



DURHAM CHRISTIAN HIGH SCHOOL

SCHOOL COURSE CALENDAR

2020 -2021

Developing Minds, Strengthening Hearts, Changing Lives

INTRODUCTION

Welcome to this booklet describing the curriculum at Durham Christian High School. It includes a brief discussion of:

- levels of academic difficulty
- academic policies
- diploma requirements
- a list of courses offered by grade
- program overview and perspective
- a brief description of courses

Programs and courses of study are prepared so that students will encounter a curriculum which enables them to fulfil the mission and goals of our school. We endeavour to prepare students with skills, discernment, understanding, creativity, and confidence so that they are enabled to be witnesses for Jesus Christ.

Students and parents should read through the booklet thoroughly so that the choice of subjects may be done carefully. We will assist you in the process both through guidance sessions held with the different grades, and through one on one sessions with our guidance counsellor.

It is important that all of your questions are answered so that courses are selected which will enable you to be considered for programs in colleges or universities which will prepare you for the career you wish to pursue. If you have questions, do not hesitate to ask.

Through our curriculum, staff, and school life, we trust that, by God's grace, Durham Christian High School will be a place in which students are encouraged to live for Jesus Christ as their Lord and Saviour.

Other information booklets include:

Student Handbook/Academic Planner

Contains school year calendar and policies and procedures relevant to student life. Available online at www.dchs.com or by request from the office.

▪ **Parent Handbook**

Basic information and school year calendar for parents. Available online at www.dchs.com or by request from the office.

▪ **School Directory**

Contains a listing of the addresses and telephone numbers of staff, board, committees and families.

▪ **Official Course Outlines**

Contains course expectations, assessment and evaluation information and program considerations. Available from the office.

▪ **Ministry of Education Documents**

Contains a full list of courses available in Ontario, course expectations and curriculum policy documents. Available online at edu.gov.on.ca

VISION OF THE SCHOOL

As board, staff, parents and supporting community, we recognize how much we depend on God's grace to:

Provide an academic environment which:

- is embedded in God's word.
- is creative, stimulating, and interactive.
- encourages special gifts and insights.

Establish a community which:

- is conducive to learning.
- provides leadership and discipleship opportunities.
- fosters respect and fairness.

In response, students will:

Grow in their commitment to the Christian faith:

- respecting themselves as image bearers of God.
- understanding the complexity of God's work.
- discerning good and evil in society.

Develop their gifts:

- acquiring solid academic knowledge.
- gaining skill in areas such as technology, arts, sciences, and humanities.

Increase their desire to serve God and humanity:

- displaying integrity in life style.
- demonstrating leadership and service.

Durham Christian High School – School Code of Conduct

1. Learning Environment

As a DCHS student, you are expected to:

- Be in class when the bell rings for class to begin.
- Come to class prepared with the necessary materials for that class.
- Treat other people, their property, the building and the classroom with respect.
- Respect the privacy of the teacher's desk.
- Refrain from:
 - Putting feet on tables or desks
 - Bringing food or drink (except H2O) to class
 - Sitting on desktops.

2. Electronic Devices

In-class use of technology is at the discretion of your teacher with a view toward your learning.

- **HEADPHONES:** No headphones in hallways or in library (unless directed by teacher during class time) but YES in classrooms as directed by teacher and in student lounge.
- **MUSIC:** Music only in classes (as directed by teachers) and in student lounge with headphones.
- **CELL PHONES:** No Cell phones during classes or in the library / hallways (not on spares in hallway – when classes are in session)
- **VIDEO GAMES/MOVIES/SHOWS:** No video games/movies/shows – unless as part of class work during class

It is expected that you will use iPods, tablets and laptops for learning-related purposes. Your use of such devices is always at the discretion of your teachers.

3. Care for Property

School or student property is sometimes damaged, either by accident or by deliberate or careless action. Please report damage to the Main Office when you see it. If you cause damage, you are responsible for any necessary restitution or restoration. If you damage property penalties may also result.

