



2020 - 2021

SECONDARY
COURSE
CALENDAR

Publication Date: January 2020

REHOBOTH CHRISTIAN SCHOOL
Copetown, Ontario

"Rehoboth....the Lord hath made room for us, and we shall be fruitful in the land." Gen. 26:22b

TABLE OF CONTENTS

Page

Introduction	1
Disclaimer	1
Mission Statement.....	1
Goals of Christian Education.....	1
Tenets of Biblical and Scientific Creationism.....	2
Rationale for Teaching Mathematics	4
Faculty.....	4
Code of Conduct	4
Privileges.....	4
Responsibilities	5
Student Use of Cars.....	5
Telephone Procedure.....	6
Dress Code Policy	6
P.E. and Intramurals.....	7
Graduation and Banquet Program	7
Music Evening.....	8
Attendance Policy and Procedure	8
Late Policy.....	8
Detention Policy	8
Suspension Policy.....	8
Expulsion Policy.....	9
Plagiarism	9
Evaluation	9
Reports and Parent-Teacher Interviews.....	9
Examinations.....	10
Secondary Achievement Scale	10
Late Assignment Policy	10
General Requirements for all Assignments - Grades 7 - 12	10
Curriculum	11
Guiding Principles	11
Policy.....	11
Ontario Student Record (OSR)	11
Course Changes During the School year	12
Minimum Class Size Policy	12
Awards and Scholarships	12
Academic Program	14
Credit System.....	14
Religious Studies	14
Diplomas/RCS High School Diploma	14
Ontario Secondary School Diploma (OSSD).....	15
Ontario Secondary School Certificate (OSSC).....	15
Certificate of Accomplishment (CA).....	16
Grade 9 Course Selections	16
Course Levels	16
Course Codes	16
Procedure for Students Changing Course Types	16
Ontario Secondary School Literacy Test.....	17
Supports and Resources.....	17
Ontario Secondary School Literacy Course.....	17
Cooperative Education	18
Correspondence Courses	18
Prior Learning Assessment and Recognition (PLAR).....	18
Policies Governing the challenge Process	19
Credits for Music Certificates	19
Substitutions for Compulsory Courses	19
Waiving Prerequisites for Courses.....	19
Community Involvement.....	20
Locker Policy	21
Library Services	22
Computer Services	22
Short Term Missions (STM)	23
Guidance Services	24
High School Fields of Study / Flow Chart	25
Course Descriptions	26

INTRODUCTION

This course calendar for secondary students has been developed to assist students and parents in planning a program of studies at Rehoboth Christian high school. This calendar explains school policies, diploma requirements, courses, and gives planning sheets for laying out a program of studies.

Each course described in this calendar is a careful integration of Biblical principles, teachings of our reformed heritage, and the Ministry of Education guidelines for high school studies in Ontario. We confess that the *'Fear of the Lord is the beginning of Wisdom'*. Our staff is committed to the ongoing task of preparing courses of study, revising and redesigning them to fit the needs of students in the 21st century.

We encourage students to prayerfully choose a program of studies, together with the advice of their parents and staff at RCS. The Lord has given us all different gifts and abilities. It is our duty to maximize the development and use of these gifts to the glory of His name.

DISCLAIMER

The school Board reserves the right to change the policies found in **RCS Course Calendar** throughout the year (additions, deletions, revisions) without prior notice.

MISSION STATEMENT

To provide an education integrated with a Reformed Christian world view based on the infallible Word of God, consistent with the God-centered teaching received at home and church.

GOALS OF CHRISTIAN EDUCATION (Revised 2000-11)

A) Spiritual and Moral Goals

For the spiritual and moral benefit of the students at Rehoboth Christian School, the school seeks to:

1. teach that the Bible is the inspired and the only infallible authoritative Word of God and the rule for all of life, and therefore we must encourage attitudes of love and respect toward it. (2 Tim. 3:15-17; 2 Peter 1:20-21; Belgic Confession Article VII)
2. teach that through the fall in Paradise, all mankind by nature is totally depraved and all need to be born again and led by God's Holy Spirit to conversion and faith in Jesus Christ. (John 3:3; John 3:16; Eph. 4:22-24; Rom. 3:22)
3. teach appropriate methods of Bible study, the memorization of scripture, and a basic knowledge of the doctrines contained in the Bible. (2 Tim. 2:15; John 5:39; Ps. 119:11; Ps. 1:1-3; Titus 2:1; Tim. 1:13)
4. teach that especially those within the covenant of grace — whether or not they are converted — who have been received into the church and bear God's name on their forehead, have a calling to know and obey the will of God as revealed in the Scriptures. In the words of the Baptism form, covenant obligations require that *'we cleave to this one God, Father, Son, and Holy Ghost; that we trust in him, and love him with all our hearts, with all our souls, with all our mind, and with all our strength; that we forsake the world, crucify our old nature, and walk in a new and holy life.'* (Rom. 12:1,2; Ps. 86:11; Deut. 26:16,17)
5. develop an understanding of our responsibility concerning world-wide missions, providing opportunities for the student's involvement in this task. (Eph. 4:12; Matt. 28:19,20)
6. impart the ability to refute the non-Christian philosophies, culture, and practices (such as naturalism/evolution) which are prevalent in society. (see Appendix A) (1 Cor. 5:11; 1 Cor. 15: 32,33; Col. 2:8; 1 Thess. 1:9)
7. develop abilities of Biblical perception and judgement in moral and ethical matters. (1 John 2:15-17; Eph. 5:18)
8. develop self-discipline and responsibility from a Biblical perspective. (1 Tim. 4:7; 1 Cor. 9:27)
9. encourage respect for and submission to authority from a Biblical perspective. (Rom. 13:1,2; Philip. 2:3; Heb. 13:17; Eph. 6:1-3)
10. help the student develop for himself a Christian world and life view by integrating life and studies with the Bible.

B) Personal and Social Goals

For the student's personal and social development, the school aims to:

1. teach Biblical views for personal and social relationships. (Ps. 119:9; Luke 10:27; 1 Thess. 4:6)
2. teach the students to treat their neighbour with love and respect as unique individuals created in God's image (Matt. 5:44; John 14:21; 1 Cor. 13:4,5; 1 John 3:18; Eph. 5:21)
3. teach a Biblical view of dating, marriage, and family. (1 Thess 4:7; 1 Tim 4:12; Gen. 2:18-25; Eph. 5:22-33; Heb. 13:4)

4. promote physical fitness, good health habits, and wise use of the body as the temple of God. (1 Cor. 6:19)
5. emphasize the privileges and responsibilities of citizenship and an appreciation for the heritage of freedom which we enjoy in Canada. (1 Cor. 10;11; Rom. 13:1-7; 1 Tim. 2:1,2)
6. teach students that their talents are a gift from God which He provides and requires us to use as faithful stewards to the best of our ability. Our talents ought to be developed so that we can become contributing members to society, realizing our need to serve others, and doing all to the honour and glory of God's name. (Gal. 5:13; Mat. 25:14-30; 1 Cor. 4:2; Rom. 12:10; 1 Thess. 4:12)
7. promote an understanding of time as a God-given commodity and the individual responsibility for effective use of time.
8. impart the Biblical attitudes toward material things and to encourage individual responsibility of using them for God's glory.

C) Academic Goals

Academically, the school endeavours to:

1. produce an understanding of and an appreciation for God's world, developing an awareness of man's roles in his environment and his God-given responsibility to subdue, use and preserve it properly. (Gen. 1:28; Ps. 8:6; Heb. 2:6-8)
2. provide an optimal academic training in language arts, mathematics, the sciences and social studies.
3. train and discipline those skills and attitudes necessary for satisfaction and productivity in the world of work and/or advanced levels of schooling. (Prov. 22:6; Thess. 4:11)
4. teach the students to understand and use the fundamental processes in communicating and dealing with others such as reading, writing, speaking, and listening. (1 Tim. 4:13)
5. teach the students to research and to reason logically from a Biblical perspective. (Heb. 5:14; Rom. 1:2)
6. cultivate creative and critical thinking based upon the proper use of Biblical criteria for evaluation. (2 Tim. 3:14-17)
7. teach the students to see in the history of the world the unfolding of God's will and His providential care for His Church. (Josh. 4:5-7; Matt. 10:29-31; Belgic Conf. Art. XIII)
8. promote high academic standards within the individual as uniquely created by God and to help the student realize his full academic potential.
9. motivate the student to pursue independent study in areas of personal interest.
10. teach the students to use good study skills and habits. (Is. 28:26; 2 Tim. 2:3-7)

D) Practical Goals

Working with the homes from which the students come, the school desires to:

1. co-operate closely with the parents in every phase of the student's development, especially as it relates to the school program.
2. help the parents to understand the school's purpose and program.
3. assist parents in keeping up with the changing culture and its effects on the home and the implications for their children.

TENETS OF BIBLICAL AND SCIENTIFIC CREATIONISM (May, 1999)

Statements of creationism are made from a Biblical perspective: students must be thoroughly grounded in a Biblical view of creation, science, and the relationship between science and Scripture. Statements of creationism are also made from a logical, scientific perspective: following Paul's example in Acts 17, students need to be equipped to answer humanistic evolutionism using logic and science, thereby preparing the way for the truth of God's Word.

