



COURSE CALENDAR 2020-2021

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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.*

School Policies, Practices and Procedures

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.

UMEI Attendance Policy

Bill 52 was enacted into law on December 20, 2006. As “An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning”. It introduced the requirement that students must stay in school until the age of 18. http://www.e-laws.gov.on.ca/html/source/statutes/english/2006/elaws_src_s06028_e.htm

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.

School Organization

- Semesters: The first running September until January, the second running February until June.
- Reporting Period: November – Mid Term, Semester 1; January – Final Report, Semester 1; April – Mid Term Semester 2; June – Final, Semester 2.
- Timetable: 4 periods per day with lunch between periods 2 and 3.

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.

CLASS ATTENDANCE AND LATES

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.

1. 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.
2. Students who come to school **late** must call the office and someone will come unlock the doors.
3. 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.

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:

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.

SOCIAL MEDIA ACCEPTABLE USE POLICY

I. Introduction

UMEI Christian High School recognizes that access to technology in school gives students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, this **Acceptable Use Policy** outlines the guidelines and behaviours that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- Students, parents and teachers are expected to follow the same rules for good behaviour and respectful conduct online as offline.
- Misuse of social media can result in disciplinary action.
- UMEI Christian makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of social media technologies.

We encourage teachers, students, staff, and other school community members to use social networking/media (Twitter, Facebook, etc.) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional.

We've created these social networking/media guidelines for you to follow when representing the school in the virtual world.

PLEASE DO THE FOLLOWING:

Use good judgement:

- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

- Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical

- If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- Be open about your affiliation with the school and the role/position you hold.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do "talking."

DON'T SHARE THE FOLLOWING:

Confidential information

- Do not publish, post, or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- NEVER give out or transmit personal information of students, parents, or co-workers
- Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of the school community members.

PLEASE BE CAUTIOUS WITH RESPECT TO:

Images

- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school's website.
- It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- Do not post pictures of others (teachers, staff, co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

AND IF YOU DON'T GET IT RIGHT...

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

NETIQUETTE:

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should also remember **not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see**. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

PERSONAL SAFETY

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

CYBERBULLYING

Cyberbullying will not be tolerated. Harassing, dissing, flaming, belittling, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviours, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained by others. Nothing online is private.

EXAMPLES OF ACCEPTABLE USE

I will:

- Follow the same guidelines for respectful, responsible behaviour online that I am expected to follow offline.
- Treat social media carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, posts) online.
- Be cautious to protect the safety of myself and others.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

EXAMPLES OF UNACCEPTABLE USE

I will not:

- Use social media in a way that could be personally or physically harmful to myself or others.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others--staff or students.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use language online that would be unacceptable in the classroom.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

LIMITATION OF LIABILITY

UMEI Christian will not be responsible for damage or harm to persons, files, data, or hardware.

VIOLATIONS OF THIS ACCEPTABLE USE POLICY

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.

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.

These expectations align with the Provincial Code of Conduct which can be found at <http://edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf>.

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)

HFN1O – 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)

MF1P – FOUNDATIONS OF MATHEMATICS, Grade 9, Applied

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

(Prerequisite – None)

PPL10– HEALTHY ACTIVE LIVING EDUCATION, Grade 9, Open

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

(Prerequisite – None)

SNC1D – SCIENCE, Grade 9, Academic

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

(Prerequisite – None)

SNC1P – SCIENCE, Grade 9, Applied

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

(Prerequisite – None)

GRADE 10

AMI20 – INSTRUMENTAL MUSIC, Grade 10, Open

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

(Prerequisite – None)

AMU20 – MUSIC, Grade 10, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practises related to music, and will develop a variety of skills transferable to other areas of their life.