4. Detentions

You may be assigned a detention by the Main Office or by a teacher. Detentions may be assigned for discipline issues or for academic reasons such as incomplete homework or missing assignments. Detentions will take place during lunch period. Teachers may ask you to attend their classroom for detention. For discipline situations, you may be referred to the Principal. In discipline situations, you may be required to complete physical tasks around the DCHS building as necessary.

If you accumulate a large number of detentions, you will be referred to the Principal as needed.

NOTE: The above process is intended to deal with discipline infractions considered relatively minor. More serious discipline matters will be dealt with as the circumstances warrant at the discretion of the school Administrative Team (Principal and Vice Principals).

5. Enforcement of the Criminal Code (including bullying, harassment, threatening, drug and alcohol abuse)

DCHS has a legal and moral obligation uphold the laws of Ontario and Canada, and to draw upon the assistance of appropriate authorities as necessary in order to do so.

Circumstances into which legal authorities may be called include (but are not limited to): bullying, threatening, harassment, abuse, illegal drugs, alcohol, theft, break and enter, and willful damage to property.

- Specifically, students who possess, or are under the influence of alcohol will be suspended for one week.
- Students who possess, or are under the influence of illegal drugs will be suspended for two weeks.
- A second alcohol or drug offense will result in a suspension for the remainder of the current semester, including exams.

6. Harassment Policy

In order to fulfill our both our legal and biblical responsibilities, DCHS strives to provide a safe, stable, and harassment-free environment for both students and staff. Mutual respect must be the basis of interaction between all members of our community. Our school community will not tolerate behaviour that undermines self-esteem, intimidates, antagonizes or otherwise fosters a hostile or offensive environment.

If you witness physical and/or verbal behaviour that is threatening, humiliating, insulting, harassing, intimidating or degrading (even if it is not directed toward yourself), you are encouraged to speak with the Principal, Vice Principal or any staff member as soon as possible. A detailed Harassment Policy entitled Child Welfare Manual - DCHS is available on our web site, in the Main Office, Library, Guidance Office and Vice Principal's Office.

This manual and relevant issues will be reviewed with you and your peers early in the school year.

7. Internet Communication

In our effort to provide a stable, harassment-free environment, you and your parents are to note that threatening, insulting, humiliating, harassing, intimidating or degrading messages posted online will be dealt with as public communications and will be subject to school disciplinary actions.

NOTE: This policy is operative even when the communications take place outside of school hours.

8. Language

At DCHS, we believe that language (in all its forms) is a gift from God and should be treated as such. It should not be debased by careless or inappropriate usage. Therefore, you are encouraged to exercise a healthy respect for language through proper use in and around the school. This includes classrooms, hallways, the gym, and outside areas. Vulgarity and profanity are

considered to be inappropriate uses of language. The use of vulgar language or profanity will not be tolerated and students will be subject to disciplinary action.

9. Dress Code

Our school uniform has been adopted in recognition that DCHS has a focused and particular educational purpose. We embrace our identity as a Christian school and we acknowledge that our attire impacts our presence in the larger community. We seek to honour Christ in our dress. To that end, our school uniform, when properly worn, demonstrates respect for our God-given sexuality. Our dress should not create discomfort among our peers or the teaching staff. Expectations for school uniforms are listed on the school web site under “Uniforms”. Please take the time to familiarize yourself with these guidelines.

School uniform T-shirts and mesh shorts are required wear for your Physical and Health Education classes.

In addition we ask that you adhere to the following expectations:

- The school uniform is to be worn from the time you arrive at school until you leave at the end of the day.
- The school uniform must be worn on school trips and to away games for sports teams.
- School uniforms must not be torn, have holes, or fit poorly (either too loosely or too tightly).
- All headwear must be removed upon entering the school building.
- Footwear must be worn at all times.
- PE clothing is for PE classes and team practices. It is NOT to be worn outside of these times.