BIBLICAL CREATIONISM

1. The Creator of the universe is a triune God – Father, Son and Holy Spirit. There is only one eternal and transcendent God, the source of all being and meaning, and He exists in three persons, each of whom participated in the creation.
2. The Bible consisting of the thirty-nine canonical books of the Old Testament and the twenty-seven canonical books of the New Testament, is the divinely-inspired revelation of the Creator to man. Its unique, plenary, verbal inspiration guarantees that these writings as originally and miraculously given, are infallible and completely authoritative on all matters with which they deal, free from error of any sort, scientific and historical as well as moral and theological.
3. All things in the universe were created and made by God in the six literal days of the creation week described in Genesis 1:1 – 2:3, and confirmed in Exodus 10: 8 – 11. The creation record is factual, historical and perspicuous; thus all theories of origins or development which involve evolution in any form are false. All things which exist are sustained

and ordered by God's providential care. However, a part of the spiritual creation, Satan and his angels, rebelled against God after the creation and are attempting to thwart His divine purposes in creation.

4. The first human beings, Adam and Eve, were specially created by God, and all other men and women are their descendants. In Adam, mankind was instructed to exercise 'dominion' over all other created organisms, and over the earth itself (an implicit commission for true science, technology, commerce, fine art, and education) but the temptation by Satan and the entrance of sin brought God's curse on that dominion and on mankind, culminating in death and separation from God as the natural and proper consequence of sin.
5. The Biblical record of primeval earth history in Genesis 1 – 11 is full historical and perspicuous, including the creation and the fall of man, the curse on the creation and its subjection to the bondage of decay, the promised Redeemer, the worldwide cataclysmic deluge in the days of Noah, the post-diluvian renewal of man's commission to subdue the earth (now augmented by the institution of human government) and the origin of nations and languages at the tower of Babel.
6. The eventual accomplishment of God's eternal purposes in creation, with the removal of His curse and the restoration of all things to divine perfection, will take place at the personal bodily return to earth of Jesus Christ to judge and purge sin and to establish His eternal kingdom.
7. The only proper way to study creation is through the 'spectacles of Scripture' (Calvin's Institutes). Only then does the glory of God, manifest in His creation, come into sharp focus. During our lifelong study of creation, the astounding and beautiful handiwork of the great Designer should continually stop us in our tracks as we join the creation in praising Him. 'Make a joyful noise unto the LORD, all the earth: ... Let the sea roar, and the fulness thereof; the world and they that dwell therein ... Let the floods clap their hands: let the hills be joyful together' (Psalm 98:4-8).

SCIENTIFIC CREATIONISM (Source: Henry Morris, *Institute of Creation Research*)

1. The physical universe of space, time, matter and energy has not always existed, but was supernaturally created by a transcendent personal Creator who alone has existed from eternity.
2. The phenomenon of biological life did not develop by natural processes from inanimate systems but was specifically and supernaturally created by the Creator.
3. Each of the major kinds of plants and animals was created functionally complete from the beginning and did not evolve from some other kind of organism. Changes in basic kinds since their first creation are limited to 'horizontal' changes (variations) within their kinds, or 'downward' changes (e.g. harmful mutations, extinctions).
4. The first human beings did not evolve from an animal ancestry, but were specially created in fully human form from the start. Furthermore, the 'spiritual' nature of man (self-image, moral consciousness, abstract reasoning, language, will, religious nature, etc.) is itself a supernaturally created entity distinct from mere biological life. Man is fully dependent on God for all knowledge and morality, yet fully responsible for all his actions.
5. The record of earth history, as preserved in the earth's crust, especially in the rocks and fossil deposits, is primarily a record of catastrophic intensities of natural processes, operating largely within uniform natural laws, rather than one of gradualism and relatively uniform process rates. There are many scientific evidences for a relatively recent creation of the earth and the universe, in addition to strong scientific evidence that most of the earth's fossiliferous sedimentary rocks were formed in an even more recent global hydraulic cataclysm.
6. Processes today operate primarily within fixed natural laws and relatively uniform process rates, but since these were themselves originally created and are daily maintained by their Creator, there is always the possibility of miraculous intervention in these laws or processes by their Creator. Evidences for such intervention should be scrutinized critically, however, because there must be clear and adequate reason for any such action on the part of the Creator.
7. The universe and life have somehow been impaired since the completion of creation, so that imperfections in structure, disease, aging, extinctions and other such phenomena are the result of 'negative' changes in properties and processes occurring in an originally perfect created order.
8. Since the universe and its primary components were created perfect for their purposes in the beginning by a competent and volitional Creator, and since the Creator does remain active in this now-decaying creation, there do exist ultimate purposes and meanings in the universe. Teleological considerations, there, are appropriate in scientific studies whenever they are consistent with the actual date of observation. Furthermore, it is reasonable to assume that the creation presently awaits the consummation of the creator's purpose.
9. Although people are finite and scientific data concerning origins are always circumstantial and incomplete, the human mind (if open to the possibility of creation) is able to explore the manifestations of that Creator rationally, scientifically, and teleologically. In doing so, man is never discovering or creating anything new but simply thinking God's thoughts after Him.

RATIONALE FOR TEACHING MATHEMATICS (June, 2001)

Mathematics reflects one aspect of God's distinct design for creation. It is possible to derive profit and enjoyment by studying numbers and numerical relationships. Students created in the image of God are gifted with minds that are capable of seeing and understanding these numerical patterns. Just as all things God has created have purpose, the exploration of these concepts inevitably leads to a host of applications in our world.

The existence of the amazingly complex and varied field of Mathematics cannot be explained by a Darwinian Worldview (Naturalism) which points back to an irrational and therefore meaningless and purposeless origin. By contrast, the Christian Worldview points to a rational and personal Creator who imposed order on His creation and invites mankind to literally "think His thoughts after Him" (Kepler). Whoever does math must presuppose the existence of God whether they like it or not. Glory to God!

TEACHING FACULTY

NAME	DUTIES
Bolle, Mr. R.	Mathematics, P.E.
Byl, Mrs. T.	Art, English
d'Amore, Mr. A.	Computer, Church History
Groen, Mr. J.	Technology Courses
Keuning, Mr. J.	Bible, Mathematics, Science
Laman, Mrs. Y	Resource, Guidance
Naves, Mr. D.	Guidance, Vice-Principal
Kloostra, Mr. A	Principal
Reid, Mrs. J.	English, P.E.
Brandsma, Mr. M.	English, History
Sikkema, Mr. H.	Science, Mathematics
DeJong, Miss A.	French
Birdsell, Mr. B.	Music

SUPPORT STAFF

NAME	DUTIES
Tamminga, Mrs. M.	Librarian
Kroesbergen, Mrs. R.	Administrative Assistant
Pennings, Mrs. J.	Administrative Assistant

CRIMINAL REFERENCE CHECKS (August 31, 2002)

Every individual associated with the school who comes into regular contact with students (Principal, Teachers, Secretaries, Bus Drivers, Custodians, Classroom volunteers, Library Volunteers, Music Instructors) have provided the school with a criminal reference check from the Canadian Police Information Centre (CPIC).

CODE OF CONDUCT - RULES AND RESPONSIBILITIES

Students at high school level are obligated to conduct their lives in a mature, responsible and example-setting manner. Privileges accorded to high school students are intended to foster an increased awareness of the necessity to make right decisions, of living responsibly and morally, and it will help them grow as individuals.

Privileges:

1. A student may approach a teacher or the Principal directly concerning a situation in which, in the opinion of the student, an unacceptable standard of learning is taking place.
2. Students may select from available electives, a program of courses best suited to their needs and interests under the guidance of parents, teachers, and subject to the regulations of the Ministry of Education and the Board.
3. The Principal shall give consideration to making available a course of study provided for in the regulations of the Ministry of Education if five or more students approach the Principal and there is a qualified teacher available.
4. Students may engage in fund-raising activities for specific projects with the co-operation of the Student Council if, in the opinion of the Student Council and Principal, the activity is of benefit to the school.
5. Students shall be equally privileged to participate as an elector or a candidate in the election of a class representative or Student Council member of the school.
6. The right to expect that all records and files in respect to a student are kept confidential and privileged to him/her and the parents and that the content of those records and files are revealed to no other person than his teacher, Principal, and Supervisory Officer (Ministry SO) without prior consent as outlined in The Education Act, Section 237.

Responsibilities:

We expect you to respond to your privileges and accept as your duty the following:

1. Use good judgement and seek out and consider good advice from parents and teachers in the selection of your courses of study.
2. Strive to give the best effort in your studies and to participate in class activities to the best of your ability.
3. Be in attendance and on time for all your assigned classes unless excused for a special reason. Work missed as a result of absence of any kind is your responsibility. Students are responsible for staying informed of class activity during their absence.
4. Show consideration for the feelings of others in what you say and do as it is summarized in Matt. 7:12, Luke 6:31.
5. Refrain from bullying, sexual, verbal, physical harassment of others.
6. Refrain from public displays of affection other than handholding.
7. Respect the property of the school, teachers, students, and others.
8. Bring to the attention of the Principal any conditions that are harmful to the students in the school.
9. Do your best to keep your locker, desk, rooms and other facilities clean.
10. Be sure that any criticism or suggestion you make is positive and constructive.
11. Abide with the school uniform policy.
12. Recognize and respect the authority vested in the teachers in order that they may maintain the best learning atmosphere in their classes.
13. Recognize and respect the areas reserved for teachers.
14. You are not permitted to bring matches, lighters, knives, electronic toys, etc., on the bus or on school property.
16. Roller runners are not permitted in school because of safety concerns.
17. Playing cards are not allowed at school.
18. Refrain from throwing snowballs on school property.
19. Remain on school property from the moment of your arrival at school until the moment of departure, unless you are signing out for doctors' appointments, co-op placements, etc. (see guidelines below to leave using a vehicle)
20. Be prepared to offer yourself if your special talents can be of service to your fellow students or teachers.
21. Make a conscious attempt to uphold the reputation of the school in the surrounding community.
22. Accept the consequences of your own actions.
23. If a student cheats on a test or assignment, he/she will receive a zero the first time. In cases of a second incidence, the student will be suspended.
24. Refrain from smoking anywhere on school property, during school trips and functions off school property.
25. All Energy Drinks are banned at RCS and at all extra-curricular student school functions. Students found with an energy drink will have it confiscated and it will be disposed of.
27. Students are not permitted to bring knives or weapons to school. They will be confiscated and parents can pick them up; disciplinary measures will be enacted.
26. Submit yourself to any form of discipline deemed necessary by the Principal or teacher.

