



## Providence Reformed Collegiate

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## II. OUR MISSION, VISION, AND GUIDING PRINCIPLES

### 1. OUR MISISON

Providence Reformed Collegiate was established in 1997 by an association of parents who desire a school that seeks to glorify our covenant God by assisting parents in:

1. Providing students with an excellent Reformed Christian education
2. Nurturing students in the knowledge and fear of the LORD, and
3. Equipping students for service in the kingdom of God as ambassadors of Christ in this world.

### 2. OUR VISION OF REFORMED CHRISTIAN EDUCATION

Reformed Christian education at Providence is:

1. Confessional: we are learning to say “amen” to all that God reveals about Himself in His Word and works.
2. Covenantal: we recognize God’s claim on children who have received His promises in baptism.
3. Antithetical: we are equipping for students for service in His kingdom as prophets, priests, and kings.
4. United in purpose: we work together with home and church to tell students the praiseworthy deeds of the Lord.

### 3. GUIDING PRINCIPLES

All children of believing parents are included in the covenant of grace. The essence of this covenant, which is unilateral in origin and bilateral in existence, is the promise that God makes to believers and their seed. This promise must be realized in the way of faith and repentance.

All children of believers, like their parents, are conceived and born in sin, and therefore are children of wrath, so that they cannot enter the kingdom of God except they are born again. In this everlasting covenant, God also requires that they live in new obedience in which they cleave to this Triune God, trust in Him, love Him with their whole being, forsake the world, crucify their old nature and walk with Him in a godly life. To this end they are nurtured in the discipline and instruction of the Lord, called to faith and repentance and led in the pathway of life.

The instruction of covenant children is primarily the responsibility of the parents. This is clearly spelled out in the Scripture and in the Form for Infant Baptism. In recognition of the fact that many parents are not sufficiently qualified to educate their children properly, schools are established in which teachers are employed to perform this task on behalf of the parents. Our covenantal responsibilities make a parental school imperative.

Although the necessity of teaching our children in the way of salvation is primarily a parental duty, the school's instruction should complement this. For this reason, it is paramount that all staff have a living faith and are able to speak of this to the students in a way which is suited to them.

We believe that the redeeming work of Christ was completed on the cross and that, in essence, the victory over sin and evil is fully His. At the same time, we believe the Bible's teaching that this world still lies in darkness and that it is groaning in anticipation of its full redemption. We are averse to any world and life view which considers the world as, already fully redeemed by Christ.

We believe that it is part of the task of a Christian parental school to provide instruction which builds spiritual and moral character with a view to humility and service, rather than pride in success. In order to do this, the education

philosophy must reckon with the truth of the full counsel of God. It is to reflect not only the kingship of Jesus Christ, but also the priestly and prophetic aspects of His office; it is to reflect not only the truth of the work and person of the Son as revealed in Scripture, but also that of the Father and the Holy Spirit.

We believe these truths are revealed only in Scripture. These Scriptures are the complete, authoritative, inerrant, infallible and inspired Word of God. God also reveals Himself by the creation, preservation and government of the universe. The knowledge which may be obtained from this, although sufficient to convince men and leave them without excuse, is not sufficient to provide knowledge of salvation and the service which God requires.

We believe, therefore, that an integral part of the education of our children is to teach these Scriptural truths, constantly challenging them to a life of faith and repentance which is to be lived in obedience to the Lord Jesus Christ in the midst of this wicked world. They are to be in the world, but not of the world. They are to learn that they are pilgrims and strangers, and that the world holds no permanent value for them, but not in a world-flight sense as if the prince of the world (Satan) is its rightful owner. They are to learn that this is their Father's world, and as such they are to labour joyfully in it.

### III. DIPLOMA AND CERTIFICATE REQUIREMENTS

As children of the King, students at Providence Reformed Collegiate require an education to help prepare them for a life of service. A secondary education is of tremendous importance and value for our students, and we are committed to ensuring a successful outcome for each enrolled student. A student must remain in secondary school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

#### 1. ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

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

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

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##### A. DEFINITION OF A CREDIT

A credit is granted to a student in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the principal on behalf of the Ontario Ministry of Education.

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##### B. COMPULSORY CREDITS (TOTAL OF 18)

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics, with at least 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:

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##### GROUP 1

- English or French as a second language,
- A Native language
- A classical or an international language
- Social sciences and the humanities
- Canadian and world studies
- Guidance and career education
- Cooperative education

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##### GROUP 2

- Health and physical education
- The arts
- Business studies
- French as a second language
- Cooperative education

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### GROUP 3

- Science (Grade 11 or 12)
- Technological education
- French as a second language
- Computer studies
- Cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
- In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.

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### C. OPTIONAL CREDITS

Students are required to take at least 12 optional credits. Students choose their optional credits from non-compulsory courses that are listed in the school course calendar. Optional credits may be earned in subjects named in the compulsory credit list, provided that such optional credits are additional to the compulsory credits.

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### D. PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

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#### ONTARIO SECONDARY SCHOOL LITERACY TEST

The Ontario Secondary School Literacy Test (OSSLT) is scheduled and administered through the Education Quality and Accountability Office (EQAO) each year. Students will usually take the OSSLT in the school year following the year in which they enter Grade 9, unless a deferral is granted by the Principal, according to the policies described in Appendix 3, Section 3 of *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2016 (OS)*. The test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years on dates scheduled by the EQAO. Once students have successfully completed the literacy test, they may not retake it.

Students at Providence will take the OSSLT in the English language. A student transferring to Providence after having completed the OSSLT in French, will not have to retake the test in English.



For students with special education needs, accommodations specified in the student's IEP are made available, in accordance with the procedures set forth in Appendix 3, Section 1 of *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2016*.

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#### ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

In 2003, the Ministry developed the Ontario Secondary School Literacy Course (OSSLC). Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum, English, the Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement. The Principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the Principal determines that it is in the best educational interests of the student. Providence does not currently offer the OSSLC as a regular class, therefore, if a student does not pass the OSSLT after two attempts, the student will be enrolled at the school's expense in an online OSSLC offered by an accredited organization such as the Virtual Learning Centre.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. 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 OSSD. Students are advised to check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

A student cannot be granted credit for the OSSLC through the challenge process described in the Prior Learning Assessment and Recognition (PLAR) policy (section 7.2.5 of the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2016 (OS)*).

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#### RECORDING OF LITERACY TEST RESULTS ON THE ONTARIO STUDENT TRANSCRIPT

A student's results on the OSSLT or in the OSSLC will be recorded on the Ontario Student Transcript (OST). An "X" will be entered in the "Successfully Completed in English" box (or the "Réussi en français" box) if the student has successfully completed the test or the course. "N/A" applies to students whose IEP indicates that they are not working towards the OSSD; to students who are working towards the OSSD under OSIS; and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

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#### E. COMMUNITY INVOLVEMENT REQUIREMENT

Students are required to complete 40 hours of community involvement activities. These activities may be completed at any time from the first day following their graduation from Grade 8 through their years in the secondary school program.

The primary purpose of these activities is to contribute to students' development of awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement is to be completed outside students' normal instructional hours - that is, during lunch hours, after school, on weekends, or during school holidays.

In order to encourage students to be salt and light to the world around them, Providence students are required to do at least 10 of the 40 hours outside of their churches and local Christian schools, independent of school or

church organizations. It must also be noted that regularly scheduled activities, such as taking their turn babysitting in their church nursery during Sunday services, will not be considered an eligible activity.

## 2. ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7):

- 2 English
- 1 Mathematics
- 1 Science
- 1 Canadian Geography or Canadian History
- 1 Physical and Health Education
- 1 Arts, Computer Studies or Technological Education

Plus:

- 7 Optional credits selected by the student from available courses
- The provisions for making substitutions for compulsory credits for the OSSD also apply to the Ontario Secondary School Certificate.

## 3. THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave secondary school upon reaching the age of eighteen without fulfilling 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an 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 the Ontario Secondary School Certificate will be granted when the student has fulfilled the appropriate requirements.