10. Public Display of Affection

Personal affection and romantic love is another of God’s great gifts to us. DCHS embraces this. However, you are expected to participate in romantic relationships in a responsible, godly and socially sensitive manner. Please limit the public expression of your romantic affection at school to holding hands. Staff will address any concerns that arise.

11. Leaving School Property

Senior students in grades 11 and 12 may leave school property during spares or during lunch period. Senior students must either leave school or work in the library, lounge, or a designated class room. Students are not to linger in the halls or disrupt classes.

Senior students who choose to leave school property are expected to respect our neighbours and be aware of safety issues associated with road traffic. You are expected to act responsibly as good neighbours.

Students in grades 9 and 10 may not leave school property during the school day.

Should circumstances warrant students in grades nine or ten leaving school during noon, they are to ask for the permission of the principal.

NOTE: The conservation area beyond the soccer fields and the field are considered off school property.

12. Vehicles

If you drive to school, you are expected to drive safely and responsibly – particularly on school property. Please don't drive on school sidewalks. Also, you are not to loiter in cars during spares or lunch period.

Attendance Policies

Regular attendance at school is a key component of both student achievement and effective evaluation. Excessive absences may jeopardize your opportunity to succeed in your studies and obtain credit for your courses. DCHS will communicate with you and your parents / guardians as concerns develop in this regard.

1. Lates

Being punctual for classes or homeroom is an important part of your responsibility as a student. A pattern of tardiness hinders the learning process, brings about bad habits and shows disrespect to your peers and your teachers alike. Your teachers will monitor your punctuality with the support of the Principal.

2. Absence:

Regular attendance at school is both a privilege and a responsibility. Student absences fall into two categories:

- **Excused Absence:** This occurs when you miss school with parental or school permission. Your parents should contact the Main Office to confirm your absence.
- **Unexcused Absence:** This occurs when you miss school without parental or school permission. Detentions will be given for double the time you missed. Frequent unexcused absences will result in further action by the Vice-Principal. In addition, you may forfeit the opportunity to make up missed work or tests.

You are responsible for any work missed during absences. Be sure to check EDSBY for missed assignments and other class news.

You are not to attend school sporting events or other extra-curricular activities during the school day without the permission of the Principal.

Chapels are held regularly. Missing a Chapel is considered the same as missing a class – except if you have a “spare” immediately after Chapel and choose to not come to school until your scheduled class period.

3. Check in & out of the main office

If you arrive late or leave school during the school day, you must check in/out with the Main Office so that we can maintain accurate attendance records. Also, if you arrive at school after school begins, you are responsible to read the Daily Page posted on EDSBY.

4. Missing class while at school

If you must miss or leave a class, you need to consult with your teacher BEFORE missing or leaving that class. Students who need to leave the school to go home must report to the Main Office and get permission from the Principal or Vice-Principal to do so.

5. Planned absence from school

If you plan to be absent from school for one or more days, your parents must contact the Main Office beforehand. If you know beforehand that you will be gone for a test, assignment or class presentation, you must contact your teacher(s) beforehand and make arrangements. The responsibility in this regard is yours.

If you plan to miss school for a vacation or other trip, you should have a fellow student collect materials for you while you are gone. You should expect to complete missed work and tests within a few days of your return. Since you are able to log into EDSBY from almost anywhere, you should make every effort to stay current with class work and expectations while away from school.

Planning a Program of Study

Guidelines

We suggest students follow these guidelines when selecting courses:

1. Choose a broadly based, balanced program in order to be well versed in many areas of God's Kingdom, and to allow for a change of direction in your program to support possible changes in career goals.
2. Choose courses at the highest level of difficulty at which you can work effectively.
3. Plan your program as far into the future as possible.
4. Many subjects such as mathematics and languages should be taken in continuous sequence since they are built upon skills learned the previous year.
5. Seek advice from your teachers and from the Guidance Department. The Guidance Department offers information on universities, colleges, and careers. Personal counselling, interest inventories, etc. are also available. Changing course types during the year are also done through the Guidance Department.