STUDENT USE OF CARS (January 2020)

1. ***Students are permitted to access their cars during the day but are not allowed sit in or hang around the parking lot area.***
2. ***Grade 12 students*** who are licensed to drive may leave the school property in personal vehicles for the following situations:
 - To drive to co-op placements
 - During exam week to arrive at school late or leave school early
 - To leave the school at lunch time or during spares
 - To attend doctor, dentist, or other appointments with a signed note
3. ***Only grade 12 students are allowed to leave with other grade 12 students during lunch hour or spare. (Exception made for family members)***

4. All students must sign out at the office when leaving the school premises. This can be done via in-person at the office, email or text.
5. Students may park in the student parking lot at the north side of the school property.
6. The school grounds are used by many other students, so extreme caution must be taken by the driver when entering and leaving the parking lot. Under all circumstances, pedestrians have the right of way on the school grounds.
7. Students will not be permitted to drive vehicles carrying other students on school excursions, except sporting events where parents have granted permission.
8. Failure to obey these rules **may** result in forfeiting the privilege of bringing a vehicle to school **for a period of time**.

TELEPHONE PROCEDURE

Teachers welcome the opportunity to speak to parents concerning their children and find that success with certain aspects of teaching increases with the amount of contact there is between teacher and parent. When phoning teachers at school, however, please restrict your call to the time before or after school. If you must phone during school hours, your message will be given to the teacher whenever he/she becomes available. Only urgent messages will be given to students.

NOTE: Parents are requested to call the teacher should any question arise concerning a classroom situation or an event at school. The Principal should be called concerning school policy.

DRESS CODE POLICY

Although dress styles and other personal standards in and of themselves do not denote spirituality, no aspect of Christian testimony is so obvious as that which relates to appearance. While we realize that the Bible does not specifically tell us how we should dress, it does give us principles to follow. Based on these scriptural principles, we have set an institutional standard for our school:

- Modesty (1 Tim. 2:9)
- Distinction between the sexes (Deut. 22:5)
- Identification with the Lord and not the world (Rom. 12:1-2, 1 John 2:15-16)

The main responsibility for enforcement of the dress code is the home. Parents are expected to cooperate with the school in seeing that their children meet the uniform guidelines.

1. Students shall always maintain a modest, neat and clean appearance.
2. Students arrive at school and leave school wearing their uniforms unless granted permission by the principal otherwise.
3. Students are required to be in proper uniform throughout the school day.
4. For field trips, students are to be in full uniform, unless otherwise indicated.
5. Only white, blue or grey may be worn under the uniform shirt or blouse. The layered look, and printed T-shirts are not acceptable.
6. Non-scuffing foot- wear must be worn (no roller runners).
7. Coats and splash pants are not to be worn in the classroom.
8. Snow pants and splash pants are allowed to be worn on the buses in the winter time.
9. Uniform pieces which are unduly faded or damaged constitute a uniform infraction.
10. In grades 4-12, skirts, and kilts above the knee is considered to be a uniform infraction. The skirt or kilt must be able to touch the floor when kneeling with a straight back.
11. Hats may not be worn in the school building.
12. Earrings for boys, and body piercing such as multiple earrings, piercing eyebrows, lips etc. is not allowed.
13. Students who are not in proper uniform will have their parents notified with an infraction notice or phone call. For repeat offences, parents will be called to bring the missing uniform piece(s) to school in order for the student to return to class.
14. All uniform pieces must be purchased from the approved uniform supplier, R.J. McCarthy Ltd.
15. Navy, white or grey tights and socks may be purchased at any retailer.
16. Students are not permitted to wear jeggings or fishnet stockings.

BOYS – GRADE LEVEL	CLOTHING ITEMS
K-12 Bottoms	Navy walking shorts Navy Pants- youth regular & husky Navy Pants - men's pleated casual
K-12 Tops	Golf T-Shirt - long sleeve Golf T-Shirt - short sleeve Turtle neck – long sleeve
7-12 Tops	Striped rugby shirt

UNISEX – GRADE LEVEL	CLOTHING ITEMS
K-12	Reversible vest full zip Yukon fleece ½ zip polo – long sleeve Vest PE T-Shirt – short sleeve
GIRLS – GRADE LEVEL	CLOTHING ITEM
K-3 bottoms	Tunic Skort Pants*
4-6 bottoms	Skirt – knee length Skirt – full length Pants*
K-6 tops	Peter Pan collar blouse – long sleeve Peter Pan collar blouse – short sleeve Turtle neck – long sleeve Golf T-Shirt - long sleeve Golf T-Shirt - short sleeve
4-6 tops (Optional)	French cut blouse - long sleeve (3/4 Length) French cut blouse - short sleeve
K-12 Optional	Navy tights Navy or white socks
7-12 bottoms	Plaid kilt Blue skirt – knee length Blue skirt – full length Flat front pants*
7-12 tops	French cut blouse - Long sleeve (3/4 Length) French cut blouse - Short sleeve Golf T-shirt - Long sleeve Golf T-shirt - Short sleeve Turtle neck Striped rugby shirt

*For applicable class trips at teacher's discretion only

PHYSICAL EDUCATION

The P.E. uniform consists of an RCS T-shirt, navy blue shorts, and white socks. Students must wear non-scuffing running shoes (hushpuppies, loafers, etc., are unacceptable). Navy-blue track suits may be worn over P. E. clothing. Proper P.E. uniform will be checked by the P.E. teacher every class. An incomplete P.E. uniform will negatively affect students' assessment of work habits and learning skills. Rings, watches, earrings, and other jewellery need to be removed for safety reasons when participating in sports activities.

GRADUATION AND SPRING BANQUET

Grade 8 graduates will wear blue graduation gowns. Grade 12 graduates will wear black graduation gowns. Students who participate in the closing program (band, junior choir, class presentations, ushers, etc.) are expected to be in school uniform with the white shirt or blouse. Students who are not in uniform will not be permitted to participate.

At the Spring Banquet or graduation dinners, males are expected to wear a dress shirt, tie, dress slacks, with the option of a sport jacket or suit. Females are expected to wear a dress or skirt with a blouse. Dresses/skirts are to extend to the knee in length. Strapless and/or sleeveless dresses/gowns/blouses are not acceptable.

MUSIC EVENING

Students who are participating in the annual Music Evening (band, junior choir, class presentations, ushers, collectors, etc.) are expected to be in school uniform with the white shirt or blouse. Students who are not in uniform will not be permitted to participate.

ATTENDANCE POLICY AND PROCEDURE

The Ministry of Education requires that a student attend classes punctually and regularly. It is obvious that regular attendance is essential for steady progress and good achievement. Frequent absence instils an attitude of indifference and a student could fall far behind in every area of study. Evaluation of a student's performance is partly based on day-to-day achievement. Parents and students are urged to ensure that absenteeism be for essential and unavoidable reasons only.

The following procedures should be followed:

1. Any unexcused absenteeism will be regarded as truancy and treated as such.
2. In any case of absence from school or being excused from participating in a school activity, a student must provide parental notification. Without parental notification, students may not sign out of school and leave school property, unless they have reached the legal age of 18 years.
3. If a student skips a class, the student is responsible for all of the work missed and will serve a detention for skipping.
4. If a student has missed five (5) classes in any course (per semester), the teacher will contact the student and discuss the concern regarding the number of classes missed. The parents will also be contacted by telephone and be made aware of the concern.
5. If a student has missed ten (10) classes (per semester), the principal will conduct a further review with the teacher, and the student's status in the course will be examined and a doctor's note may be required. Ten classes represents more than 10% of the course.
6. If a student is unable to participate in P.E. class for more than 10 days, then a doctor's note may be required by the Principal.

Students are required to attend school until either they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

LATE POLICY

Being late to class is a problem. The student has missed what occurred in class. This may make it hard for the student to understand something that will later be asked. When a student is late it distracts the class, it takes learning time away from everyone, and is inconsiderate. Most lates can be avoided. If a student pays careful attention, he/she can make sure they are seated before the bell rings.

1. If a student is late for class, the student will serve 10 minutes in lunch detention the following day.
2. If a student is late or misses the lunch detention, the time will be tripled (i.e. 10 minutes becomes 30 minutes).
3. If being late for class is not curtailed, it may result in a detention being issued.

DETAINMENT AND DISCIPLINE POLICY

When other forms of classroom discipline have proven to be ineffective, the teacher may assign a lunch detention. When lunch detentions are assigned, the student will spend the recess or noon hour away from his/her normal routine, and will not be permitted to engage in any recess or noon hour activities.

Three lunch detentions will accumulate to a discipline notice. Discipline notices may also be directly issued for offenses of a more severe nature.

Discipline notices will be emailed home and parents requested to acknowledge receipt of it. Alternately they may be sent with school mail.

Three discipline notices will result in a 3 day out of school suspension. All out-of-school suspensions will be given at the discretion of the Principal.

SUSPENSION POLICY

The Education Act, 1980, Section 22 (1), reads in part as follows:

“A Principal may suspend a pupil for a fixed period . . . because of persistent truancy, persistent opposition to authority, habitual neglect of duty, the wilful destruction of school property, the use of profane or improper language, or conduct injurious to the moral tone of the school or to the physical or mental well being of others in the school . . .”