## 4. EXCEPTIONAL CIRCUMSTANCES REGARDING CREDITS

### A. SUBSTITUTION FOR COMPULSORY CREDITS

In order to assure that all students can qualify for the OSSD, the principal may approve replacement of up to three compulsory credits by additional courses from the remainder of those listed as compulsory (including Groups 1, 2 and 3) as outlined above. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

The following courses are also acceptable as substitutions for compulsory credit requirements:

- Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10, GLE10, GLE20)
- Discovering the Workplace, Grade 10, Open (GLD20)
- Designing Your Future, Grade 11, Open (GWL30)
- Leadership and Peer Support, Grade 11, Open (GPP30)
- Advanced Learning Strategies: Skills for Success after Secondary School, Grade 12, Open (GLS40, GLE40, GLE30)
- Navigating the Workplace, Grade 12, Open (GLN40)
- The Ontario Secondary School Literacy Course (OSSLC)

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits).\*
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

\*The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. 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 OSSD. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

If a parent requests a substitution for a compulsory course, he or she should do so in writing and forward the request to the principal of the school. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the OSSD and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate (see page 8 for details on the requirements for this Certificate). If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. Each substitution shall be noted on the student's Ontario Student Transcript.

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#### B. PROCEDURE FOR REQUESTING A SUBSTITUTION FOR A COMPULSORY COURSE

If a parent wants to request a substitution for a compulsory course, he or she may obtain a form entitled "Substitution of Compulsory Credits Form" from the school office. This form requires the parent to specify the name of the student, the name of the compulsory course for which a substitution is sought as well as the name of the substitute course, projected completion date of credit substitution, and the reasons for this request.

After reviewing the student's OSR, including report cards and any other pertinent documentation, the Principal may also consult teachers who are currently teaching or have taught the student. He may also consult with the guidance counselor concerning how this may affect the student's future plans as they have been expressed to date. He will then discuss the request with the parent and student. It is important that the parent and student understand the possible consequences of such a substitution in relation to possible postsecondary education or training program choices.

The Principal may, at this point, suggest alternative strategies which might enable the student to successfully complete the requirement. Ultimately, the decision will depend upon what, in his judgment, the Principal deems to be in the best educational interests of the student. A decision will be indicated in writing on the Request form and communicated to the parent and student. The form will be filed in the student's OSR. Any approved substitutions for compulsory credits will subsequently be so identified on the student's transcript.

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### C. AWARDING CREDIT EQUIVALENCIES

When students transfer to Providence from an Ontario public school or another ministry-inspected private school in Ontario, credits will be accepted as indicated on the current transcript. If the student is transferring from an out-of-province school, a non-inspected private school, or from a home school program, the Principal will, in the process of deciding where the student should be placed, determine as fairly as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's OST. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete (Section 4.3.2. and Appendix 2 from the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2016 (OS)*).

Final decisions regarding placement are made by the Principal in consultation with the student, staff and parents. The Principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The Principal should note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record. See also [Prior Learning Assessment and Recognition \(PLAR\)](#) below.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. The principal may also examine samples of the student's work, if available, review the contents of textbooks used, determine the number of hours of instruction received in each course, consider scope and sequence information from curriculum publishers, previous report cards, and interviews with the student and parents.

The credits granted will be noted on the form, "Granting of Credit Equivalencies" and placed in the OSR, along with any documentation accumulated during the evaluation. If the student has not previously attended an Ontario school, an OSR folder, Form 1A, will be established and maintained in accordance with the *Ontario Student Record Guideline 2000*.

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### D. MUSIC CERTIFICATES ACCEPTED FOR CREDITS

A maximum of 1 Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VII Practical and Intermediate Rudiments (formerly Grade I Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

A maximum of 1 Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

- The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

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#### E. ALTERNATIVE MEANS OF EARNING CREDITS TOWARDS THE ONTARIO SECONDARY SCHOOL DIPLOMA

Before a Providence student enrolls in a course in another school, the Providence principal must sign a statement specifying that (a) there has been consultation with the student about enrolment in the class; (b) the student meets the criteria for enrolment set by the outside school to enroll in the class; (c) the student has the necessary pre-requisite(s); and (d) if the student has not attained the age of eighteen, parental approval has been given to enroll in the class. Evidence of the student's successful completion of Grade 9 and 10 courses will be reported to Providence and will be recorded on the student's OST. Completion of Grade 11 and 12 online courses (successful or not) as well as withdrawals from these courses, will also be recorded on the student's OST.

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#### F. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits. Complete details about this process are available from the school office, in the Ministry of Education publication *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2016* (OS) (Section 7.2.5.1, Prior Learning Assessment and Recognition (PLAR) for Regular Day Students).

The PLAR process involves two components: "challenge" and "equivalency." The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The "equivalency" process involves the assessment of credentials from other jurisdictions.

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.

When students transfer to Providence from an Ontario public school or another ministry-inspected private school in Ontario, credits will be accepted as indicated on the current transcript. If the student is transferring from an out-of-province school, a non-inspected private school, or from a home school program, the Principal will, in the process of deciding where the student should be placed, determine as fairly as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's OST. The form, *Granting of Credit Equivalencies* will be completed and put in the student's OSR. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete (Section 4.3.2. and Appendix 2 from the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2016 (OS)*).

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time or a quiet environment. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

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#### PLAR CHALLENGE PROCESS

The Providence Board has not implemented the PLAR challenge process. If it does, policies and procedures that are consistent with provincial policy related to the challenge process will be developed and implemented.

Providence is not obliged to provide opportunities for students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught at Providence. The Providence Board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

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#### PLAR ASSESSMENT AND EVALUATION

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the applicable Ontario curriculum policy documents. Assessment and evaluation will be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process will include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final

mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal will develop and administer the formal tests and determine which assessment strategies are most appropriate for each course for which a student is challenging for credit.

## 5. PROVIDENCE REFORMED COLLEGIATE DIPLOMA

In addition to the OSSD requirements, Providence Reformed Collegiate offers its own diploma. To earn this diploma, students are required to earn the following credits for each year they attend Providence:

- Grade 9: Bible 9 (HRE13)
- Grade 10: Bible 10 (HRE23)
- Grade 11: World Religions and Belief Traditions: Perspectives, Issues, and Challenges (HRT3M)
- Grade 12: Bible 12 (HRE43).

In addition to these religion credits, Providence students are required to earn the following credits:

- Grade 11: World History to the End of the Fifteenth Century (CHW3M)
- Grade 12: Families in Canada (HHS4U or HHS4C)
- Grade 12: Philosophy (HZT4U or HZB3M)

## IV. STUDENT INFORMATION

### 1. STUDENT CODE OF CONDUCT

1. Students are to demonstrate respect for and obedience towards the Word of God. This respect means that opinions, decisions, and conduct are submitted to the authority of the Scriptures and the teachings of the confessions. This also includes a willingness to be corrected by the Word of God.
2. Students are to use language respectfully in service to God and their neighbours. Verbal abuse of any kind, such as name-calling or using God's name in vain, is sin and will not be tolerated.
3. Students are to stand up for what is right before the Lord. This includes speaking out against wrongdoing. It also includes encouraging peers to do what is right rather than what is evil.
4. Students are to demonstrate respect for and obedience to teachers who are placed in authority over them. This respect can be shown by addressing teachers by their proper titles (always using Mr., Mrs., Miss, or Ms. followed by the full surname), by speaking politely without back talk, by accepting and submitting to their instruction and discipline, and by not responding to admonition with inappropriate body language.
5. Students are to demonstrate respect for their fellow pupils. This respect can be shown in the way they treat other students, their property, and their feelings. Gossip and ridicule break down and destroy.
6. Students are to demonstrate respect for school property and their own property by taking care of the things entrusted to them and leaving alone what does not belong to them.
7. Students are to confine themselves to designated areas. They need to knock on the door of the staff room and offices and wait for an answer when they wish to speak to a teacher. Students must not enter the staff room, offices and storage rooms at any time without permission.
8. Students are to obey school rules, uniform code, and this code of conduct without complaining or trying to undermine them. They have been put in place for the academic, physical, and spiritual well-being of all students.
9. Students are to work diligently to complete required courses to the best of their ability. They must enter classrooms at a correct time in a proper manner and must be properly prepared.
10. At Providence, students and teachers work together in Christian community. For this community to enjoy peace, all people need to accept responsibility for their actions and strive to restore broken relationships by apologizing for when they have wronged someone and being willing to forgive.

### 2. SAFE SCHOOLS

Faculty at Providence Reformed Collegiate Student are called by God and required by the school board and administration to ensure that each student feels safe at school. Safety at school is a prerequisite for learning. Students are also called to do their part to ensure that Providence is a safe place for all students.

