permitted, on 4th late, student is recorded for detention
 2. On 8th late, student is recorded for another detention, plus a phone call home
 3. On 12th late, student receives another detention and a meeting with parent(s) will take place
- **Missed Classes and Absences:** Students must report absences to the office as soon as possible. Arrangements are to be made with specific teachers when a student must miss a class. Whenever possible, parents are encouraged to notify the office in advance of any absence.
- **Classwork Missed:** Students are responsible to make up **ALL** work covered during an absence from class. Tests missed during unexcused absences may or may not be made up, depending on the discretion of the teacher. It is the responsibility of the student to check with teachers regarding missed learning and assignments due to absences.
- **Leaving Campus:** Students must sign out at the office when they need to leave campus, and sign in upon their return. ***Students in grades 9-10 are not to leave campus during the school day without parental permission.***
- **Guests on Campus:** All visitors to the school must report to the office, and **student guests must receive permission** through the office prior to their visit.

DRESS CODE / ACCESSORIES

At UMEI Christian, we stress the principles of personal cleanliness, self-respect, and good taste when determining guidelines for appropriate school attire. We strive to reinforce in all students a sense of responsibility to self and others, by encouraging all to dress in a manner which promotes a positive and productive learning environment, rather than in a manner that detracts from it. We believe that fashion industry and trends do not necessarily dictate what is appropriate at school, so UMEI's expectations for appropriate school attire are as follows:

- Briefs and boxers should not be visible.
- Muscle shirts, low-cut shirts, off the shoulder tops, halter tops and spaghetti straps should not be worn unless they are covered with a sweatshirt, sweater, shrug or shirt.
- Shorts must cover the entire bum with an additional 1½ or more inches of length below the bum.
- Skirts and dresses need to reach to the mid-thigh, so when the student bends over, their bum will not be exposed.
- Footwear must be worn at all times for health and safety reasons.
- Clothing or other items (eg: laptop stickers, cell phone case, screensavers, etc.) with inappropriate words, phrases, or graphics that do not align with UMEI's values are not to be worn/used.
- Hats and hoods need to be removed while on campus.

Consequences:

Students who choose to disregard these guidelines will be sent to the office and asked to change their clothing (with clothing from their locker, from the school clothing box, or from home) before proceeding to their next class. Repeated reminders will result in further conversation and contact with home.

ELECTRONIC DEVICES

Students are not allowed to use their electronic devices in school chapels, testing situations, change-rooms or washrooms within the school.

- Students may use their electronic devices in class if deemed appropriate by the teacher. This means that expectations for electronic device usage in classes will vary from teacher to teacher/ class to class. Expectations for each class will be explained by the teacher at the start of each semester and reviewed from time to time throughout the semester.
- If used inappropriately, these devices will be confiscated by the teacher and turned into the main office. Students may pick up their cell phone at the end of the day. If inappropriate use continues, UMEI's Discipline Policy will be implemented, including contact with the parents.

SPARE PERIODS

Students are encouraged to use their spare periods wisely, working either in the basement or library. Students may not watch movies or play video games during any academic periods. **All students are required to be respectful of the learning environment for others during spares, so loud conversation and disruptive activity in common areas is not acceptable behaviour.**

Senior students who choose a study hall as an elective will be expected to work or read quietly during that time. A maximum of 1.5 study hall periods are allowed to each full-time student. It is important that classrooms are not disturbed; movement by study hall students from one area to another is strongly discouraged.

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 am. **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.

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.

RELATIONSHIPS AT UMEI

Students are not to display their affection for their significant others while on school property during school hours. Students will receive one warning, followed by a detention on the 2nd occurrence.

LUNCH PERIOD AT UMEI

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.

STUDENT IMAGES FORM

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.

LOCKER AGREEMENT

All student belongings will be kept in student lockers at all times. Students may purchase a lock for their locker but it is not required. **The office will require students' lock combinations which should be included on the signature form.** By signing this agreement students and parents agree to keep personal belongings their locker at all times and acknowledge that UMEI is not responsible for damage or loss of student belongings.