When a student is suspended, it is the intention of our school to draw the seriousness of the offence to the attention of the student and parents, and to improve behaviour. In addition to the guidelines listed in the Education Act above, the following additional policies will result in immediate suspension:

Suspendable Offences

- Accumulating three (3) discipline notices.
- Smoking anywhere on school property or during school trips and functions off school property.
- Possession/consumption of alcoholic beverages/drugs on school property or during school trips and functions off school property.
- Entering school property or during school trips and functions off school property showing evidence of using alcoholic beverages/drugs.
- Fighting – the school has a zero tolerance policy for fighting on school property or during school trips and functions off school property.
- Cheating on a test or assignment for the second time.
- Swearing, profane, or improper language at a teacher, or other person in authority.
- Possessing or displaying pornography.
- Bullying

- Principal and Board reserve the right to suspend a student for a just cause.

The following escalation procedure will be followed:

- 1st suspendable offence will result in a three (3) day suspension.
- 2nd suspendable offence will result in a five (5) day suspension and a visit by Board representatives.
- 3rd suspendable offence will result in an expulsion for the balance of the school year

Students who are under a three or five day suspension will be allowed to write their final exams. Students under suspension will serve out their suspension days on regular school days, not exam days.

The discipline record for each student will be renewed at the beginning of each semester. Heinous offences such as abuse of liquor, drugs, pornography, etc. shall remain on the student's record.

EXPULSION POLICY (Revised 2008-09)

The following procedure will be followed for expulsions:

1. A student may be expelled from the school for the balance of the school year on the occasion of a third suspendable offence, after consultation between the Principal and the School Board.
2. The Principal will notify the student and parent(s) of the reasons for the decision to expel.
3. The parents will be given an opportunity to appeal the expulsion.
4. The Board is the body to contact for appeals to discipline decisions at RCS.
5. Students who are expelled by the Board will not be permitted to write their final exams. The mark entered on the Ontario Student Transcript (OST) for the courses taken will be calculated up to the expulsion date.
6. Re-admission to the school the following year is by application to the Board.

PLAGIARISM (Revised 2007-09)

To plagiarize is "to steal and pass off (the ideas or words of another) as one's own: to use (another's production) without crediting the source" [Merriam-Webster Online Dictionary]. To do so is a violation of the eighth and ninth commandments (Ex. 20:15&16) as further explained in Questions 110 & 112 of the Heidelberg Catechism. In addition, this type of fraud debases the whole process of learning. Plagiarism is the most serious academic offence and should be treated as such.

Plagiarism includes:

- Quoting verbatim from a source without citing that source. (i.e. copying any portion of a text, CD-ROM, film, audio or visual recording, or internet website.)
- Submitting the original published or unpublished visual representation created by another person as one's own.
- Submitting the same academic work to more than one course.
- Paraphrasing words from a source with citing that source.
- Using the ideas found in the writing of others without citing the source. (i.e. an argument or plot idea.)
- Submitting the original, unpublished work of another person as one's own (one student has someone else write an assignment for them.)
- Re-submitting an assignment from another course

Academic Discipline for Plagiarism:

Depending on the severity of the plagiarism and the student's intent to plagiarize, the consequences are progressively:

- A re-submission of the assignment
- A mark of zero for that assignment
- A mark of zero for the course for which the assignment was submitted

EVALUATION:

The ministry document which governs evaluations policies at RCS is *Growing Success, 2010*.

Reports and Parent-Teacher Interviews

There are two marking periods or semesters in the academic year. Evaluation in each marking period will be based on the student's academic work. Attendance, and a student's learning skills (Works Independently, Teamwork, Organization, Work habits/Homework, Initiative) will also be assessed.

A total of six academic reports will be provided to secondary students in each calendar year (three per semester). Once each semester, there will be a scheduled opportunity for the parents and students to meet with the teachers to discuss academic progress. These conferences are designed to be informative, promote communication between parents and teachers, and to discuss possible strategies to improve academic and behavioural performance.

SEMESTER 1	DATE	SEMESTER 2	DATE
Interim Report	Mid October	Interim Report	Early March
P-T Interviews	Late October	P-T Interviews	Late March
Mid-Semester Report	Mid November	Mid-Semester Report	Mid April
Final Report	Early February	Final Report	Mailed Late June

Examinations

Final assessments will be administered in all courses toward the end of each semester. The final assessment will account for 30% of the final grade for the term. The remaining 70% of the student's grade will be based on the evaluation of work throughout the course which includes unit tests, projects, essays, assignments and projects.

Final exams will be 1.5 hours in length. The Principal may grant a one day adjustment to the final exam schedule upon a reasonable request. A student must provide a doctor's note if the exam cannot be written within a one day adjustment to the final exam schedule. (2004-01)

Cheating on an exam will result in a mark of zero for the exam. (2008-06)

Secondary Achievement Scale

LEVEL 4	80% – 100%
LEVEL 3	70% - 79%
LEVEL 2	60% - 69%
LEVEL 1	50% - 59%
FAILURE	49% or less

Late Assignment Policy (2010-09-23)

The Ministry of Education in *Growing Success*, 2010, requires schools to have a policy dealing with late and missed assignments. It is the responsibility of the classroom teacher, in collaboration with students, to establish reasonable deadlines for the submission of assignments and to clearly communicate those deadlines to students and where appropriate, to parents (weekly bulletin). Teachers will take into consideration legitimate reasons for missed deadlines, and will employ various strategies of help prevent/address late and missed assignments, such as:

- Helping students with time-management skills, and planning major assignments to be completed in steps
- Communicate and/or conference with parents
- Reviewing whether the student needs extra supports, such as special education services
- Requiring the student to complete the work at lunchtime
- Setting up a student contract
- Deducting marks as follows:
 - **Seminars/Presentations** - If you miss the date, there is 1 school day of grace, after that a mark of zero may be given.
 - **Assignments (Essays/Projects/etc.)**
 - 1 school day late – 10% may be deducted
 - 2 school days late – 20% may be deducted
 - 3 school days late – 30% may be deducted
 - After 2 additional days of grace – a mark of zero may be given

Incomplete assignments may be assigned a grade of zero unless special arrangements have been made with the teacher.

GENERAL REQUIREMENTS FOR ALL ASSIGNMENTS

- Begin sentences with a capital letter and end with an appropriate punctuation mark.
- Write in complete, well-constructed sentences.
- Spell correctly; use the dictionary or spell checker when in doubt.
- Use the correct mechanics of writing as described below.

Printing

- Use unwrinkled white paper 8 1/2 x 11 inches in size.
- Make sure your printer produces a clear, legible copy.
- Print on one side of the paper only.
- Hand-written work (if it is acceptable) must also be neat, legible, in dark blue or black ink, and on one side of the paper only.

Spacing

- Use double spacing throughout unless specified otherwise.

Margin

- 3-centimetre (1.25 inch) margins on all sides of your page.

Page Numbering

- Number pages consecutively throughout the entire assignment in the upper right-hand corner. Use only a number and no abbreviation or other mark.
- Begin numbering on page two of the body.

Titles

- Do not underline the title of the assignment.
- Do not use a period after titles or headings.
- Do not underline headings unless specified.

Paragraphing

- Paragraph appropriately, using clear and consistent indentation (tab of five spaces).

Title Page should have the following with suitable spacing:

- Title of the essay
- Your name
- Name of the course
- Name of your teacher
- Date due

Stapling

- Put one staple in the top left-hand corner prior to class.
- Do not put your assignment in a folder or duo-tang unless requested by your teacher.

CURRICULUM (Revised November, 2008)**Guiding Principles**

1. Education is a parental responsibility. The school shall endeavour to provide access to its curriculum and other teaching tools so as to assure parents with the knowledge of what their children are being taught.
2. The School Board and its committees are charged with running the school on behalf of the parents. They have a responsibility to listen to and respond to parental concerns raised. Parents should also have confidence in that process.
3. A healthy learning environment also requires that teachers can feel confident about their material. Hence, all teaching materials should be considered through the appropriate review process which considers the input of parents and staff.
4. For each secondary course taught in the school, there will be a course outline on file. The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education and Training. (Ontario Secondary Schools, 1999, p. 42; all Ontario Curriculum policy documents can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>). Secondary courses also integrate various elements of the Goals of Christian Education, a Christian world view, and are in agreement with the Mission Statement of the school.

Policy

1. Parents shall be provided access to review the curriculum on the school premises during regular school hours. The administration shall make all reasonable efforts to accommodate parental request, provided this can be done so as not to disrupt the normal operations of the school.
2. Copies of the school's curriculum should only be made and distributed to those who are involved in a formal review of the materials. This may include those charged with this process by the Board or a committee, or individuals who have particular expertise who may be requested to help in this process.
3. Parents with particular concerns about a course or particular section of the course shall discuss those concerns with the Principal. Should the concerns not be answered to the satisfaction of the parent, they should raise these concerns with the Education Committee.
4. For each secondary course taught in the school, there will be a course outline on file developed according to the requirements of the Ontario Ministry of Education (OSS, 1998, p.42), in agreement with the school's *Mission Statement*, and the *Goals of Christian Education*.
5. Parents who want to exclude their child from a particular unit or book being taught in a course must fill out a Curriculum Objection Form that indicates the reason(s) for their objection, suggest an alternate book or assignment, and submit this form to the Principal for consideration. Suggested alternatives are subject to the approval of the Principal. These forms are available from the school office.
6. Parents who object to a particular unit or book being taught in a course can write a letter to the Education Committee requesting a change in the curriculum. If the Education Committee decides that it is in the best interest of the school community for this book or unit to remain in the curriculum, parents can appeal to the Board.