Note:

1. You may not always be able to take every course you choose because of space and other limitations.
2. Parents or guardians must approve selections.

The Credit System

Durham Christian High School is registered as a private school with the Ontario Ministry of Education and is authorized to issue the Ontario Secondary School Diploma. The school curriculum is organized along the lines of the credit system as are all the Public and Roman Catholic Separate High Schools in Ontario. The credit system is a means of promotion based on achievement in individual subjects rather than on overall achievement in a grade. A credit is earned for successful completion of the expectations for a course for which 110 hours of study are scheduled. A course is successfully completed if the student obtains a final mark of 50% or better in that course. Similarly a student can earn 0.5 credits for a course of 55 hours.

The Semester System

Durham Christian High School operates on a semester system. Students take four courses from September to January and another four from February to June. Our music program runs courses as a full year credits with the majority of class time outside of the regular school day.

The Grade Nine Program

The first year of secondary school should be viewed as exploratory. Many students will change their educational goals and wish to undertake a different type of compulsory or optional course. Changing course types from one type to another is possible during the semester in cases where the schedule permits it. (See Student Handbook)

Procedures for Students Who Wish to Change Course Types

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

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

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

Course Codes

The first three letters of the course code are assigned by the Ministry of Education and represent the discipline, the subject and the course, e.g. Geography of Canada - CGC 1D.

The fourth character refers to the grade:

- 1 - grade 9
- 2 - grade 10
- 3 - grade 11
- 4 - grade 12

The fifth character refers to course types:

- D - Academic,
- P - Applied,
- O - Open,
- E - Workplace Preparation,
- C - College Preparation,
- U - University Preparation,
- M - University/College Preparation.

The Ontario Student Record (O.S.R.)

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act. The OSR folder contains achievement results, credits earned, and other information important to the education of the student.

The information in an OSR is available to the principal and teachers only for the purpose of improving the instruction of the student. All students and the parents or guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents, if they so desire. The record is maintained until the student retires from school.

This record is privileged information for the use of the principal and teachers and is not available to any other persons except with the written permission of the parent or guardian or the student where the student is an adult. A student, and his/her parent or guardian where the student is a minor, is entitled to examine his/her record, upon request to the principal.

The Ontario Student Transcript (O.S.T.)

An Ontario Student Transcript (O.S.T.) of marks listing courses taken, the course type, the marks, and the credits will be supplied at the request of the student.

The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- all Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS/OSS or through the equivalency process under OSIS
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements
- confirmation that the student has completed the forty hours of community involvement
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which students have withdrawn. If a student takes a course a second time to improve their mark, both attempts will be recorded with the marks, but will receive only one credit.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Levels of Instruction

In September 1999 the Ministry of Education implemented the reorganization of the credit system. It introduced graduated streaming of grades nine through twelve courses that keep options open for students in the earlier grades and prepares students in senior grades for their future destinations.

Level Distinctions: Grades Nine and Ten

The courses in grades nine and ten recognize that students enter high school with different gifts, abilities and goals. You can take courses that are suited to your needs and gradually help you work towards your goals through an increasingly specialized four-year program. In grades nine and ten, courses are designated as Applied, Academic, or Open. In disciplines such as the arts, health and physical education, and business studies, all students will take the same type of course. In the core subjects however, students will be able to choose between two different types of courses—applied and academic.

Applied Courses focus on practical applications and concrete examples. They cover the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and you will be given more opportunities to experience hands-on applications of the concepts you study.

Academic Courses draw more heavily on theory and abstract examples and problems. In an academic course, you will learn the essential concepts of a subject and explore related material as well. Although your knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

Open courses in Grades nine and ten are courses for all subjects other than those offered as academic and applied. An Open course in a subject has one set of expectations for that subject at the Grade nine and ten levels and is appropriate for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades eleven and twelve and help prepare them for their role in society.