#### A. PREVENTION

In the school, teachers and students bear the responsibility of living together in a Christian manner. The relationship between the teachers and the students must reflect the Biblical command of mutual respect, recognizing the unique task of teaching and learning. The teacher exercises authority in the school because he/she has accepted the responsibility of educating the student and respecting him/her as an individual. The student's responsibility lies in seeking to fulfill his/her learning task to the best of his/her ability under the leadership of the teacher. Appropriate to their age, students must conduct themselves in thought, word and deed in such a way that their behaviour portrays a meaningful attempt to live as Christians.



Each year, the staff and students conduct a focus week, where important social issues affecting school safety are openly discussed in an assembly, student presentations, panel discussions, and other events through the week. The focus week team that coordinates the event is made up of staff and student representatives. Regular topics for focus weeks include internet safety, cyber-bullying, mental health, mission, etc.

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## B. PROGRESSIVE DISCIPLINE

Providence Reformed Collegiate has a progressive discipline policy.

Inappropriate behaviour will be addressed in the following manner:

1. Discussion: This is the first step in dealing with misbehaviour. This discussion can be informal and immediate between the teacher and the student. It can be more formal when a case of behaviour is referred to the principal and parents.
2. Infractions: Infraction slips will be given to students for uniform infractions, tardiness, or cell phone use during school hours. After the 3rd, 5th, and all subsequent infractions, students will be given a detention.
3. Detentions: Teachers and/or the principal may impose detentions for:
  - Failure to complete work
  - Inattentive or disruptive behaviour in class
  - Lateness and truancy
  - Rough-housing or other aggression (e.g. snowball throwing outside the designated area or tackle football)
  - Filthy talk, gestures, or notes
  - Vandalism or theft
  - Breaking of general school rules
  - Major or repeated disruptions in class
  - Infractions (uniform, lateness, cell phone use)

Detentions start 15 minutes after the beginning of lunch and continuing until the end of the lunch period.

4. Parent Contact: Parents shall be contacted directly when a serious infraction has occurred. Parental involvement is of critical importance in providing the students with the image of shared discipline between school and home.
5. Removal from Class: A student may temporarily lose his privilege of attending a specific class for failing to cooperate with the teacher.
6. Multiple Detentions: When students accumulate multiple detentions, the following schedule will be followed:
  - 3rd detention: student serves an additional detention (not counted in total)
  - 5th detention: a one-day suspension
  - 7th detention: a two-day suspension
  - 9th detention: a three-day suspension
  - 11th detention: a four-day suspension
  - 13th detention: expulsion.
7. Suspensions: Suspensions are given for multiple detentions or when behaviour is otherwise deemed unacceptable to continue at the school. This could include:
  - Smoking, vaping, drinking alcohol, using illicit drugs, or displaying these on school property
  - Fighting, bullying, rough-housing, or other aggression

- Using the Lord's Name in vain, swearing, or cursing
- Filthy talk, gestures, or notes
- Vandalism or theft
- Being in the possession of weapons
- Continued disobedience or undermining of school rules or the authority of staff.

In any case, the parents and the Board will be notified of the cause, duration, and implications of the suspension. Behaviours that lead directly to a suspension will also be counted in the detention total. The student will serve the suspension at school or at home, at the discretion of the principal.

A suspension demonstrates to other students that serious misbehaviour will not be tolerated. Suspension also gives the student time to assess his behaviour and be counselled by his parents. Suspension is considered a serious form of disciplinary action and should not be taken lightly.

Fresh Start for Each Semester:

At the beginning of each semester, students will start with zero infractions.

8. Student Behaviour Contract: If necessary, a contract may be established that specifies the required behaviour and the consequences of suitable and unsuitable behaviour. Failure to abide by the contract will result in an interview with the Board. Parents shall be informed that the student has been issued a behaviour contract.
9. Expulsion: Expulsion is the last resort for discipline when all other forms of discipline as described above seem to be ineffective, or when a student's behaviour otherwise warrants it. It is used when a student's behaviour threatens the spiritual, emotional, and/or physical well-being of other students and/or teachers. The purpose is to bring about genuine repentance and a change of heart so that the student can be received back into the school community. An expulsion will be for a minimum of 21 days.

Should an expulsion be necessary, the Principal will inform the Board of the need to proceed. The Board and/or Principal will meet with the student and the parents to outline the reasons for expulsion, and the requirements for readmission to the school.

When a student is expelled, the school will provide the student with an alternative program addressing the academic and behavioral needs of the student (following Biblical principles of restorative justice). The student must complete the alternative program before readmission.

#### 10. Other Consequences

- Financial Compensation: If a student damages school or students' property, the student may be required to make restitution for its repair or replacement. A minimum payment of \$10.00 will be assessed for damage made to school property. If a student denies involvement and yet investigation indicates his guilt, a suspension may be added.
- Withdrawal of Privilege: Unacceptable behaviour may result in a student's losing, for a specified length of time, his privilege to participate in intramurals, school teams, and school trips. Students involved in these activities are expected to be positive role models in the school and the community. Busing privileges may also be revoked for inappropriate actions on the bus. Similarly, car privileges may also be taken away.

### 3. LEARNING ASSISTANCE

We believe that all covenant children should have equal access to Christian education, irrespective of ability or inability. The Learning Assistance Program facilitates optimum learning for all students. Some students may need occasional assistance, individualization, or encouragement while some may need long-term, daily support. The end goal of the program is to help all students who use it to become positive, confident and independent.

Students who demonstrate special learning needs or who have an IEP (Individual Education Plan) may access a number of different resources. Priority will be given to those students with IEPs.

The primary goal of accommodations at the secondary level is to ensure that students can function to the best of their ability within the regular classroom setting. To this end there will be consideration given to alternate testing and assessment that allows for the evaluation of knowledge. Other accommodations may include the use of adaptive technology, remediation, tutoring, learning skills instruction, time management training, and general student support. This may require frequent consultation with the classroom teacher and will not compromise the integrity of the course credit involved.

#### 4. RESOURCES

Students have regular access to computers, either through scheduled classes in the computer lab, class use of the mobile laptop lab, or the use of computers located throughout the school.

The school has a high-speed internet cable connection. Students, with prior permission of their parents and the permission and supervision of their teacher, have access to the internet for class work and projects. There are controls in place to prevent unauthorized access to the internet and a filtering program which screens web sites for objectionable material. In addition, there is a system in place which monitors the sites students have visited.

Our school library has a variety of resources available to the student, including reference resources in the form of new encyclopedias, and issues of several magazines. A history series, dictionaries, thesaurus, Bible encyclopedias, and other reference books are also available. New materials are being added regularly. There is a computerized database of resources and a computerized check out system. Staff and students can search the materials database to locate needed resources. Several computers with access to the school network and the internet are available in the library for student use in conjunction with their research and/or study. Students will continue to make use of their local public libraries. Teachers frequently obtain the reference materials needed for specific projects and make them available to the students.

Students also have access to the gymnasium, fitness centre (Physical Education classes), library resources and volunteer opportunities at the Middlesex Centre Community Wellness and Recreation Centre in Komoka.

#### 5. TEXTBOOKS

At present, all required textbooks are provided at no charge on a temporary loan basis to students. Extra materials and supplies needed for class activities are the responsibility of the student.

#### 6. EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities provide varied opportunities for students to become involved. Through interaction with staff and peers students gain valuable training and experience and are given the opportunity to contribute in a positive way to the student community. Such activities currently include a leadership team, an all-school choir, a smaller volunteer choir, a yearbook committee, athletics committee, community involvement team, school

newspaper, computer club, organized intramural sports, an annual Christmas Banquet, intramural sports tournaments, a Grade 10 class trip to Toronto, and a Grade 12 trip to Quebec.

In addition to the intramural activities, Providence participates annually in the Ontario Christian School Association cross country, girls volleyball, boys volleyball, boys basketball, hockey, girls soccer, boys soccer, track and field tournaments/meets.

Our current physical facilities include an asphalt basketball court area with two courts, a soccer field which can also be used as a football field, with soccer and football goals, and three sand volleyball courts. There is room for baseball and track and field activities. Students also have access to a piano, foosball, ping pong, and board games in our Common Room before school, and during the lunch period.