ONTARIO STUDENT RECORD (OSR)

'The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario.' (*Ontario Student Record Guideline*, 2000, p.3). An OSR is created for each student enrolled in the school and contains: report cards, Ontario Student Transcript (OST), documentation file, office index card, Student Record of Accumulated Instruction in French as a Second Language. The OST is of special interest to secondary students because it 'is a cumulative continuous record of a student's successful completion of Grade 9 and 10 courses, successful and unsuccessful attempts at completing grade 11 and 12 courses, and completion of other diploma requirements'. (*Ontario Student Record Guideline*, 2000, p.11)

Access to the OSR is legislated by the *Ontario Student Record (OSR) Guideline 2000*, and the *Freedom of Information and Protection of Privacy Act*, 1987, and includes the student, parent(s), legal guardian(s), Ministry of Education Supervisory Officer (SO), Principal, and teachers.

Grade 9 and 10 Courses

The student's achievement in grades 9 and 10 with percentage grades earned and credits gained for successfully completed credit courses will be recorded on the OST (OSS, 1999, 6.2.2.2 p. 33).

Grade 11, 12 Courses

A list of grade 11, 12 courses taken, repeated, or attempted by the student (see *Course Changes During the School Year*) with the percentage grades earned and credits gained, will be recorded on the OST (students repeating a course for which they have already earned a credit will earn only one credit for completion of that course (OSS, 1999, 6.2.2.2, p. 33).

COURSE CHANGES DURING THE SCHOOL YEAR

It is recommended that a student drop or change courses within the first week of classes at the beginning of each semester. A form for making these course changes is available from the Guidance Office. This form requires the approval of the subject teacher, the guidance counsellor, and the parent. Withdrawal from any Grade 11 or 12 courses within five instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws after five instructional days from the issue of the first report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column, and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column. (OST Manual, 1999, p.9)

Policy for Oversubscribed Courses (Nov 2014)

For various reasons some courses are restricted in their enrolment number. Below are two examples of the criteria that will be used to decide who is allowed to enroll in oversubscribed courses. If it is deemed necessary to restrict the number in other courses, a similar procedure will be followed.

HFN20 - Food and Nutrition. This course has safety and space concerns if more than 20 students are working in the kitchen.

If more than 20 students want to take this course then we will ask the class for volunteers to switch to another course. If this fails to achieve the required number of students who agree to switch then each student will be required to explain in writing why this course is important to them. These written submissions will need to be signed by a parent. Guidance and Principal will meet to consider written submissions, as well as the best interest of the students' academics, to choose who this course is most suited for.

PPL10/PPL20 - Phys Ed. - Both grade 9 and 10 students are eligible to take this course, however, it would be the second year for grade 10 students.

The optimal class size for grade 9/10 Phys Ed is 24. (4 groups of 6) If more than 24 students want to take this course then grade 9 students would have precedence because they require this course for their OSSD and grade 10 students already have this requirement fulfilled in grade 9. Among the grade 10 students we would ask for volunteers to switch to another course. If this does not reduce the class to an acceptable size then Guidance and Principal will meet to consider what is in the best interest of each student's academic goals.

MINIMUM CLASS SIZE POLICY (February, 2007)

High school courses listed in the calendar will be offered only if 5 or more students are registered to take the course. If there are fewer than 5 students registered for the course, it may be more economical to take the course from the Independent Learning Centre (ILC).

AWARDS AND SCHOLARSHIPS

Federal Award

The Governor General's Academic Medal

Awarded to the student with the highest average in all grade 11/12 courses listed on the Ontario Student Transcript.

Provincial Awards

Lieutenant Governor General Award

Awarded to a graduating student for exemplary community contribution through volunteer activity, above and beyond the number of volunteer hours required to graduate. The last day of April is the deadline to submit volunteer forms for consideration for this award.

Ontario Scholar

For achieving 80% average or better (480 points or higher) on any combination of grade 12 ministry approved courses totalling six credits. The student must be recommended by the Principal for an Ontario Secondary School Diploma (OSSD) in either the current or previous school year.

RCS Awards

Criteria: Highest academic standing in the course with a minimum average of 85%.

A cheque for \$100 is given for each award.

1. Advanced Functions 12 – University Preparation
2. Apologetics 12 – Open
3. Biology 12 – University Preparation
4. Calculus and Vectors 12 – University Preparation
5. Canadian and International Law 12 – University Preparation
6. Chemistry 12 – University Preparation
7. Construction Engineering Technology 12 – College Preparation
8. Co-operative Education - Open
9. English 12 – University Preparation
10. English 12 – College Preparation
11. English Writer's Craft 12 – University Preparation
12. French 12 – University Preparation
13. History 12 – University Preparation
14. Mathematics 12 – College Preparation
15. Physics 12 – University Preparation

RCS Scholarships

Criteria: Highest academic standing with a minimum combined average of 80%.

1. *Athletic Scholarship* \$300 for an athlete that has taken at least 3 Physical Education courses, and demonstrated sportsmanship, a good attitude, team spirit, and participation in school sports in the current year.
2. *Proficiency Scholarship* \$500 for highest overall average in six senior courses in the final year.
3. *Science Studies Scholarship* \$300 for highest overall average in three senior Science courses
4. *Math Studies Scholarship* \$200 for highest overall average in two senior Math courses.
5. *Technical Studies Scholarship* \$300 for highest overall average in three senior Technical courses
6. *Business Studies Scholarship* \$300 for highest overall average in three senior Business courses
7. *Citizenship Scholarship* \$300 for overall contribution, participation and volunteer work in the community
8. *English Studies Scholarship* \$200 for highest overall average in two senior English courses
9. *History Studies Scholarship* \$200 for highest average in two senior History courses
10. *Classical Studies Scholarship* \$300 for highest overall average in three senior Classical Studies courses.
11. *Religious Studies Scholarship* \$400 for highest overall average in four Religion courses
12. *Byron J. Kloetstra Scholarship* \$2,500 for student registered in full time studies at an Ontario University or Community College for the next academic year; and is the winner of the Lt. Governor Generals Award.
13. *Nellie A. Dendekker Scholarship* \$2,500 for student registered for full time studies at an Ontario Community College for the next academic year; with the highest overall average of six full credit senior courses.
14. *Jack Westerink Scholarship* \$2500 per year up to 5 years for student registered in full time studies at a qualifying Christian institution, with the highest overall average of at least 75% in his/her top six 4U or 4M courses.

Criteria for Grade 8 and 12 Valedictorians (2011-04-28)

- Class may select one from the three students with the highest academic average
- Must be an active participant in school activities (i.e. Yearbook, Sports, Student Council, Tri-School competitions, Mission Work Day, etc.)
- No suspensions on the student's discipline record.
- Student has a positive school attitude and relationship with peers and teachers.

- RCS student for at least 2 consecutive years

ACADEMIC PROGRAM

Credit System

Rehoboth Christian School is a private school registered with the Ontario Ministry of Education (ME). Our curriculum is structured around the credit system as described in *Ontario Secondary Schools, 1999*, page 30. A credit is awarded by the Principal on behalf of the Ministry of Education for the successful completion of an approved course involving a minimum of 110 hours of study. Successful completion means the achievement of a final grade of 50% or higher.

The school is run in two semesters. Semester one runs from September to the end of January. Semester two runs from the end of January to the end of June. Four and a half courses form a full load for each semester, for a total maximum of nine courses per school year, or thirty-six courses over four years.

Religious Studies

The Board of RCS has determined that all high school students will complete four courses in religious studies to obtain the RCS Diploma (RCSD). These required courses are as follows:

Grade 9	HRE130 The Ministry of Christ	Grade 11	HRE330 Church History
Grade 10	HRE230 Bible Survey	Grade 12	HRE430 Apologetics

Attendance at religion class is mandatory for all registered students. An exception is made for students who are on Coop placement and are not in attendance on the school campus for that semester. (2008-03-27)

Diplomas

Students enrolled at RCS can earn several different types of diplomas described below. Students who earn a diploma at RCS may delay receiving it until a subsequent graduation ceremony if requested in advance. (2001-12)

REHOBOTH CHRISTIAN HIGH SCHOOL DIPLOMA (RCSD)

The Board of Rehoboth Christian School has decided that in order to receive an RCSD, a student must fulfil requirements that go beyond those set out by the Ministry of Education for the Ontario Secondary School Diploma (OSSD). Students who qualify for the RCSD will also qualify for the OSSD. In order to receive the RCS diploma a student needs to successfully complete 30 credits of which 23 are compulsory. A student is awarded the RCSD by the Principal, on behalf of the RCS Board, to all students who successfully complete the following:

Course Title	Number of Courses
Religious Studies*	4
Mathematics	3 (one in Grade 11 or 12)
English	4 (one credit per grade)
Science	2
Senior Science <u>or</u> Technology (grades 9-12) <u>or</u> Cooperative Education	1
Canadian Geography	1
Canadian History	1
English <u>or</u> FSL, Native Language <u>or</u> Classical <u>or</u> an International Language <u>or</u> Social Science <u>or</u> Canadian and World Studies <u>or</u> Guidance and Career Education <u>or</u> Cooperative education	1
Arts (we offer Music or Visual Art)	1
Civics	0.5
Career Studies	0.5
French	1
Physical and Health Education	1
Physical and Health Education <u>or</u> Arts <u>or</u> Business <u>or</u> Cooperative Education	1
Elective courses	7
Community service (40 hours minimum)	
Ontario Secondary School Literacy Test (OSSLT)	
TOTAL	30

*Items in bold print are additional requirements set by the RCS Board

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The OSSD is a diploma awarded by the Principal, on behalf of the Ministry of Education, to all students who have accomplished a total of 30 credits of which 18 are compulsory. A student is required to successfully complete the following:

Course Title	Number of Courses
Mathematics	3 (one in Grade 11 or 12)
English	4 (one credit per grade)
Science	2
Canadian Geography (Grade 9)	1
Canadian History (Grade 10)	1
Arts (we offer Music or Visual Art)	1
Civics	0.5
Career Studies	0.5
French	1
Physical and Health Education	1
1 credit from each of the following groups: <u>Group 1</u> English (including OSSLC) or classical studies or international languages or Native languages or Canadian and world studies or Native studies or social sciences and humanities or guidance and career education or cooperative education <u>Group 2</u> French as a second language or the arts or business studies or health and physical education or cooperative education <u>Group 3</u> French as a second language or science (Grade 11 or 12) or computer studies or technological education or cooperative education Note: The following conditions apply: <ul style="list-style-type: none"> • A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3. • A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2 or 3. 	3
Elective courses	12
Community service (40 hours minimum)	
Ontario Secondary School Literacy Test (OSSLT)	
TOTAL	30

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

A *Certificate of Education* is awarded to a student who has completed 14 credits/courses, 7 of which are compulsory. A student is required to successfully complete:

Course Title	Number of Courses
Mathematics	1
English	2
Science	1
Canadian Geography <u>or</u> Canadian History	1
Arts (we offer Music or Visual Art) <u>or</u> Technological Education	1
Physical and Health Education	1
Elective courses	7
TOTAL	14

CERTIFICATE OF ACCOMPLISHMENT (CA)

Students who leave school prior to achieving an OSSD may be granted a CA to recognize achievement for the purpose of entering certain vocational programs, further training, or finding employment.