Level Distinctions: Grades Eleven and Twelve

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 practical applications. These courses will emphasize both the development of independent research skills and independent learning skills. Typically, students entering such courses will have successfully completed the academic level courses in grades nine and ten.

University / College Preparation Courses are designed to equip students with the knowledge and the skills they need to meet the entrance requirements for specific university

and community college type programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. These courses will emphasize the development of both independent research skills and independent learning skills. Both Academic and Applied level courses in grades nine and ten serve as prerequisites for these courses. The exception is for grade eleven mathematics.

College Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements of community college type programs. Teaching and learning will emphasize teaching and learning concrete applications of the theoretical material covered in the course and will also emphasize the development of critical thinking and problem solving skills. These courses will emphasize the development of both independent research skills and independent learning skills. The most typical route to these courses will be the grade nine and ten applied level program, though these courses will also be appropriate for students that have taken courses at the academic level of difficulty.

Workplace Preparation Courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training type programs offered in the community. Teaching and learning will emphasize workplace applications of the course content and will explore the theoretical material that underlies these practical applications. These courses will emphasize the development of generic employment skills as well as independent research and learning skills. Both Applied and Academic level courses in grades nine and ten are considered prerequisites for these courses.

Open Courses are appropriate for students regardless of post secondary destination. They are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society.

Alternative Ways of Earning Credits toward the Ontario Secondary School Diploma

Music Programs Taken Outside the School

A maximum of two credits may be awarded to students taking music programs outside the school through the following processes combined: For music programs completed by students outside the school, the principal of a secondary school may award a maximum of two credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in school may be counted towards the secondary school graduation diploma. Please ask at the guidance office for details.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. There are two components: challenge and equivalency. The challenge process is the

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

Assessment of the readiness of a student for a particular core course may include, but is not limited to, the following:

- Review of curricular accomplishments of a student who has been home schooled
- Review of curricular accomplishments of a student coming from another educational jurisdiction.
- Placement testing administered either in written or oral format.
- Consideration of the particular goals of the student.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses. See your principal or guidance counsellor for details.

Peer Helping

A peer helping program is available to students. As peer helpers, students function as a teacher aid or as an academic tutor to individual or small groups of students. Peer helpers assist teachers in preparing for lessons. The goal is to provide the student with a coach or helper who can successfully help an individual or a small group of students improve their academic progress in a particular course. Peer helpers are senior students with positive academic, social and communication skills. A full credit can be earned through the DCHS peer helping program.

Cooperative Education

Co-operative education allows a student to develop a greater understanding of his/he own God-given talents and abilities and use these for service. Student co-op placement experiences are linked to the learning expectations of a designated course that the student either has taken or is taking. It can help a student make more responsible decisions regarding further study and/or career options. Through coop, students have the opportunity to earn high school credits through experiences created at their placement.

“On-Line” High School Courses

Several Ontario school boards offer high school credit courses online. A high level of self discipline and motivation is required for success. There is a \$50 deposit fee. See the Guidance Department for details.

Summer School

All students are eligible to take additional course credits through the month of July at local High Schools. New credit courses are offered for a duration of four weeks.

Remedial/Upgrade courses take two weeks. Applications are usually due by the middle of June. See the Guidance Department for details.

Night School

The program offered is similar to summer school but fewer courses are offered, and the program of study is spread out over a long period of time. Programs are offered through local public and separate school boards. See the Guidance Department for details.

Independent Learning Centre

Students under 18 can take a course under the Day School Program, as long as they are registered an inspected private school that has "Day School Agreement" with the ILC.

Diploma Requirements

Students enrolled at Durham Christian High School must work to complete the credit requirements for the Durham Christian High School Diploma. Upon completing these they will also have earned a diploma from the Ministry of Education.