FITNESS EQUIPMENT

By signing this agreement students are able to use the fitness equipment located in the gymnasium and agree to follow the rules below at all times. If any of these rules are broken the student's personal privileges of the UMEI fitness equipment will be revoked immediately. By signing this contract the student and parent is aware that they are making an agreement with UMEI, UMEI teachers and to fellow students.

Rules:

1. Student must sign in and sign out each and every time they use the equipment.
2. Student must view a tutorial before they attempt to use any of the equipment.
3. Student must treat the equipment with great care and are responsible for any damage they cause to any piece of equipment.
4. If damage is caused to the equipment, notify a teacher immediately.
5. Wipe down the machines after each work out.
6. Understand your personal fitness limits; do not go beyond these limits.
7. Appropriate clothing must be worn at all times (T-shirt, shorts, NO LOOSE PANTS).
8. If large amounts of weight are being lifted, you must have a spotter.
9. Hours of student use are 8:00 am – 3:30 pm, unless otherwise posted.
10. This area is under video surveillance, all actions will be recorded.

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 for the school year; 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 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.

SCHOOL DAY LEAVING PERMIT FOR GRADES 11 & 12

Part of growing up is having greater freedom, but it is also accepting greater responsibilities. This permit allows senior students to leave the school campus by car during study halls and lunch.

This responsibility carries some conditions:

- A) 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.
- B) Passengers must either have a SDLP on file or submit a permission slip from parents to the office.
Students will exercise courtesy and care in using this privilege.

CARLOAD EXPECTATIONS

It is crucial that teachers start classes promptly. Students are expected to be ready to go for 8:00am. While some factors such as bad weather are outside of our control, we ask for parents' and students' best efforts in arriving on time and thank you in advance for that cooperation.

Another aspect that perhaps has been a bit unclear is the departure routine. With our schedule, formal classes end at 3:00. **The period from 3:00 to 3:30 is still considered part of the school day** and is designated for extra academic help, club and committee meetings, and other activities. Full time staff will hold office hours during this time.

Students who must leave before 3:30 for work or other obligations will need to make separate arrangements if their carload is unable to leave early and will require a signed permission note from their parents. Again, we appreciate the cooperation of students and parents in this last part of our day.

ATHLETIC POLICY

School Statement of Intent:

Athletics at UMEI Christian High School directly related to an extension of the education experience. At UMEI, the student athlete is emphasized so that a well-rounded and mature graduate may leave their educational experience knowing that they learned life lessons through both the class setting as well as through their athletic experience. We believe that God has gifted each student with many abilities and some have been gifted with the ability to play sport. We believe that the **student-athlete** be given the opportunity to learn to play the game in way that respects their coaches, officials, and fellow playing competitors.

Currently, we have competitive senior sports teams such as Boys Volleyball, Girls Volleyball, Boys Basketball, Girls Basketball, Boys Soccer, and Girls Softball. We also have co-educational teams in junior and senior Badminton, Golf, midget, junior, and senior Track and Field. All of our sports teams compete in the Windsor Essex Country Secondary Schools Athletic Association (WECSSAA).

WECSSAA

UMEI Christian High School is an associate member of WECSSAA which is comprised of the 30 secondary schools in the jurisdiction of the Greater Essex County District School Board as well as the Greater Essex County Catholic School Board. WECSSAA is a member of the South Western Ontario Secondary School Athletic Association (SWOSSAA), which includes WECSSAA and the 20 secondary schools of the Lambton-Kent School Board. SWOSSAA is one of the 19 associations that make up the Ontario Federation of School Athletic Associations (OFSAA). UMEI is classified as a single 'A' school. WECSSAA/SWOSSAA/OFSAA classifies schools by size and we are in the 500 or less students classification.

Athletic Policy

As stated prior, UMEI Christian High School devotes itself to developing student-athletes. We adopt the purpose of high school athletics as stated in the WECSSAA Constitution.