## 7. GUIDANCE

The Guidance program at Providence Reformed Collegiate is a part of the total school curriculum. The Guidance Counselor is available to assist students and their parents with the decision-making process by ensuring that they have access to the most current and accurate information. General information is provided to acquaint students to review the procedures for college and university applications, provide materials, school catalogues, etc. Representatives from various colleges and universities are invited to come to Providence to meet with students. Senior-level students are encouraged to attend these presentations. Current college and university course catalogues and information books are available to be borrowed from the school library. Students meet regularly with the Guidance Counselor during the year. Additional meetings can be requested as needed at any time.

Students are assisted individually and in groups in several areas:

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### A. DEVELOPING AN EDUCATIONAL PLAN

- Advice and assistance with course selection and program planning is provided by teacher/advisors, working with students and their parents.
- My BluePrint assessments and online tests are administered in Career Studies class.

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### B. CAREER AND POST-SECONDARY PLANNING

- Information on post-secondary opportunities, college and university admission requirements, application procedures, costs, program requirements, apprenticeship programs, other vocational education, job placement, and career options are provided at a meeting with all grade 12 students early in the first semester. Following the general meeting, these students meet individually with an advisor to make course selections and plan their overall educational program. They meet with the advisor again in second semester to update their program and make any necessary changes in course selection.
- In Grade 10, as part of the required 1/2 credit Career Studies course, students will consider and research the requirements for continued study at a college or university, private vocational school, apprenticeships, internships, or direct entry into the work force. They will learn about some of the employment opportunities and career requirements from guest speakers and/or field trips.
- A “Pursuit of a Calling” day, which is done every other year, provides opportunities for students to meet and interact with representatives of a variety of occupations.

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### C. ASSISTANCE FOR EXCEPTIONAL STUDENTS

- Providence has Education Assistants who provide assistance with development of effective study habits as well as remedial instruction. Staff also provides this assistance when needed.
- A Learning Strategies course helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts.
- Students may, with the approval of parents and Principal, request a study period, during which teachers assist on an individual basis as needed and as schedules permit.
- A peer assistance program has been developed for out-of-class support for special-needs students, and is activated as required.
- Individual Education Plans (IEP) are prepared for students who have had professional testing by an outside source. Special accommodations are provided for students with exceptionalities.
- When applicable, English Language learners will be directed to specific community resources such as ESL programs.

## 8. STUDENT RECORDS

### A. ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Schools are required to provide a complete record of student performance in Grade 11 and 12 courses. Both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. The Ontario Student Transcript (OST) will include the following:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are for substitutions for compulsory credits identified by the ministry as diploma requirements;
- Confirmation that the student has completed the forty hours of community involvement
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.
- A record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program

The OST is a component of the Ontario Student Record (OSR), and the legislation that applies to the OSR applies also to the OST as set out in Section 266 of the Education Act and in the *Ontario Student Record (OSR): Guideline, 2000*.

An OST is to be established for each student enrolled in an Ontario secondary school course whether or not he or she is taking the course for credit. The OST will be maintained in accordance with the guidelines and instructions outlined in the *Ontario Student Transcript Manual, 2010*. The OST is to be maintained and kept up to date by recording all pertinent information related to the student's achievements and diploma requirements as they occur. The OST is an official document, and all information recorded on it must be accurate and up to date.

The current copy of the OST may be printed or maintained electronically and copied into an official OST form when it is issued to the student, when it is required for external use, or when it is placed in the OSR of a student who transfers to another school in Ontario. Upon graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder for internal school use.

An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript, regardless of his or her last date of attendance at school.

The OST is an official component of the OSR and should be stored in the student's folder.

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## B. ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record." The Ministry of Education sets out its policies with regard to the establishment, maintenance, use, retention, transfer, and disposal of the OSR in the *Ontario Student Record (OSR) Guideline 2000*, available on the Ministry's website, at <http://www.edu.gov.on.ca>, and in print - *The Ontario Student Record (OSR) Guideline, 2000*.

The OSR will be established for each student who enrolls in a school operated by a school board or the Ministry of Education. Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment.

The OSR is an ongoing record and will be transferred, under the conditions outlined in section 6 *The Ontario Student Record (OSR) Guideline, 2000*, if the student transfers to another school in Ontario.

Any part or parts of the OSR may be microrecorded or recorded and stored electronically in a manner that permits the printing of a clear and eligible reproduction. Provision should be made to retain original documents when it is important to keep an original signature or initial on a document. Any microrecording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information can be obtained from the current office index card and, if applicable, from the card(s) at the previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

The OSR is "for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Access to the OSR is limited to the following individuals: Principal, Vice-Principal, Guidance Counselor, MET Inspector, current teachers of the student, Parent (if the student is under 18 years of age), Legal Guardian (if the student is under 18 years of age), Administrative Assistant, or designated volunteer(s) (for purposes of recordkeeping only), student, and the courts (under Court Order only).

The OSR will consist of the following components:

- an OSR folder in Form 1A
- report cards – to be placed in the OSR
  - at mid-term (mid-term reports will be discarded when semester or year-end report cards are filed)
  - at the end of each semester
  - at the time of his or her transfer to another school; or
  - at the time of his or her retirement from school; or
  - at the end of the school year
- an Ontario Student Transcript (OST), where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

Part A of the OSR will include the following information:

- student's full name and date of birth (including indication of method of verification)
- a student number assigned by the school, where applicable (students entering 9/2009 and later)
- the student's MIDENT or OEN number, where applicable

Part B of the OSR will include the following information:

- the name of each school that the student has attended and the dates of attendance
- the name of the board which operated the school
- the date of entry and last day of attendance in each grade
- the name of the school principal or teacher contact
- for students transferring from an educational institution that was not required to maintain an OSR, Part B may include any information that will complete the record of schools previously attended.

Part C of the OSR will contain the following information:

- the date of retirement (student graduated or left school, is not attending another secondary school)
- student's address at retirement
- student's destination at retirement with respect to further education or employment

Part D of the OSR will contain the following information:

- the first name of the student's parent(s) or the first name and surname of the student's parent(s) when the surname of the latter differs from that of the student
- if applicable, the date of death of the parent(s) of a student opposite the name of the deceased

Part E of the OSR will contain the following information:

- A summary of a student's special health conditions will be included when such conditions are disclosed to the principal. Entries in Part E will be dated and kept current.

Parts F of the OSR will contain the following information:

- Current photographs will be placed in this section as soon as they become available from the photographer each year.

Part J of the OSR will contain the following information:

- Special Achievements in school activities will be entered in this section. This could include math contest awards, Ontario Honor Scholarship, Governor General's Award, or any other special recognition received for participation in school activities.

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### C. TRANSFER OF THE OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario.

When a student transfers to another school in Ontario, the receiving school must send an official written request, accompanied by authorization signed by the parent of the student, requesting transfer of the OSR to the receiving school. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

If the original OSR is being transferred between schools operated by the same school board, it may be transferred by a delivery service provided by the board.

If the original OSR is being transferred to a school in another board, to a private, federal, or First Nation school, or to a Provincial or Demonstration School, it must be transferred by Priority Post or an equivalent delivery method that is approved by the board and that maintains confidentiality and guarantees prompt delivery.

If some or all of the information in the OSR has been microrecorded or stored electronically and if the receiving school is capable of receiving this information in microrecorded form or electronically in such a way that the OSR can be effectively reproduced or viewed, the information may be transmitted to the receiving school either as a microrecording or by electronic transmission in advance of the paper parts of the OSR.

If a school is transmitting OSR information electronically or by means of facsimile, arrangements must be made to ensure the secure and confidential transfer of the information.

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#### TRANSFER TO A SCHOOL IN ANOTHER BOARD OR TO A PROVINCIAL OR DEMONSTRATION SCHOOL IN ONTARIO

Before a principal transfers an original OSR to a school operated by another school board in Ontario, or to a Provincial or Demonstration School in Ontario, the principal must receive a written request for the information from the principal of the receiving school in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with this guideline; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

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#### TRANSFER TO A PRIVATE, FEDERAL, OR FIRST NATION SCHOOL IN ONTARIO

Before a principal transfers an original OSR to an inspected private school, a non-inspected private school, or a federal or First Nation school in Ontario, the principal must have received: a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with this guideline; and a written statement indicating consent to



the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

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#### TRANSFER TO AN EDUCATIONAL INSTITUTION OUTSIDE ONTARIO

An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the principal of an educational institution outside Ontario after the principal who is responsible for the OSR has received a written request for the information from the principal of the educational institution outside Ontario; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

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#### TRANSFER TO ANOTHER SCHOOL IN ONTARIO

Before a principal transfers an original OSR to another school in Ontario, the principal must have received: a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with this guideline; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

If the original OSR is being transferred to a school in another board, to a private, federal, or First Nation school, or to a Provincial or Demonstration School, it must be transferred by Priority Post or an equivalent delivery method that is approved by the board and that maintains confidentiality and guarantees prompt delivery.