GRADE 9 COURSE SELECTION AT RCS

COURSE CODE	COURSE TITLE
HRE130	Ministry of Christ
ENG1D <u>or</u> ENG1P	English – Academic <u>or</u> English - Applied
MPM1D <u>or</u> MFM1P	Principles of Mathematics – Academic <u>or</u> Foundations of Mathematics - Applied
CGC1D	Geography of Canada – Academic
SNC1D <u>or</u> SNC1P	Science – Academic <u>or</u> Science - Applied
FSF1D*	Core French – Academic
PPL1O-F <u>or</u> PPL1O-M	Healthy Active Living –Female/Male – Open
AVI1O <u>or</u> AMU1O	Visual Arts – Open <u>or</u> Music – Open

*Students who have not had French instruction in elementary school may request substitution for this required course with permission from the Principal. This French credit needs to be replaced with another compulsory credit from the list as described in *Ontario Secondary Schools, 1999*, page 72.

After completing the grade 9 program, students must earn 22 additional credits to satisfy the requirements of the RCSD or OSSD.

COURSE LEVELS

Grade 9 and 10 Courses

Academic Courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts, while incorporating practical applications as appropriate. Course Code – D

Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate. Course Code – P

Grade 11 and 12 Courses

University Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content, but will also include concrete applications, independent research skills and independent learning skills.

Course Code - U

College Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, the development of critical-thinking and problem-solving skills, independent research skills and independent learning skills. Course Code – C

Grades 9-12 Open Courses

are designed to provide students with a broad educational base that will prepare them for their studies in grades 1 and 12 and help prepare them for their role in society. Course Code – O

PROCEDURE FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Students may change their educational goals as they proceed through secondary school, but may find they have not completed all of the necessary prerequisites.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, but may be asked to fulfill additional preparations by the principal. In the case of math, however, the sole prerequisite for Grade 10 academic mathematics is Grade 9 academic mathematics, to a student planning to move from Grade 9 applied to Grade 10 academic math must take Grade 9 academic math or the designated transfer course.

In Grades 10-12, a student may change to a different type of course provided they have fulfilled any prerequisites. If they have not, they may take one of specified prerequisites through summer school, night learning, e-learning, independent study or ILC. The principal may waive prerequisites if they believe a student can be successful without it.

COURSE CODES

Each course will have a minimum 5 digit designation. For example, the course ENG2D means:

ENG – English 2 – Grade 10 Course D – Academic Level

The first three letters indicate the program division of the course. The fourth character is the grade level of the course. The fifth character is the type of course. A possible sixth character may indicate either half courses, or for multiple classes.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSS 3.1.4)

Students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn an Ontario Secondary School Diploma (OSSD). Students will normally take this test when they are in grade 10. The test is prepared and evaluated by the Education Quality and Accountability Office (EQAO) and will be based on the Ontario Curriculum expectations for language and communication (particularly reading and writing) up to and including grade 9. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Schools must provide remedial assistance for students who do not complete the test successfully. Accommodations can be made for students who are receiving special education programs and services and who have an Individual Education Plan (IEP). These accommodations will not alter that actual content of the literacy test, but may involve alternative forms of print and extra time. Students whose IEP indicates that they are not working towards the attainment of a secondary school diploma may be exempted from participating in the secondary school literacy test. (OSS p. 10, 11) Where a student has not been successful in the OSSLT, the school may establish a procedure for offering the Ontario Secondary School Literacy Course (OSSLC) (P/PM 127)

SUPPORTS AND RESOURCES

RCS offers various supports to help students be successful in secondary school including computer labs, library services and guidance services.

Special Education

Students requiring extra educational supports, accommodations or modifications, will be under the care of the special education department. Parents and students are encouraged to bring their educational concerns to the Special Education teacher for discussion. On occasion, courses not normally offered at RCS will be offered to students who could benefit from taking them.

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, 2003*. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

For the 2003–04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enrol in the OSSLC. In June 2004, policy was changed to grant principals the discretion to allow a student to enrol 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.

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 Ontario Secondary School Diploma. 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.

The OSSLC may be used as a substitution to meet the requirements for compulsory credits.

A student cannot be granted credit for the OSSLC through the challenge process described in the Prior Learning Assessment and Recognition (PLAR) policy outlined in either Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools," July 6, 2001, or Policy/Program Memorandum No. 132, "Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools," May 7, 2003.

CO-OPERATIVE EDUCATION

Co-operative Education is a program developed by the Ontario Ministry of Education which allows the student to earn secondary school credits through 'on the job' work experience. Co-operative education credits can be granted in virtually any area of study, but the work experience must be closely related to at least one senior in-school course which the student is enrolled in, or has taken within the last year. Normally, students obtain two (2) co-op credits for participating in a one-semester, half-day co-op program. A maximum of four (4) co-op credits can be earned towards a RCSD or OSSD (two credits per placement). Co-operative education allows a student to:

- develop a better understanding of personal God-given talents and abilities.
- develop employment skills and leadership qualities.
- develop skills related to a specific career by working with trained professionals.
- gain work experience which may be helpful in securing future employment.
- develop interpersonal skills; develop an awareness of the demands and responsibilities of employment.
- make wiser, more informed career decisions.

Co-operative placements: (*Co-operative Education – Policies and Procedures, 2000, Section 2.4 page 21*)

“Co-operative placements should, if at all possible, be outside the student’s home school, preferably in a new environment in which the student has not had previous experience or part-time work. Placements involving any of the following activities are **not acceptable**:

- Working in the student’s home school, except under special circumstances
- Working in the school store
- Participating in dramatic presentations in the home school
- Serving on the Student Council
- Working at part-time jobs
- Participating in Junior Achievement projects
- Playing on a school or community athletic team
- Working on the school yearbook
- Replacing paid employees
- Completing the community involvement requirement for the OSSD.”

Remuneration: (*Co-operative Education – Policies and Procedures, 2000, Section 4.3 page 38*)

“It is essential that the emphasis in co-operative education be placed on learning and that co-operative education be differentiated from part-time employment. It is therefore not general practice for co-operative education students to receive hourly wages or a salary for their placement component hours. While payment for work during co-operative education credit hours is discouraged, students are permitted to receive an honorarium or an expense and/or a transportation allowance from their placement. If students stay at their placements beyond the hours specified on the Work Education Agreement, they may be hired as employees and paid. Such an arrangement must be completed by the student and the employer and shall not involve the school or the teacher.”

“It is essential that the school board maintain control over the direction of all co-operative education learning activities, even in situations in which students receive some remuneration.” (see *Co-operative Education – Policies and Procedures, 2000, Section 4.3 page 38*)

Students who are interested in earning co-operative education credits are required to complete an application package at the same time as submitting the Option Sheet. This application describes their previous work experience, their career goals and the subject area they are interested in exploring through a work experience. More information regarding co-

CORRESPONDENCE COURSES (Revised 2010-09)

Secondary students can achieve credits towards an OSSD (Ontario Secondary School Diploma) by taking courses offered during the day school program, or by taking a correspondence course through Avon Maitland Distance Education Centre (AMDEC). AMDEC courses require a great deal of self-discipline and determination in order to promise success. Permission for enrolment will be granted provided enrolment in that same course at RCS is not viable. AMDEC courses are online and are offered to RCS free of charge.

If a student would prefer to take a correspondence course in a paper form (not online) these are offered at ILC (Independent Learning Centre). These courses, however, are not offered to RCS for free and the student or his/her family is required to pay this fee when ordered. Upon successful completion this fee will be reimbursed to the student or family.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students enrolled in 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 their secondary school diploma. PLAR procedures are carried out under the direction of the Principal, who grants credits.

There are two ways to gain credits using *PLAR*: challenge and equivalency. The challenge process is where students' prior learning is assessed for a course developed from a provincial curriculum policy document. Assessment instruments must include formal tests (70%), and a final evaluation (30%).

Equivalency involves the assessment of credentials from other jurisdictions (such as non-inspected private schools, or schools from outside of Ontario).

A maximum of four credits may be granted through the challenge process for grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted for placement only. (OSS pp. 36, 37)

Policies Governing the Challenge Process

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for grade 10, 11, and 12 courses in provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. (See OSS, section 6.6)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry. (See OSS, section 6.6).