Ontario Secondary School Diploma (OSSD)

All students in the province of Ontario are required to remain in secondary school until they have reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD). All students entering high school after August 1999 will earn this thirty-credit diploma. It includes eighteen compulsory credits. To be granted an Ontario Secondary School Diploma, students must:

- earn 18 compulsory credits;
- earn 12 optional credits (minimum);
- complete 40 hours of community involvement activities;
- Successfully complete the Ontario Secondary School Literacy Requirement

Students are encouraged to take more than the minimum thirty credits to broaden their range of knowledge. Compulsory credits include:

- 4 credits in English (one credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least one credit in Grade Eleven or Twelve)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 half credit in Civics
- 1 half credit in Career Studies

plus

Group 1: one additional credit in English, or French as a second language, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or guidance and career education, or cooperative education

Group 2: one additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a second language, or cooperative education

Group 3: one additional credit in Science (Grade Eleven or Twelve) or Technological Education (Grades Nine through Twelve), or French as a second language, or computer studies or cooperative education

*a maximum of 2 additional credits in French as a second language can count as compulsory credits, one from group 1, and 1 from either group 2 or group 3

**a maximum of 2 credits in cooperative education can count as compulsory credits

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

Plus 7 required optional credits

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take vocational programs or other kinds of training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

The Ontario Secondary School Literacy Requirement

All students must meet the provincial secondary school literacy requirement in order to earn the OSSD. Students meet this requirement by either passing the Ontario Secondary School Literacy Test on their first or second attempt or successfully completing the Literacy Course. This course would be taken by a student that has had two opportunities to take the OSSLT and has failed it at least once. The Literacy Test is administered for the Provincial government by the Educational Quality and Accountability Office (EQAO).

Accommodations

The necessary accommodations must be made to ensure that the needs of students who are receiving special education programs and services are met. The accommodations made will be the same as those that are set out in the student learning plan, and/or that are available to the student in the course of his or her regular school work, including examinations and other forms

of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral.

Exemptions

Students whose learning plan indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test.

The Ontario Secondary School Literacy Course (OSSLC)

The Ontario Secondary School Literacy requirement is achieved through the successful completion of the Literacy Test or, for those that fail the test at least once, the successful completion of the Literacy 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. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enroll directly in the OSSLC. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment.

Community Involvement through Service Hours

As part of the school diploma and as an OSSD requirement, students must complete forty hours of service. Our Lord calls us to work not only for our own good in completing the task of our schooling, but for the good of others. This diploma requirement recognizes the volunteer service that many of you are already giving your churches and communities. A record of student service activities is maintained in the office. The Completion of Community Involvement Activities form must be completed and signed by student, parent/guardian, activity supervisor and school official. Forms are available on-line on the website and in the office and students are to submit completed forms to the office.

There are many ways to meet this requirement which includes, but is not limited to, events or activities designed to be of benefit to the community, non-profit organization or seeks to have a positive and ethical influence on the community. For example, helping a neighbour, working with seniors or young children, assisting a charity, coaching team sports, environmental awareness, working with animals, work in your church community etc. may be counted toward your service hour requirement. Activities such as tutoring a fellow student, Student Parliament, and Yearbook may also be counted; however, work done for credit or in-school activities such as playing on a school athletic team or participating in a drama production may not be counted. Toronto Exposure Experience activities in grade ten do not count toward this requirement.

Please consult with the principal, if you are unsure if your activity meets the requirements. The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities.

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative 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 substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school which meet the requirements for compulsory credits. Substitutions for the compulsory credits required to qualify for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be approved by the principal. To meet individual students’ needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Please check with guidance personnel for further details.

Prerequisite Courses

To ensure the optimal opportunity for student success, the Ministry of Education has stipulated prerequisite courses be taken as the student progresses through the curricular program. Prerequisites are listed on a course by course basis as courses of study are listed elsewhere in this Course Calendar.

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites.

Course Selection and Minimum Course Load

Students receive group and individual advice with regard to the selection of courses. It is very important that students are aware of the implications of the choices they make. Students need to be aware of the requirements of colleges and universities to ensure that the courses are in place. Parents must approve of the course selection of their children. Students may not drop courses without parental permission.