(Prerequisite – None)

AMV20 – VOCAL/CHORAL MUSIC, Grade 10, Open

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

(Prerequisite – None)

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

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

(Prerequisite – None)

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

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

(Prerequisite – None)

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

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

(Prerequisite – None)

ENG2D – ENGLISH, Grade 10, Academic

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

(Prerequisite – Grade 9 English, Academic or Applied)

ENG2P – ENGLISH, Grade 10, Applied

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

(Prerequisite – Grade 9 English, Academic or Applied)

FSF2D – CORE FRENCH, Grade 10, Academic

This course enables students to enhance their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes,

students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

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

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

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

(Prerequisite – None)

HRE23 – RELIGIOUS STUDIES, Grade 10, Open

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

(Prerequisite – None)

MPM2D – PRINCIPLES OF MATHEMATICS, Grade 10, Academic

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

(Prerequisite – Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic)

MFM2P – FOUNDATIONS OF MATHEMATICS, Grade 10, Applied

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

(Prerequisite – Grade 9 Mathematics Academic or Applied)

PPL2O – HEALTHY ACTIVE LIVING EDUCATION, Grade 10, Open

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

(Prerequisite – None)

SNC2D – SCIENCE, Grade 10, Academic

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

(Prerequisite – Grade 9 Science, Academic or Applied)

SNC2P – SCIENCE, Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and

issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

(Prerequisite – Grade 9 Science, Academic or Applied)

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

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

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

TFJ20 – 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)

TGJ20 – 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

ADA30 – 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)

EWC4U – 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 quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

MCR3U – FUNCTIONS, Grade 11, University

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

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

MCV4U – CALCULUS AND VECTORS, Grade 12, University

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include derivatives of polynomial, sinusoidal, exponential, rational, and radical functions;; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in field such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

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 in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

(Prerequisite – Any health and physical education course)

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>.

Experiential Learning

Learning beyond the classroom

Today's students need learning that goes beyond the classroom. School-work programs expand students' learning by helping them:

- understand more about the industries they may want to pursue in the future
- get exposed to career options in industries they may not have known about or even considered
- develop essential workplace skills

- see how their in-class learning can be applied in the workplace
- make more informed decisions about their education and career path so they make a successful transition into the job market.

Giving students the chance to explore different career options and build their skills will help them prepare for the jobs of tomorrow.

Students can learn about the world of work by exploring different careers and industries through:

- workplace tours
- job shadowing
- mentoring
- cooperative education

For more information about Experiential Learning see <http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/index.html>

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. We will make provisions to allow students to make such changes of direction and will clearly describe these provisions.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

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*.

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.

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.

Education and Career/Life Planning

Individual Pathways Plan

The Individual Pathways Plan is a component of Creating Pathways to Success, the new Education and Career/Life Planning Program for all Ontario students (grades K-12). All students in grades 7-12 will develop an Individual Pathway Plan (IPP) that they will review and revise at least twice each year. It is very much a living document and will change in real time as students engage in the four question inquiry framework below:

- Who am I?
 - How would I describe myself right now (strengths, interests, values)?
 - How can I connect who I am to the choices I make?
- What are my opportunities?
 - What opportunities should I try while I'm in school?
- Who do I want to become?
 - What are my goals now and for the near future?
 - Where can I find information about my initial post-secondary destination?
- What is my plan for achieving my goals?
 - How do I develop and review my plan?
 - Who can support me in achieving my goals?

The ongoing development of the IPP provides students with a valuable archive of their learning and with resources that can assist them with their planning. It helps students identify their interests and strengths; explore opportunities; make meaningful decisions; and set goals for the future. Parents and teachers are an important part of this student-led process.

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.

Community Resources

- If students are looking for resources outside the confines of UMEI, the Guidance teacher will help to find the student the relevant community resources available.

Students at Risk of Not Graduating

At UMEI, teachers work collectively to make sure all students are successful. If a student is considered to be at risk our teachers and Administrator will:

- monitor and track individual students' progress;
- provide direct support for differentiated instruction to meet the learning needs of students and to improve their achievement, promote their retention, and support significant transitions;
- ensure that students have opportunities to engage meaningfully in their own learning;
- support students in their education and career/life planning;
- support school-wide efforts to improve outcomes for students struggling with their secondary school program;
- work with parents and the community to support student success.

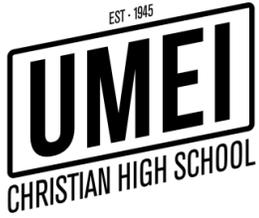
Resources and Support Services

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



614 Mersea Rd 6, Leamington, Ontario N8H 3V8 519-326-7448

COMPLETION OF COMMUNITY INVOLVEMENT ACTIVITIES

Student: _____

Activity	Number of Hours	Date of Completion	Location	Phone Number	Supervisor's Name (Please print)	Supervisor's Signature
Total hours		<i>Use additional paper if more space is needed.</i>				

Student Signature

Date

Parent/Guardian Signature

Date