If some or all of the information in the OSR has been microrecorded or stored electronically and if the receiving school is capable of receiving this information in microrecorded form or electronically in such a way that the OSR can be effectively reproduced or viewed, the information may be transmitted to the receiving school either as a microrecording or by electronic transmission in advance of the paper parts of the OSR.

If a school is transmitting OSR information electronically or by means of facsimile, arrangements must be made to ensure the secure and confidential transfer of the information.

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#### D. RETIREMENT OF A STUDENT

A student retires from school when he or she ceases to be enrolled in school. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario.

When a student retires from Providence, the principal will give the following to the parent(s) of the student, if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable
- the information and materials stored in the OSR folder that are not required to be retained under the retention schedule described below.

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#### E. RETENTION STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

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

should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

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

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

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

- the OSR folder
- the OST
- the office index card

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

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#### F. CORRECTION OR REMOVAL OF INFORMATION IN THE OSR

If certain information or material in an OSR folder is determined, according to the board's policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed.

If the parent(s) or adult student is (are) of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parent(s) or adult student may request in writing that the principal correct the alleged inaccuracy or remove the information from the record. If the principal complies with the request, the material will be corrected or will be removed from the file and destroyed or returned to the parent(s) or the adult student, and no record of the request will be retained in the OSR.

If the principal refuses to comply with the request, the parent(s) or the adult student may request in writing that the principal refer the request to the appropriate supervisory officer. The supervisory officer will either (a) require that the principal comply with the request, or (b) submit the OSR and the request to a person designated by the Minister of Education. If the supervisory officer requires that the principal comply with the request, no record of the request will be retained in the OSR. If the supervisory officer submits the request to a person designated by the Minister, that person will hold a hearing, which the principal and the person(s) who made the request will attend. After the hearing, the person designated by the Minister will make a decision on the matter. This decision will be final and binding. If the person designated by the Minister requires that the principal comply with the request, no record of the request will be retained in the OSR. If the person designated by the Minister denies the request, the original request, including the date on which it was made, and the statement of this final decision will be retained in the documentation file.

Freedom of information legislation also permits persons to request that recorded personal information be corrected.

Every principal will ensure that no OSR discloses (a) the contravention or alleged contravention by a student of any statute or regulation to which the Young Offenders Act or Part V- A of the Provincial Offences Act applies, or (b)

the disposition of any proceedings brought under those statutes or regulations. If an entry in an OSR does disclose such information, the principal of the school in which the student is enrolled will ensure that the entry is altered appropriately or deleted from the OSR.

The policies of the Ministry of Education with regard to the establishment, maintenance, use, retention, transfer, and disposal of the OSR are set forth in *The Ontario Student Record (OSR) Guideline, 2000*, ISBN 0-7778-9244-8. This document is also available at the Ministry's website, at <http://www.edu.gov.on.ca>.

## 9. ATTENDANCE

### A. RESPONSIBILITIES

Regular and punctual attendance on the part of the students is vital to the process of learning and essential for success in a course. If attendance is irregular, both the individual and his/her classmates suffer loss of experience that cannot be entirely regained.

### B. ABSENCES

To increase the likelihood of students' successful completion of all the courses, attendance is to be checked and recorded for each class as follows:

1. Parents are requested to inform the school before 9:00 a.m. if their son or daughter is to be absent and/or late. Teachers will let the administrative assistant know before 9:00am which student(s) are absent during the first class of the day. The administrative assistant will call and confirm with parents the reason for the absence for each student whose parents have not informed the school previously.
2. Teachers will check and record absences/lates for each subsequent class.
3. Students who are absent for legitimate reasons, such as illness, are responsible for contacting the teachers on the day that they return to make arrangements to complete work and/or to write quizzes and tests.
4. Skipping of classes during the school day will result in detentions. Repeated skipping will result in suspension.
5. Students planning to be absent for more than three days for reasons other than illness are to have their parents contact the Principal.
6. Absent students are responsible for arranging with the teachers to complete missed assignments within one week of their return to school.
7. If a student is ill and cannot write a final exam, his/her parents should immediately inform the school. (A medical certificate may be necessary.) The student will be able to write the exam at some other time to be arranged with the school.

### C. LATENESS

Punctuality is critical to the success of each class. Students are expected to be in their classrooms on time, prepared for class. If a teacher in a previous class has detained the student, the student must request a note from that teacher. If a student arrives late for class he/she must report to the office first to receive an excused or unexcused late slip, depending on the circumstances. Students arriving late for school first thing in the morning must report to the office and sign in before proceeding to their class. A note or phone call from the parents is required to explain the reason for lateness.

#### D. EARLY LEAVES

A student who has to leave school before school ends must submit a note from his/her parents explaining the reason for leaving early to the teachers involved, or his/her parents must call the school. Before leaving the school, the student will report to the office and sign out.

### 10. ASSESSMENT, EVALUATION, AND REPORTING

Since evaluation is part of the learning process, it takes place during the course of learning as well as at the end of a unit or period of time. Formative evaluation during a course, which may include subjective and objective methods, keeps both students and teachers aware of objectives to be achieved and informs them of progress. If progress is not being made, a diagnosis is made to determine whether the program, learning materials, teaching strategies, or the student's own approach to the subject needs to be adjusted. Summative evaluation at the end of a unit or period judges the student's achievement in relation to the stated objectives of the course.

The final grade for a semester is a combination of formative and summative evaluation. Seventy per cent of the final grade will be based on assessments and evaluations conducted throughout the course. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. Thirty per cent of the final mark will be based on the final semester examination, performance, essay, and/or other method of evaluation suitable to the course content and administered toward the end of the course.

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart is used as a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, enable teachers to make consistent judgements about the quality of student work, and provide clear and specific feedback to students and parents.

In order to receive credit for any course taken, students must achieve a final percentage grade of 50% or higher. Following is the breakdown of the grade levels and a summary description of the corresponding level of achievement.

93 - 100%	Level 4: A very high to outstanding level of achievement.
87 - 92%	Achievement is above the provincial standard.
<hr/> 80 - 86%	<hr/>
77 - 79%	Level 3: A high level of achievement. Achievement is at
74 - 76%	the provincial standard.
<hr/> 70 - 73%	<hr/>
67 - 69%	Level 2: A moderate level of achievement. Achievement is
64 - 66%	below, but approaching, the provincial standard.
<hr/> 60 - 63%	<hr/>
57 - 59%	Level 1: A passable level of achievement. Achievement is
54 - 56%	below the provincial standard.

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50 - 53%

0 - 49%

Insufficient achievement of curriculum expectations.

A credit will not be granted.

Report cards and/or progress reports are distributed four times per academic year. Providence uses the Ministry of Education Provincial Report Card, Grade 9-12. A mid-semester report and a final report is issued for each semester. Students will receive a progress report at approximately four weeks. These progress reports provide early feedback to students and parents so that any concerns can be addressed early. Parent/Teacher conferences are held approximately three weeks before term reports. Final semester report cards will include credit totals, days late and days absent.

## 11. SEMESTERS, TERMS, AND REPORTING PERIODS

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### A. SEMESTERS AND TERMS

Each semester contains a minimum of 110 hours of class time. Each semester is broken up into two terms, with the first term ending after 55 hours, and the second term after 110 hours.

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### B. PROGRESS REPORTS

Progress reports are published four weeks into each semester to give parents and students early feedback in the semester. Parent-teacher conferences are scheduled immediately after progress reports are sent home. These progress reports are locally developed.

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### C. INTERIM REPORTS

Interim reports, using the Ministry report card, are issued within a week of the end of term. Parent-teacher conferences are scheduled as needed after interim reports. Interim reports can be picked up by parents in the office or are mailed home.

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### D. FINAL REPORTS

Final reports, using the Ministry report card, are issued after the semester has been completed. Final reports can be picked up by parents in the office or are mailed home.