ARTICLE II – PURPOSE

2.01 The Windsor Essex County Secondary School Athletic Association is a collection of educational institutions from diverse communities, backgrounds and religions, administering athletic competitions amongst its members. It will be the policy of W.E.C.S.S.A.A. to encourage communication and harmony between its members and to use athletics as a medium to promote fitness, enjoyment and EDUCATION.

The EDUCATIONAL focus of the interschool extracurricular sports program recognizes that TEACHER/COACHES are integral parts of the program in order to fulfill this goal.

The Windsor Essex County Secondary School Athletic Association must base its competitions on the principles of fair play, fairness, integrity, and respect. Consistently applied by everyone involved in W.E.C.S.S.A.A. sport programs, these principles provide an ethical framework for competition. The principles allow its participants to get the most out of the game and to gain the greatest EDUCATIONAL value by focusing on achievement rather than winning and conquering an opponent. Competition and winning are but offshoots of athletics and must not be misconstrued as the primary focus of the game.

The Windsor Essex County Secondary School Athletic Association will support and abide by the guidelines outlined in the O.S.B.I.E. Safety Guidelines for Interscholar Sports Competition and support and follow the policies described in the “Safe Schools Act.”

Teacher Rep/Coach Role and Responsibilities:

- Supervise and ensure that all athletic policies of UMEI and WECSSAA are being upheld by non-staff coaches, student-athletes, and spectators.
- (Re)scheduling of games, practices, tournaments and other competitions (with constant communication to non-staff coach).
- **Game Day Responsibilities:**
 - **Finding and confirming score-keepers for home games**
 - **Making sure the playing field(s) are set up before visiting team arrives**
 - **Reporting scores and stats on the WECSSAA website after a i) home game or ii) win, depending on the leagues decision.**
 - **Book hotel rooms for tournaments 1-2 months in advance of the tournament dates**
 - **Arrange all transportation with player’s parents for any away games and all tournaments**
- Reporting scores and stats on the WECSSAA website after a i) home game or ii) win, depending on the leagues decision.
- Completing and submitting all necessary WECSSAA & OFSSAA forms for that designated sport (ie. Eligibility Lists, Code of Conduct, Transfer Requests, Transportation Requests, etc.).
- Being present at all meets/games or tournaments/competitions as per WECSSAA Constitution Section 7.02.1.

Non-Staff Coach Role and Responsibilities:

- Take lead with athletic skill development and sportsmanship of all athletes equally.
- Make decisions to promote competition on the principles of WECSSAA Constitutions article 2.01 (ie. fairplay, fairness, integrity, and respect to all).
- Defer to Teacher Reps/Coaches for all decisions
- Assist in managing and upholding UMEI Christian High School’s athletic policies and code of conduct.

Teacher Rep/Coach and Non-Staff Coach Shared Roles and Responsibilities:

- Encourage all athletes to perform to the best of their abilities.
- Create a safe, fun, and educational athletic environment where all athletes willing will participate.
- During practices and games/tournaments, make decisions based on strategy, ability, and sportsmanship that is best suited for the team.
- Firmly uphold UMEI and WECSSAA athletic policies/Code of Conduct

Student-Athlete Success Initiative:

During any given sports season, all student-athletes may only participate in a maximum of two sports. For example, UMEI participates in four spring sports: Badminton, Boys Soccer, Girls Softball, and Track & Field. Each UMEI Lightning athlete may choose a maximum of two sports to participate in. UMEI believes this will help facilitate better academic and athletic success throughout the season in its entirety.

Student-Athlete Academic Eligibility Criteria:

All student-athletes at UMEI will be held to the same educational and behavioural standard. Athletics are considered to be a privilege, and therefore, if the student-athlete does not uphold the following policies, their privileges will be revoked.