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. Students with music certificates that are accepted for credits (See OSS, appendix 4) are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with OSS appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

Credit will be granted only for the specific course for which the student has successfully challenged for credit. A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

Assessment and evaluation strategies for the challenge process must 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 is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

A "*PLAR Challenge for Credit: Cumulative Tracking Record*" form will be maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

CREDITS FOR MUSIC CERTIFICATES

A total of one non-grade 12 university/college preparation credit can be earned towards an OSSD in addition to other music credits available within the school with the successful completion of Grade VII Practical and Grade I Rudiments from the Royal Conservatory of Music of Toronto (or similar ME approved equivalent as found in Policy Memorandum No. 133). A total of one Grade 12 university/college preparation credit can be earned towards an OSSD in addition to other music credits available within the school with the successful completion of Grade VIII Practical and Grade II Rudiments from the Royal Conservatory of Music of Toronto (or similar ME approved equivalent as found in Policy Memorandum No. 133).

WAIVING PREREQUISITES FOR COURSES

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. (OSS, 1999, 5.3.3 page 22) OSR forms are available at the school office.

SUBSTITUTIONS FOR COMPULSORY COURSES

To meet individual student's needs, the Principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirement. The decision to make a substitution for a student should be

made only if the student's educational interests are best served by such a substitution. 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).

Substitutions can be initiated by adult students, parents or the principal.

The following are limitations on substitutions for compulsory credits:

- ESL and English literacy development courses may not be used to substitute for a compulsory credit.
- 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 as substituted for compulsory credit requirements.
- A locally developed compulsory credit course may not be used as a substitute for a compulsory credit

Each substitution will be noted on the student's Ontario Student Transcript.

COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT (Revised 2011-04-01)

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the students, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Effective July 1, 2011, students will be able to start accumulating community involvement hours in the summer before they enter grade 9. This change acknowledges the enthusiasm of some students, with support from their parents, to be involved in their community prior to entering secondary school.

Roles and Responsibilities of the Principal

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirements, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

Roles and Responsibilities of the Student

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the Guidance Counsellor with a completed *Notification of Planned Community Involvement Activities* form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A *Completion of Community Involvement Activities* form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (this is the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the *Notification of Planned Community Involvement Activities* form and the *Completion of Community*

Involvement Activities form if the student is under the age of eighteen years. It is the parent's responsibility to provide personal accident insurance if desired/needed.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the *Completion of Community Involvement Activities* form.

List of Ineligible Activities

The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g., co-operative education portion of a course, job shadowing, work experience)
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or 'spare' periods is permissible
- Takes place in a logging or mining environment, if the student is under sixteen years of age
- Takes place in a factory, if the student is under fifteen years of age
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- Would normally be performed for wages by a person in the workplace
- Involves the operation of a vehicle, power tools, or scaffolding
- Involves the administration of any type or form of medication or medical procedure to other persons
- Involves handling of substances classed as 'designated substance' under the Occupational Health and Safety Act
- Required the knowledge of a trades person whose trade is regulated by the provincial government
- Involves banking or the handling of securities, or the handling of jewellery, works or art, antiques, or other valuables
- Consists of duties normally performed in the home (e.g. daily chores, babysitting, helping grandparents) or personal recreational activities
- Involves a court-ordered program (e.g. community-service program for young offenders, probationary program)

List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement. Any activities not listed or clearly indicated should receive pre-approval from the Principal.

- Volunteer in hospital, senior home, blind institute, homes for disabled
- Assisting in community fund-raising activities
- Community disaster relief work
- Assisting seniors with yard work, home maintenance, etc.
- Volunteer coaching, refereeing at community sports activities
- Assistant at Vacation Bible School, Kids Club, etc.
- Assistant at any charitable organization, e.g. Right to Life, Heart & Stroke Foundation, Kidney Foundation, Thrift Store, etc.
- 24 Hour Fast for Word and Deed
- School Bus Patrol - 10 hours per year of service.
- School Yearbook
- Student Council

LOCKER POLICY (April, 2005)

Students are assigned a locker to store books, gym clothes, lunch bag, outside clothing and personal belongings. Along with the privilege of having a locker, comes the responsibility of keeping it neat, clean, and free from any offensive or illegal belongings. The following guidelines apply to all lockers:

1. Students are advised to secure their locker with a combination lock.
2. Students are advised not to leave valuables or money in an unlocked locker.
3. Students may not access any other student's locker without permission.
4. Lockers must be kept clean, neat, and free from garbage at all times.
5. Lockers may not display any offensive pictures, pornography, or racist literature.
6. Lockers may not contain any banned, illegal, or dangerous substances (alcohol, illegal drugs, fire crackers, weapons).
7. Each student is responsible for their own locker and may be required to pay for any costs for repair/replacement.

8. If there are reasonable grounds to suspect that a locker contain any banned, offensive or illegal items, the lock may be removed and the locker may be searched by the principal and/or authorities in the presence of the student and/or a witness.
9. The school will provide combination locks for each locker in the high school, and keep a record of the combinations in the school office.

LIBRARY SERVICES

Sign Out Rules

There is a limit of two books per student. There is a two-week limit on books, unless the teacher has asked for an extension. At the end of the two-week period, the student either returns the book(s) or has the sign-out card and the due date card (in book) re-stamped for another two-week period. If the demand for the books exceeds the supply, the student will be notified that renewal might not be possible. Any high school student who does not return the book(s) by the due date will have fines applied. Students may not sign out books on behalf of other students. The student who has signed out a book is ultimately responsible for that book. Exception: Students may sign out more than two books if required for a project only if the books are not needed by other students.

The limit of two books for a maximum period of two weeks also applies to parents who borrow resources (books, DVDs) from the RCS library. Borrowing should be done during library hours (8:30 a.m. – 1:30 p.m.).

Class Overdue Lists

On a weekly basis, the homeroom teacher will receive two lists. One list indicates all overdue books and the current status of all fines. The second list shows all books currently on loan to students in that homeroom.

Overdue Fines

Fines are collected on all overdue books at the rate of 25 cents per book for each school day beyond the due date (P.A. days, weekends, holidays and exam days are not counted). The maximum fine per book is \$5.00. If the book cannot be found, the student is responsible for the replacement value of the book. All fines must be cleared before the end of the marking period or the report card will be withheld.

CD-ROM, Encyclopaedia and Reference Books

All of the above may be used in the library for one class period, if signed out with the Librarian.

COMPUTER/PERSONAL ELECTRONIC DEVICE POLICY

PURPOSE

RCS aims to use technology in a responsible way. The goal of this policy is to create an environment for learning that is beneficial to all students and this will require allowances for exceptional students and circumstances. Therefore it is necessary that all students follow and respect the following policy when using computers and personal devices.

A. SCHOOL COMPUTERS

USE OF COMPUTER EQUIPMENT IS A PRIVILEGE AND NOT A RIGHT!

The use of computer equipment in the school is a privilege that must not negatively impact the work of other students or staff or classes. For this reason:

- 1) School work and assignments will always take priority over personal use of any equipment and the student agrees to stop using any equipment if requested by any staff on duty.

PROPER USE OF ELECTRONIC EQUIPMENT RESOURCES

Any use or conduct that damages, defaces or otherwise decreases the usefulness and the value of any resource or has the potential to do so is unacceptable. For this reason the student agrees that:

- 1) No food or drink is permitted in any of the computer areas at any time;
- 2) All equipment has to be handled with care and left in proper working order for the next user (Ex. do not detach, unplug, move etc., change monitors settings etc.);
- 3) It is the student's responsibility to report abuses, misuses and malfunctions;
- 4) Software from outside the school cannot be installed or stored on school computers;
- 5) A properly working and up-to-date antivirus must be installed on his/her home computer or personal laptop;
- 6) Students' equipment (laptop, memory stick etc.) must not be connected or networked to Administration's computers;
- 7) It is the student's responsibility to print his/her assignments at home and not at school.

GAMES

Students may bring games on their own personal devices, but agree:

- 1) Not to play on school premises any game that blatantly violates any of the 10 Commandments;
- 2) Not to play games (online or otherwise) at the Library Pod at any time;
- 3) To stop playing a game that is deemed inappropriate by a staff member on duty.

INTERNET ACCESS

1. All Internet Access provided by RCS is filtered.
2. Any attempt to deliberately view or seek objectionable web sites or materials, whether attempting to thwart the internet filter or connecting to the internet via a Personal Electronic Device, will face disciplinary action.

PENALTIES FOR VIOLATING THIS AGREEMENT

Violations of this Computer Use Policy will, at the very least, result in the loss of the student's privilege to use the equipment at RCS (including personal laptop and other devices). Other disciplinary measures may be taken as well.

B. STUDENT PERSONAL ELECTRONIC DEVICES

1. Personal Electronic Devices (PEDs) in classes are to be used for educational purposes only and are subject to teacher's on-going approval.
2. When PEDs are permitted by the teacher they must be in silent and/or airplane mode.
3. Teachers may, however, allow music to be used to accommodate learning styles of exceptional students.
4. During class time, parents should contact students through the school office.

Limitations

1. PEDs may be used between 12:15 – 12:45, during spares and between classes, but only at your locker, in the library, gym and multipurpose room. (Not in hallways)
2. Ear buds may only be used when students are working independently in library and multi-purpose room.
3. Photographic images and videos of a person, at school events, and during school activities and/or hours, is prohibited without the permission of the person or persons being photographed/videoed, the Principal or designate, and where the student is below the age of 18 years, the consent of the parent/guardian.
4. Students may not have their PED with them during tests or exams.
5. Violation of the above guidelines may result in the confiscation of the PED until the end of the following school day. Parent/guardian has the option to retrieve the PED, during school day, at their earliest convenience.

Short Term Missions (STM)

Purpose

The purpose of a short-term mission trip is to provide exposure and experience in working on the mission field. Although the trip will only be for a short term (1-2 weeks), it does give the student a sense of what goes on in the mission field, and an appreciation for the blessings we have in our own environment. STM's will help develop an appreciation for mission work, and may also stimulate the call to pursue a life of service to God in the mission field.