## 12. TIMETABLE ORGANIZATION

<b>Monday - Choir Day</b>			
Devotions	8:45 AM	8:50 AM	5
Period A	8:50 AM	10:00 AM	70
	10:00 AM	10:05 AM	5
Period B	10:05 AM	11:15 AM	70
	11:15 AM	11:25 AM	10
Choir	11:25 AM	12:25 PM	60
Lunch	12:25 PM	1:00 PM	35
	1:00 PM	1:05 PM	5
Period C	1:05 PM	2:15 PM	70
	2:15 PM	2:20 PM	5
Period D	2:20 PM	3:30 PM	70

<b>Tuesday</b>			
Devotions	8:45 AM	8:50 AM	5
Period B	8:50 AM	10:10 AM	80
	10:10 AM	10:15 AM	5
Period A	10:15 AM	11:35 AM	80
	Lunch	11:35 AM	12:40 PM
Period D	12:40 PM	12:45 PM	5
	12:45 PM	2:05 PM	80
Period C	2:05 PM	2:10 PM	5
	2:10 PM	3:30 PM	80

<b>Wednesday, Friday</b>			
Devotions	8:45 AM	8:50 AM	5
Period A	8:50 AM	10:10 AM	80
	10:10 AM	10:15 AM	5
Period B	10:15 AM	11:35 AM	80
	Lunch	11:35 AM	12:40 PM
Period C	12:40 PM	12:45 PM	5
	12:45 PM	2:05 PM	80
Period D	2:05 PM	2:10 PM	5
	2:10 PM	3:30 PM	80

<b>Thursday</b>			
Disc. Gp. Devotions	8:45 AM	9:00 AM	15
	9:00 AM	9:05 AM	5
Period B	9:05 AM	10:25 AM	80
	10:25 AM	10:30 AM	5
Period A	10:30 AM	11:50 AM	80
	Lunch	11:50 AM	12:40 PM
Period D	12:40 PM	12:45 PM	5
	12:45 PM	2:05 PM	80
Period C	2:05 PM	2:10 PM	5
	2:10 PM	3:30 PM	80

<b>Thursday - Assembly Days</b>			
Devotions	8:45 AM	8:50 AM	5
Period B	8:50 AM	9:55 AM	65
	9:55 AM	10:00 AM	5
Assembly	10:00 AM	10:50 AM	50
Refreshments	10:50 AM	11:00 AM	10
Discussion Grp	11:00 AM	11:20 AM	20
Break	11:20 AM	11:25 AM	5
Period A	11:25 AM	12:30 PM	65
	Lunch	12:30 PM	1:10 PM
Period D	1:10 PM	1:15 PM	5
	1:15 PM	2:20 PM	65
Period C	2:20 PM	2:25 PM	5
	2:25 PM	3:30 PM	65

<b>On-Site Bridge Days</b>			
Devotions	8:45 AM	8:50 AM	5
Period B	8:50 AM	10:10 AM	80
	Break	10:10 AM	10:25 AM
Class	10:25 AM	11:45 AM	80
Lunch	11:45 AM	12:35 PM	50
Class	12:35 PM	1:55 PM	80
Break	1:55 PM	2:10 PM	15
Class	2:10 PM	3:30 PM	80

### 13. SEMESTER AND YEAR END FINAL EXAMS

Thirty percent (30%) of the course grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The length of exams will follow the schedule below, with some flexibility given for half-credit courses or courses where the exam is worth less than 30% (e.g. a final portfolio is 15% and the exam is worth 15%).

<i>Grade</i>	<i>Minimum</i>	<i>Maximum</i>
9	60 minutes	105 minutes
10	60 minutes	120 minutes
11	60 minutes	135 minutes
12	60 minutes	150 minutes

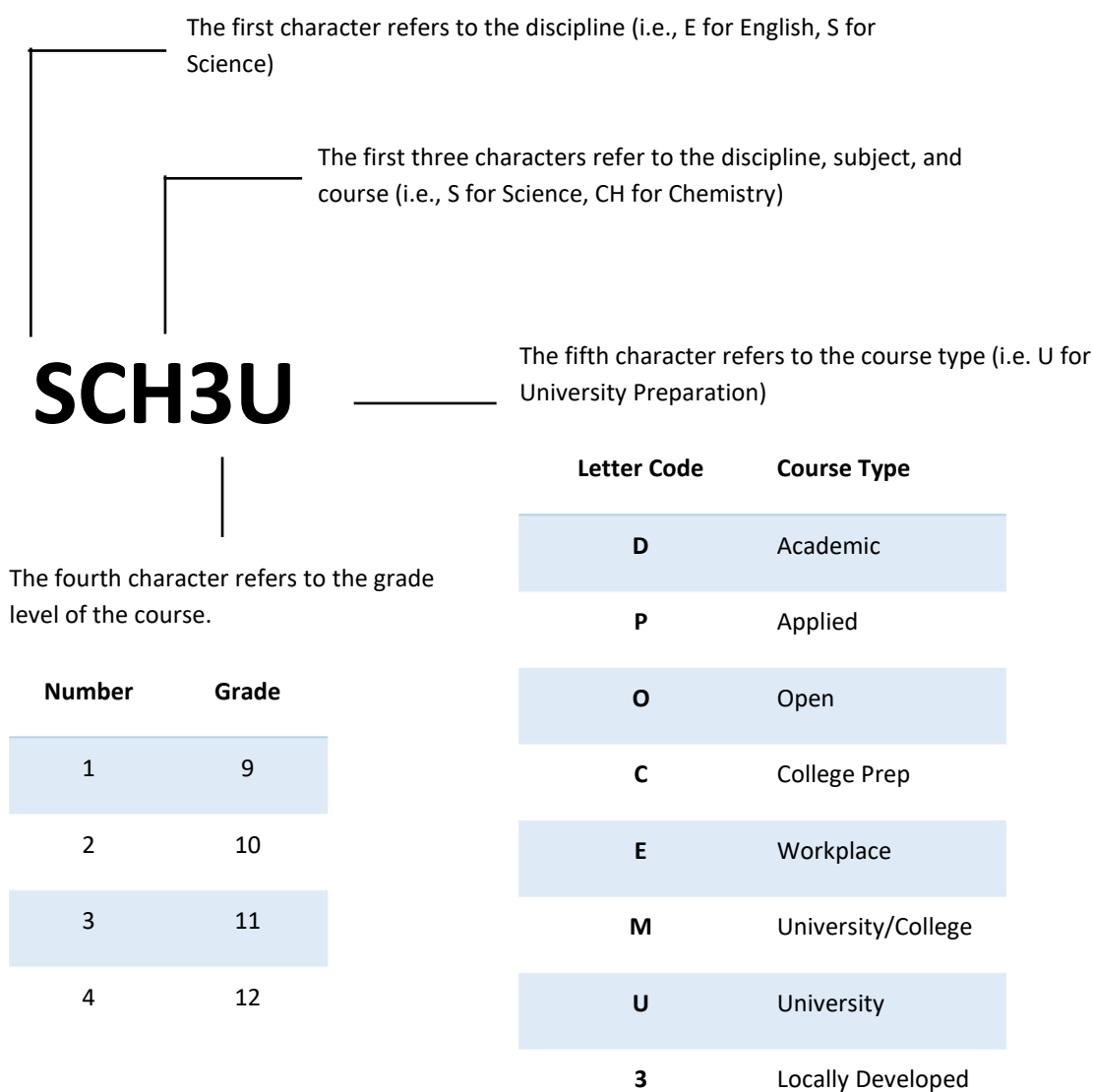
## V. CHOOSING YOUR PATHWAY THROUGH HIGH SCHOOL

### 1. CONSIDERATIONS FOR SELECTING COURSES

Students make course selections in the spring of each year for the following year. In selecting their program, students should be guided by such considerations as aptitude, requirements of post-secondary institutions, interest, and career choice. They should not take certain courses because they seem easiest. Providence Reformed Collegiate seeks to encourage students to use their academic abilities to their fullest and develop them in obedience to their Maker.

Success in job application and admission to post-secondary institutions is often determined by the courses students have taken and the marks they have received. A high school diploma is not in itself the key that opens the door to acceptable employment or further education.

### 2. COURSE CODES





### 3. COURSE OUTLINES

#### A. OUTLINES OF THE COURSES OF STUDY

Outlines of the Courses of Study are available to parents and students in the school office.