Students in grade eleven must take a minimum of seven semestered full credit courses and students in grade twelve must take a minimum of three full credit semestered courses each semester. All grade nine and ten students are required to be in eight full credit semestered courses.

Post Secondary Admission Requirements

Students who graduate from DCHS are advised to develop a planning process to determine which courses are needed for post secondary admission requirements. Each institution has specific requirements listed in their “calendars”. Students are encouraged to arrange counselling interviews with the Guidance Office. Generally speaking, the following guidelines apply:

Apprenticeships

All students with a high school diploma are eligible to apply to any apprenticeship program.

Community Colleges

Most community college programs accept graduating high school students with an OSSD with courses at the College Preparation level. Some skill-specific programs have additional requirements, such as nursing (chemistry, biology), electronic engineering (math, physics). Check each college and program.

Christian Colleges

Christian Colleges expect students to have six University or University/College Preparation Courses. If you apply to a college in the United States, such as Calvin College or Dordt College, may require an ACT admissions test.

Public Universities

University programs require that a student takes six courses at the University Preparation or University/College Preparation Level for consideration of admission. Please note that there are specific program requirements for different university programs. Check each university calendar and with the guidance office.

Counseling and Guidance Services

The guidance program plays a very important role in helping the student know their self and their gifts and interests, and in helping them choose appropriate educational and career paths in service to God. The guidance program hopes the student will:

- Know and appreciate their self as God's image-bearer.
- Relate in Christian ways to others.
- Develop appropriate personal educational plans.
- Explore career possibilities.
- Be successful in their schoolwork.
- Have a healthy and positive relationship with their parents.

Specific guidance-related class sessions are scheduled regularly with each grade level.

DCHS Guidance staff will provide the student with advice regarding their post-secondary education relative to their current course selections. Senior students will also be advised in matters of future education or work beyond graduation. Information will also be made available regarding grants, bursaries and scholarships offered at various post-secondary institutions. Guidance information is regularly communicated through EDSBY.

If more involved personal counselling is necessary, the student will be referred to a professional counsellor.

Academic Integrity

Definition of Plagiarism

Plagiarism is a piece of writing that has been copied from someone else and is presented as being (your) the student's own work. The act of plagiarizing, then, is taking someone's words or ideas as if they were (your) the student's own.

Rationale

The issue of plagiarism is not new, but has become an increasingly difficult one due to the ease with which students can "cut and paste" from the Internet. It is essential for students to both understand what plagiarism is, and why it is such a serious offence. Besides the obvious lack of honesty involved, consequences can include being expelled from a university or college.

Background

In Grades 9 and 10, students are thoroughly taught to understand what plagiarism is. It is a form of stealing someone else's work. It is also an attempt to deceive the teacher into thinking that the work belongs to the student, and rewarding work with a grade that is not the work of the student. As such, plagiarism is treated as a type of deliberate lying in the DCHS discipline system.

Consequences

Please note that we do our best to provide guidelines for consequences. This cannot remove completely the wisdom and discretion of the teacher, as there are always situations that are not as cut and dried.

Grades 9 and 10

Teachers work with students in a discipleship capacity to train them to recognize and avoid plagiarism. When a student commits an act of plagiarism, the consequences depend on the severity and type of plagiarism. For instance, a student may have done mostly his/her own work but may have a couple of sentences that have been “cut and pasted” and have not been cited. This is different from the essay that is largely “cut and pasted”, or largely paraphrased without being cited.

First Offence

- The teacher clearly reviews the meaning of plagiarism and how to avoid it.
- If a substantial portion of the assignment has been plagiarized, then the student must redo the assignment, and the new assignment is marked out of 50% of the original assignment.
- If a minimal portion of the assignment has been plagiarized, then the student must redo the assignment, and the new assignment is marked out of 70% of the original assignment.
- This allows for the opportunity for the teacher to keep building the kind of relationship with the student that allows the student the opportunity to be open and honest with the teacher.

Second Offence

- The teacher writes this up and it is dealt with by the vice principal.
- The assignment must be redone, and the new assignment is marked out of 50% of the original assignment.