- 1) **Must be passing all courses (50% or better) throughout the season in its entirety.**
- 2) **Must be up to date regarding handing in class assignments.**
- 3) **Must be present at all classes on the day of a scheduled game, unless otherwise confirmed by a parent or guardian, in order to participate in said game.**
- 4) **Must adhere to all individual team policies (ie. dress code, arrival time, etc.) set out by the coach/teacher rep during the season in its entirety.**

The following procedure is to be followed by UMEI teachers and UMEI parents so as to allow the student-athlete to meet academic eligibility:

- **If the student-athlete has not submitted three assignments in one course, the student is to be warned by the classroom teacher. The Coach/Teacher Rep and parent must then be notified of the student's position and said student will not be able to participate in practice(s) or game(s) until all three assignments are completed and submitted.**

If the student-athlete does not meet the above criteria and subsequently their overall grade is not a passing grade (50% or better), then they are deemed academically ineligible to play. The student will be suspended indefinitely from the team. Parents will be notified and the student will be held responsible for their work by the classroom teacher.

EQUIPMENT SIGN-OUT POLICY

UMEI requires the student who signs equipment out from the office to be responsible for said equipment until it is signed back in. Any damage to or loss of the equipment is not the responsibility of UMEI while it is signed out by a student. If any damage or loss occurs while the equipment is signed out, the student who signed out the equipment will be held responsible.

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.

BULLYING AND CYBERBULLYING POLICY

I. Introduction

It is our goal for UMEI Christian High School to be a safe and secure learning environment for all students. It is the intent of UMEI to provide all students with an equitable opportunity to learn. To that end, UMEI has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and well-being. Peer mistreatment interferes with the mission of the school to educate their students and disrupts the operations of the school. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behaviour. These behaviours must be addressed to ensure student safety and an inclusive learning environment.

It is not the school’s intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, UMEI does not condone and will take action in response to conduct that interferes with students’ opportunity to learn, the educational mission of UMEI, and the operation of the school.

II. Prohibited Behaviour

The following behaviours are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment;
4. Retaliation against those reporting such defined behaviours; and
5. Making knowingly false accusations of bullying behaviour.

Any person who engages in any of these prohibited behaviours that constitutes bullying shall be subject to appropriate disciplinary actions.

III. Bullying and Cyberbullying Defined

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

(1) Has, or a reasonable person would expect it to have, the effect of:

- (a) Physically harming a student or damaging a student's property; or
- (b) Placing a student in reasonable fear of physical harm or damage to the student's property;

OR

(2) Interferes with the rights of a student by:

- (a) Creating an intimidating or hostile educational environment for the student; or
- (b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

OR

(3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above.

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to, the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student’s electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing photographs of other students.

C. “Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes knowingly falsely reporting an act of bullying.

D. “Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehaviour while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehaviour.

IV. Application of Policy

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.
2. Takes place while students are being transported to or from schools or school-sponsored events;
3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or
4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy’s definition of bullying.

V. Reporting

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

A. School staff, coaches and advisors for extracurricular and co-curricular activities are required to report alleged incidents of bullying to the school principal or other school personnel designated by the superintendent. Any other

adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school personnel designated by the superintendent.

B. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behaviour to a staff member or school administrator.

C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behaviour to a staff member or school administrator.

D. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

VI. Consequences

Violations of this policy may have disciplinary repercussions, including:

- Suspension of volunteer privileges;
- Removal from positions of leadership within UMEI Christian;
- Suspension of student;

Additional consequences determined by Administration.

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.

The Secondary School Literacy Graduation Requirement: Accommodations, Special Provisions, Deferrals, and Exemptions

As outlined in Part Two, section 6.1.3, of the *Ontario Schools* document, all students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, a student must successfully complete the Ontario Secondary School Literacy Test (OSSLT), the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

In Appendix 3 of the document, you can find information about accommodations for students with special education needs is provided in section 1; special provisions for English language learners are discussed in section 2; rules that apply to deferrals of the OSSLT are outlined in section 3; and rules that apply to exemptions from the literacy graduation requirement are outlined in section 4.

Use the following link to find the whole document:

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

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 or workplace preparation course.

(Prerequisite – Grade 9 English, Academic or Applied)

FSF2D – CORE FRENCH, Grade 10, Academic

This course enables students to enhance their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

(Prerequisite – Grade 9 Core French, Academic or Applied)

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

This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills and characteristics and investigate current economic and 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