#### B. ONTARIO CURRICULUM POLICY DOCUMENTS

Ontario Curriculum Policy Documents are available on the Ministry of Education website [www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/)

### 4. TYPES OF COURSES OFFERED IN GRADES 9 AND 10: ACADEMIC, APPLIED, AND OPEN

The categories "**academic**" and "**applied**" are types of courses, **and each has equally demanding achievement levels. One is not "easier" than the other.** Both types of courses set high expectations for students while preparing them for studies in the senior grades. The types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. They are defined as follows:

- **Academic:** Develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied:** Focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open:** Comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

### 5. TYPES OF GRADES 11 AND 12 COURSES - UNIVERSITY, UNIVERSITY/COLLEGE, COLLEGE, WORKPLACE PREPARATION, AND OPEN

Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses are designed to enable students to meet the entrance requirements of postsecondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

- **University:** Designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/College:** Designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **College:** Designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.
- **Workplace:** Designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

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

## 6. PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. If a student plans to switch from the applied level in Grade 9 to the academic level in Grade 10, he/she is strongly encouraged to complete additional course work, called "crossover material", of up to 30 hours, as defined by the Ministry of Education, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course, but not in the other. This additional course work can be taken in an approved private school summer school program, a school Board summer school or in a program outside the regular school hours or during the school day. Students will receive no OSSD credit for this time.

If a student plans to change course type between Grade 10 and 11, and/or Grades 11 and 12, he/she has the following options: take a transfer course to bridge the gap between courses; take a course of another type (e.g. academic) that will satisfy the prerequisites for a course in a higher grade (e.g. a university preparation course; or take a course in a private school summer program or a school board summer school or, with prior approval, an independent study course offered by a private school, in order to achieve the expectations not completed, which are required to enter the new program.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

## 7. PREREQUISITES

Courses in Grades 10, 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. A parent or adult student can submit a request for waiver of a prerequisite. The principal will determine whether or not the prerequisite should be waived and document the reasons for his decision on the request for waiver form as indicated below. A principal may also initiate consideration of whether a prerequisite should be waived.

## 8. PROCEDURE FOR REQUESTS TO WAIVE A PREREQUISITE

When circumstances arise (such as scheduling conflicts, prerequisite course not available when needed or not offered) that make it impossible for a student to satisfy the prerequisite requirement for a particular course, the Principal may, in consultation with the student, parents, and teacher of the course in which the student wishes to enroll, waive the prerequisite course. The decision must be based upon evaluation of the student's past levels of achievement, particularly in classes related to the course being waived, any courses taken at a previous school or through other educational channels which would serve to prepare the student for the next course, and the Principal's evaluation of the student's readiness for the subject matter to be covered. The course for which a waiver of a prerequisite is sought must be one that is required for a planned postsecondary education or apprenticeship program of some type. The student and parents will be advised that there may be additional work required in order to successfully complete the course.

A “Pre-Requisite Course Waiver” form (available in the school office) must be submitted, giving the student name, pre-requisite course waived, course for which exemption is required. The Principal will then, after consideration and consultation as indicated above, give approval, date and sign the “Pre-Requisite Course Waiver” form. The approved request will be placed in the student’s OSR.

## 9. COOPERATIVE EDUCATION

Cooperative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace. It is a program that allows students to earn secondary school credits while completing a work placement in the community. A student’s coop program consists of the coop education course, which is monitored by a coop education teacher, and the related Ministry approved curriculum courses in any discipline. This program consists of a classroom component and a placement component.

The classroom component includes 15 to 20 hours of:

- pre-placement instruction, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety,
- classroom sessions held at various times during and after the placement, which provide opportunities for students to reflect on and reinforce their learning in the workplace.

The placement component:

- normally involves one placement but may have two different placements
- Includes a Personalized Placement Learning Plan (PPLP), which shows how the student’s related curriculum course is being applied at his or her coop placement.

Co-op placements are arranged for students by the school and will follow Ministry of Education policy and guidelines. While the co-op experience is designed for grade 12 students, grade 11 students will be considered for placement in a co-op setting after consultation with the principal. Such placement will be decided on the basis of previous attitude and work habits, as well as the general maturity of the student. Transportation of the student to and from the placement site is the responsibility of the student.

Cooperative education credits may be used to meet up to two of the 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD). Students must also earn 12 optional credits for the OSSD. There is no limit on the number of optional credits that may be earned through cooperative education courses.

## 10. ONLINE COURSES

### A. OCCASIONS FOR WHEN STUDENTS MAY APPLY TO TAKE AN ONLINE COURSE WHILE ENROLLED AT PROVIDENCE

While classroom instruction and learning are the primary modes of education at Providence, students may apply to take an online course in lieu of a course at Providence when:

1. A course is a required or recommended course for a post-secondary program for which the student plans to apply.

2. A student needs an additional university credit and there are no workable options (e.g., schedule conflicts) offered at Providence.
3. A course is required for the OSSD or Providence diploma, but due to exceptional circumstances in the student's schedule, the student is unable to take the course when it is offered at Providence.
4. A course is regularly offered by Providence, but for some reason is not able to be offered during a certain school year.

Online courses with close equivalents at Providence will normally not be considered.

When a student asks for a course that does not fit in the above criteria, it will only be considered when a student has a grade average of 85% or higher in the courses taken in the previous two semesters as a demonstration of self-discipline, motivation, and commitment to persevering through challenges. Only one course would be allowed, and the student would be permitted to take it in Grade 11 or 12.

Please remember that students are always able to take any online course at home under the supervision of their parents. Unless the course is approved by this policy, any online course the student takes would be considered above and beyond the regularly scheduled courses at Providence.

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## B. CONSIDERATIONS FOR APPROVING ONLINE COURSE APPLICATIONS

Online courses are difficult. Students that have taken online courses in the past generally have struggled with the format of online courses, pacing through content, and getting support that they are looking for from the teacher of the online course. Also, since online courses are offered by secular institutions, the courses are not taught from a Christian worldview and foundation that locally-offered courses do. Therefore, when students apply for online courses, the principal will only grant approval if the student has demonstrated:

- A discerning heart and mind,
- The academic capacity to succeed in an online course,
- Self-discipline and motivation to work independently,
- Commitment to persevering through challenges.

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## C. ONLINE COURSE FEES

If there is a fee associated with the course, the school will pay if it is a course:

- Required for the O.S.S.D. (e.g. OLC40, the Ontario Secondary School Literacy Course),
- Required for the post-secondary program, or
- We typically offer but cannot, due to logistics (e.g. staffing, cancelled course due to low interest).

Students are responsible for fees if it falls outside of the above guidelines (e.g., it is a general interest course, a course that is recommended for a post secondary program, etc.).

If a student begins a course with a fee and chooses to withdraw, the student will usually be required to reimburse the school for the entire fee of the course.

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## D. PROCEDURE

In order to participate in an online course, the following steps must be observed:

1. The student must speak with the Guidance Counsellor regarding course options, in a timely fashion, prior to the semester in which the course will be taken. Due to space restrictions within the school building, there may be a cap on the number of students permitted to take online courses during a given period.
2. With the Guidance Counsellor's consent, the student and his/her parents will fill out the application form requesting the Principal's permission to participate in an online course.
3. After Principal consent, parents and student will be informed of the decision in writing/email.

If a student's application for participation in an online course is denied, the parents of the student may appeal the decision to the Education Committee in writing.

Once the application has been approved:

1. The student should speak with the Administrative Assistant to receive the proper paperwork.
2. During the semester in which the course is taking place, the student will be assigned a supervisor (normally the Learning Assistance Co-ordinator (LAC)) with whom he/she will maintain contact regarding progress and challenges of the course.
3. The student will abide by the timeline for the course as provided by the online teacher or the LAC.
4. During the appointed time slotted for the student to take the course, the student will be required to remain in the assigned room and be actively engaged in his/her studies.

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#### E. PROGRESS THROUGH THE ONLINE COURSE

Students in online courses are responsible for providing evidence of their achievement within the time frame specified by their online teacher and/or the Learning Assistance Coordinator, and in a form approved by the teacher. Students must understand that there will be consequences for:

- Not progressing through the course at the required pace
- Not completing assignments for evaluation
- Submitting assignments late.

In these instances, the student may incur penalties from the online teacher, including removal from the online course.

Where in the Learning Assistant Coordinator's professional judgement it is appropriate to do so, several strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- Required time at lunch spent on the course;
- Removal from school sports teams;
- The loss of the privilege to take an online course in the future.

Students may only withdraw from a course after consultation with the Guidance Counsellor and Principal and after having received parental permission.