Qualifying Students

STM's are meant for students in the senior grades (grades 11 and 12). There is a need for a certain level of maturity and responsibility by the student, and this can more likely be found in high school students at the senior level. Since many STM trips involve physical labour, senior students (grades 11 and 12) must be physically fit enough to participate in this type of labour.

- Must be in grade 11 or 12 at RCS.
- Submit a completed application form to the Principal before **May 31**.
- Demonstrates mature behaviour in keeping with Biblical principles.
- Demonstrates and ability to carry out all of work assigned with a positive attitude.
- Be willing to raise at least 50% of the funds required for the trip.

Short Term Mission Fund

A fund will be established and advertised by the STM Committee in order to help subsidize students who do not have sufficient funds to go on a STM trip. The purpose of the fund is to help eliminate the lack of funds as a reason for not being able to go on a STM trip. Students can apply to this fund for a maximum 50% subsidy for expenses (provided the funds are available). The remaining cost for the trip must be raised by the student. Individuals and businesses may donate to the STM Fund. The Student Council may also add to this fund through specially organized fundraisers. Money will be distributed from this fund to qualified applicants. This fund will be managed by the Financial controller of RCS.

Timing

The preferred time of year for the STM trip will overlap with one of the school breaks: summer months, Christmas break, or March break. The maximum length for the trip will be for 2 weeks, with a maximum of 1 of those weeks being during scheduled school time.

Supervision

The STM Committee will ensure that there is adequate supervision of students on the STM trip and that the sponsoring agency is reputable and worthy of support.

TECHNICAL STUDIES

TDJ20
 TCJ20 → TCJ3C → TCJ4C
 TTJ20

ART

AVI10 → AVI30
 AMI10 → AMI20

SOCIAL SCIENCES & HUMANITIES

HFN20
 HPW3C

CAREER / GUIDANCE

GLC20 (0.5 credit)

PHYSICAL EDUCATION

PPL1OF → PPL2OF → PPL30 → PPL40
 PPL1OM → PPL2OM → PPL30 → PPL40

LANGUAGES

FSF10
 FSF1D → FSF2D → FSF3U → FSF4U
 LVLAD (Latin)

FLOW CHART

STEP ONE: Career Direction

MY AREA OF INTEREST

STEP TWO: Educational Preparation

What education will prepare me for this career? Where can I get this education?

APPRENTICESHIP	COMMUNITY COLLEGE	UNIVERSITY

STEP THREE: Admission Requirements

What high school credits are required for admission to this program?

APPRENTICESHIP	COMMUNITY COLLEGE	UNIVERSITY

STEP FOUR: My High School Program

Use course codes when filling in the chart below.

GRADE 9	GRADE 10	GRADE 11	GRADE 12

COURSE DESCRIPTIONS

The following are the course descriptions, for access to more detailed course outlines speak to the Principal, or go to <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

THE ARTS

AVI10 Visual Arts, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. **Prerequisite:** None

AVI30 Visual Arts, Grade 11, Open

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. **Prerequisite:** None

AMU10 Music, Grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. **Prerequisite:** None

AMU20 Music, Grade 10, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. **Prerequisite:** None

BUSINESS/COMPUTER STUDIES

BTA30 Information and Communication Technology: The Digital Environment, Grade 11, Open. This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through

the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies. **Prerequisite:** None

BDI3C Entrepreneurship: The Venture, Grade 11, College

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

ENGLISH

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.

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

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 their 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.

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.

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. This course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: English, Grade 10, Applied.

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 texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. This course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic.

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

ENG4C English, Grade 12, College 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 variety of informational and graphic texts, as well as literary texts from various cultures and 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 and develop greater control in writing. This course is intended to prepare students for college or the workplace. Prerequisite: English, Grade 11, College Preparation.

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 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.

EWC4U The Writers Craft, Grade 12, University Preparation. This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Prerequisite: English, grade 11, University Preparation.

LANGUAGES

FSF10 Core French, Grade 9, Open.

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning. **Prerequisite:** None

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 continue to develop language

knowledge and skills 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 the skills necessary to become life-long language learners. Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

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 continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners. Prerequisite: Core French, Grade 9, Academic or Applied.

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 creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. Prerequisite: Core French, Grade 10, Academic

FSF4U Core French, Grade 12, University Preparation. This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. Prerequisite: Core French, Grade 11, University Preparation

CAREERS AND GUIDANCE

GLC2O Career Studies, Grade 10, Open. This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post secondary learning and career options, prepares students for man-

aging work and life transitions, and helps students focus on their goals through the development of a career plan. (0.50 Credit)

DCO30 Creating Opportunities through Co-op, Grade 11, Open

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students 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 skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students 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

CANADIAN AND WORLD STUDIES

CGC1D Geography of Canada, Grade 9, Academic.

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: None

CGC1P Geography of Canada, Grade 9, Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. Prerequisite: None

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

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

CHC2P Canadian History Since World War 1, Grade 10, Applied. This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

CHV2O Civics. 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 (0.50 Credit)

CHW3M World History to the Sixteenth 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

CLU3M Understanding Canadian Law, Grade 11, University / College Preparation. This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CHY4U World History: The West and the World, 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

CLN4U Canadian and International Law, Grade 12, University Preparation. This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating

these and other issues in both Canadian and international contexts.

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

MATHEMATICS

MFM1P Foundations of Mathematics, Grade 9, Applied. This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Pre-requisite: none.

MPM1D Principles of Mathematics, Grade 9, Academic. This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Pre-requisite: none.

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.

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: Grade 9 Mathematics, Academic.

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.

MCR3U Functions, Grade 11, University Preparation. This course introduces the mathematical concept of the function by extending students' experiences with 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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic.

MAP4C Foundations for College Mathematics, Grade 12. 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, of Functions and Applications, Grade 11, University/College Preparation

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; 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 who plan to study mathematics in university 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.

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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. Prerequisite: Advanced Functions, Grade 12 University Preparation can be taken concurrently with or can precede Calculus and Vectors.

PHYSICAL AND HEALTH EDUCATION

PPL10F/PPL10M. Healthy Active Living Education, Grade 9, Open. This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

PPL20F/PPL20M. Healthy Active Living Education, Grade 10, Open.

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

PPL30 Healthy Active Living Education, Grade 11, Open. This course focuses on the development of a

healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

PPL40 Healthy Active Living Education, Grade 12, Open. This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

RELIGIOUS STUDIES

Four credits in the religious studies area are required in order to qualify for an RCS Diploma.

HRE130 The Ministry of Christ, Grade 9, Open. This introductory New Testament course includes units on: The Geography of Palestine, The Preparation for Christ, The Inauguration, the Authority, the Opposition, the Crisis, the Climax, and the Triumph of Christ's Ministry. Eight selected passages of the four gospels will be memorized and six essays will be written.

HRE230 Bible Survey, Grade 10, Open. This course gives students an overview of the books of the Bible. Students learn the authorship, background, setting, historical and theological themes, the outline and interpretative challenges of each book. In this way, students gain a greater appreciation for God's Word and are better equipped to study and understand it in their personal, group, and family Bible studies.

HRE330 Church History, Grade 11, Open. This course deals with the history of the Christian Community, its spiritual insights, and its doctrinal achievements. It is a study of great practical value for the present because Church History is instructive and inspiring. The course will bring students through the major developments of Church History through the ages from the Early Church to the Reformation and will confront our children with the beauties of our rich Reformed heritage.

HRE430 Apologetics, Grade 12, Open. This course will attempt to cultivate in each student such a knowledge of God that it will pervade his understanding of every academic endeavour, and will impart to him/her the ability to confute unbelief in its various forms. Additionally, the course will provide the framework for the defence of the Christian faith and will give the students the

ability to critique and evaluate all knowledge in the light of scripture.

SCIENCE

SNC1P Science, Grade 9, Applied. This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. Prerequisite: None

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

SNC2P Science, Grade 10, Applied. This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

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: Science, Grade 9, Academic or Applied

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: Science, Grade 10, Academic

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: Chemistry, Grade 11, University Preparation

SBI3C Biology, Grade 11, College Preparation.

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Science, Grade 10, Academic or Applied

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: Science, Grade 10, Academic

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: Biology, Grade 11, University Preparation

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: Science, Grade 10, Academic

SPH4U Physics, Grade 12, University Preparation.

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Physics, Grade 11, University Preparation

Social Sciences and Humanities

HFN2O Food and Nutrition, Grade 10, Open. This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. Prerequisite: None.

HPW3C Working with Infants and Young Children, Grade 11 College Preparation

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. Prerequisite: None.

Individuals and Families in a Diverse Society, Grade 12, University/College (HHS4M)

This course applies current theories and research from the disciplines of:

Anthropology (study of humans, past and present)
Psychology (study of the human mind and its functions, especially those affecting behavior)
Sociology (study of the development, structure, and functioning of human society)

This course also studies individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

Philosophy: Questions and Theories, Grade 12, University (HZT4U)

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

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

TECHNICAL STUDIES**TCJ2O Construction Technology, Grade 10, Open.**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. **Prerequisite:** None

TWJ3E Custom Woodworking, Grade 11, Workplace

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn

to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation. **Prerequisite:** None

TCJ3C Construction Engineering Technology, Grade 11, College Preparation. This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. **Prerequisite:** None

TCJ4C Construction Engineering Technology, Grade 12, College Preparation. This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field. **Prerequisite:** Construction Engineering Technology, Grade 11, College Preparation

TDJ2O Technological Design, Grade 10, Open
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field. **Prerequisite:** None

TTJ2O Transportation Technology, Grade 10, Open.
This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and

learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry. **Prerequisite:** None