## 11. COURSE CHANGES

Every effort is made to choose courses that are in the best interest of the students. Unless there are compelling reasons for a student to change their course selections, they will not be changed after course selection sheets have been signed by parents and returned to the school. Requests for course changes are to be directed to the principal during the first five school days of a semester and will be considered in consultation with the parents and teacher(s) concerned. If approved, any work missed in the new class must be completed.

## 12. WITHDRAWAL FROM A COURSE

If a student wishes to withdraw from a course, he must first consult the teacher. If the teacher agrees that withdrawing would be in the best educational interests of the student, the student should obtain a "Request for Course Withdrawal" from the school office. The form must be completed, giving the reasons for the request. It must be signed by both the parents and the student, and then submitted to the Principal. The Principal will discuss the request with the teacher and, if necessary, with the parents, student and guidance counselor, to determine whether or not this course of action is in the best interest of the student. If the request is approved, the Principal will record the reason(s) for approval, sign and date the request form. The form will be filed in the student's OSR. Withdrawals from grade 9 or grade 10 courses will not be entered on the student's OST. For grade 11 and 12 students who have withdrawn from a course after five instructional days following the issue of the first report card, the student's percentage grade at the time of withdrawal will be entered on the report card

## VI. COURSE DESCRIPTIONS AND PREREQUISITES FOR 2019-20

### 1. ARTS

#### AVI20 – VISUAL ARTS, GRADE 10, OPEN

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Prerequisite: None

### 2. BUSINESS STUDIES

#### BTT20 – INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS, GRADE 10, 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

#### BAI3E – ACCOUNTING ESSENTIALS, GRADE 11, WORKPLACE PREPARATION

This course introduces students to the accounting cycle of a service business. Students will use computer applications software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behavior, and career opportunities in the field of accounting. Prerequisite: None

#### BDV4C – ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE, GRADE 12, COLLEGE PREPARATION

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website. Prerequisite: None

### 3. CANADIAN AND WORLD STUDIES

#### CHV2O – CIVICS AND CITIZENSHIP, GRADE 10, OPEN, ½ CREDIT

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

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### CGC1D – ISSUES IN CANADIAN GEOGRAPHY, 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

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### CGF3M – FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

This course, students will explore physical processes related to the earth’s water, land, and air. They will investigate how these processes shape the planet’s natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them. Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

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### CGU4M – WOLD GEOGRAPHY: URBAN PATTERNS AND POPULATION ISSUES, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world’s communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world. Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.

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### 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

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### CHW3M - WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and



political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

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#### CHY4U – WORLD HISTORY SINCE THE FIFTEENTH CENTURY, GRADE 12, UNIVERSITY PREPARATION

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

### 4. COOPERATIVE EDUCATION

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#### COOPERATIVE EDUCATION LINKED TO A RELATED COURSE (OR COURSES)

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. Prerequisite: None

### 5. ENGLISH

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#### 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 literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. Prerequisite: None

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#### 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.

The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. Prerequisite: None

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#### 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: English, Grade 9, Academic or Applied

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#### 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 clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. Prerequisite: English, Grade 9, Academic or Applied

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#### EMS30 – MEDIA STUDIES, GRADE 11, OPEN

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading and writing. Prerequisite: English, Grade 10, Academic or Applied

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#### ENG3U – ENGLISH, GRADE 11, UNIVERSITY PREPARATION

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic

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#### ENG3C - ENGLISH, GRADE 11, COLLEGE PREPARATION

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: English, Grade 10, Applied

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#### ENG4U - ENGLISH, GRADE 12, UNIVERSITY PREPARATION

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 analyse 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

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#### ENG4C - ENGLISH, GRADE 12, COLLEGE PREPARATION

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. Prerequisite: English, Grade 11, College Preparation

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#### EPS30 – PRESENTATION AND SPEAKING SKILLS, GRADE 11, OPEN

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. Prerequisite: English, Grade 10, Academic or Applied

## 6. FRENCH AS A SECOND LANGUAGE

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#### FSF1D - CORE FRENCH, GRADE 9, ACADEMIC

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent

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#### FSF2D – CORE FRENCH, GRADE 10, ACADEMIC

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 9, Academic or Applied

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#### 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

## 7. GUIDANCE AND CAREER EDUCATION

### GLC20 – CAREER STUDIES, GRADE 10, OPEN, ½ CREDIT

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. Prerequisite: None

### GLS10 – LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL, GRADE 9, OPEN

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

## 8. HEALTH AND PHYSICAL EDUCATION

### PPL10 - HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, OPEN

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None

### PPL20 – HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, 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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None

### 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 related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. Prerequisite: Any health and physical education course.

## 9. MATHEMATICS

### 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

### 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 figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Mathematics, Grade 9, Academic or Applied

### MFM2P – FOUNDATIONS OF MATHEMATICS, GRADE 10, APPLIED

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Grade 9 Mathematics, Academic or Applied

### MBF3C – FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 11, COLLEGE PREPARATION

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: Foundations of Mathematics, Grade 10, Applied

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### MCR3U – FUNCTIONS, GRADE 11, UNIVERSITY PREPARATION

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

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### MAP4C – FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 12, COLLEGE PREPARATION

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

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### MCV4U – CALCULUS AND VECTORS, GRADE 12, UNIVERSITY PREPARATION

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

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### MHF4U – ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY PREPARATION

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.

## 10. RELIGIOUS STUDIES

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### HRE13 - RELIGIOUS EDUCATION, GRADE 9, OPEN, BIBLE STUDIES AND CHURCH HISTORY, LOCALLY DEVELOPED COURSE

This course covers two parts. The first part (60% of the overall course) is a survey study of the Old Testament. The relationship between God and his people is followed throughout the Old Testament, with a particular focus on God's theocratic reign in this world. The book continually presents Christ and the New Testament as the fulfillment of the Old Testament promises. The second part of the course (40%) introduces students to the history of the Christian church from the apostolic era until the beginning of the Reformation, with emphasis on the history of the early creeds. Throughout the course an attempt is made to relate historical developments to contemporary events and philosophies. Students are also challenged to connect the basic principles and themes to their own lives.

Prerequisite: None

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**HRE23 - RELIGIOUS EDUCATION, GRADE 10, OPEN, BIBLE STUDIES AND CHURCH HISTORY,  
LOCALLY DEVELOPED COURSE**

This course covers an overview of Church History, the Ministry of Christ, and specific New Testament books. Students are introduced to the history of the Christian church from the Reformation period, after the Reformation period, and the church in the present day. This will be 40% of the student's grade. Upon completion of the Church History Unit, the class will focus on the New Testament dealing with issues that surround the Gospels, Acts, the Epistles, and Revelation. Issues will include background to the New Testament, setting, authorship, purpose and theme of each book, basic outline of each book, date, and doctrines taught. Prerequisite: None

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**HRE43 - RELIGIOUS STUDIES, GRADE 12, OPEN, LOCALLY DEVELOPED COURSE**

This course enables students to learn about proper Biblical hermeneutics and to apply this knowledge to studies of the book of Revelation, where they will see the comfort given to the church in its struggle against the forces of evil, as well as the ultimate victory of Christ and His church over the dragon and his helpers. Students will investigate the doctrine of Scripture as to its inspiration, authority, and sufficiency; the doctrine of justification by grace through faith in the book of Romans, and the doctrine of the church and how it is preserved and upheld despite its weaknesses. Students will also examine the response that they are called to as disciples of Christ. Prerequisite: None

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**HRT3M – WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND  
CHALLENGES, GRADE 11, UNIVERSITY/COLLEGE**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. Prerequisite: None

## 11. SCIENCE

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**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

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#### 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

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#### SBI3U - BIOLOGY, GRADE 11, UNIVERSITY PREPARATION

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Grade 10 Science, Academic

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#### SBI4U - BIOLOGY, GRADE 12, UNIVERSITY PREPARATION

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Grade 11 Biology, University Preparation

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#### SCH3U - CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION

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

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#### SCH4U - CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Grade 11 Chemistry, University Preparation

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#### SPH3U -PHYSICS, GRADE 11, UNIVERSITY PREPARATION

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

## 12. SOCIAL SCIENCE AND HUMANITIES

### HHS4U – FAMILIES IN CANADA, GRADE 12, UNIVERSITY PREPARATION

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. 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 PREPARATION

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.