Grades 11 and 12

A senior student who commits an act of plagiarism will receive a zero for the assignment. Each large assignment is broken up into a number of stages, in which the student submits a stage of the assignment. This may be a list of sources used, a set of rough notes, an initial rough draft, a second draft, and a final copy. Marks are awarded for each stage of the assignment. It is essential that the student submit each stage of a large assignment. This is a proactive method of assisting the student to avoid plagiarism. Should the student choose to submit only the final draft, any evidence of plagiarism would result in a zero for the assignment. The student would not be permitted to redo the assignment. The student needs to realize that this is a major breach and is likely to affect their final mark considerably.

Examinations

Examinations are a very important part of the process of assessment and evaluation. Students are excused from writing exams only under extraordinary circumstances. If a student become sick during examination week, their parent(s) MUST contact the school before the exam is written and make alternate arrangements for writing the exam.

Report Cards

The students and their parents / guardian will receive a Midterm and Final Report card each semester. The midterm and final reports are developed on the Provincial Report Card template supplied by Ontario's Ministry of Education. The midterm report is sent home electronically with hard copies available upon request. Final reports are received both by hard copy and electronically. Contact your teacher directly (or contact the Guidance Office) at any time for further detail regarding your progress.

Hard copies of student midterm and final report cards are stored in the Ontario Student Record (OSR). OSRs are kept in the Main Office. The student and their parents may review the contents of the OSR upon request to the Main Office.

Learning Conferences

Learning conferences are scheduled shortly before the Midterm Report has been forwarded to the parents. In most cases, it is beneficial for communication and for the development of the student's sense of personal responsibility for the student to attend these conferences. Students are encouraged to attend all learning conferences. Parents are encouraged to be in contact with teacher(s) as concerns develop. Outside of scheduled conference times, parents are encouraged to communicate with teachers through EDSBY.

English Language Learners

International student, as well as landed immigrants for whom English is not the first language, receive support through our ELL program. The main components of our ESL program include coordination of our "homestay" program, ESL courses, and guided learning credits for ESL students, as well as regularly scheduled social activities that foster improved speaking skills, and healthy integrations with the life of the school. For more information regarding our ESL program, and admission process, please contact the school.

Library

The library is intended as a place where students can study, conduct research and read for pleasure. Groups of students working together on projects are expected to do so without disturbing others in the library.

The library catalogue is available on the school website to assist in finding materials for class work and personal enjoyment. Expectations are as follows:

- Computers in the library are to be used for school related work. School staff reserves the right to determine this on an individual basis.
- All books must be signed out and returned or renewed by date due or penalties will be incurred. The sign out period is two weeks. Students neglecting to sign out their material from the library will lose their library privileges for twenty school days and receive a \$5 fine per item.
- Reference books and current issues of magazines are not to leave the library.
- Library staff will return all materials to the shelves. Students are not to re-shelve library materials.

Assessment and Evaluation

Formative assessment and summative evaluation of learning is based upon the learning expectations for the courses which the student is taking. Teachers employ a variety of means in the assessment and evaluation process. Students will be evaluated in a variety of ways in order to give an accurate picture of what they have learned and to strengthen their learning. Assessment and evaluation will be based on the achievement of the learning expectations, as outlined in the courses of study.

An evaluation outline for each course in which the student is enrolled is provided at the beginning of the school term and copies of these are available to parents or guardians upon request. Teachers will provide students with specific assessment and evaluation details for all major assignments, providing clear instructions as well as detailed criteria for assessment and evaluation of student work. The midterm and final grades are reported as percentage grades.

Seventy percent of the grade will be based on the term mark which is based on evaluations conducted by the teacher throughout the term. This includes things such as but not limited to, projects, tests, student demonstrations, assignments and daily work. Operative considerations in the determination of this grade are the most consistent level of performance of the student with latitude extended toward the most recent evidence of achievement.

Thirty percent of the grade is determined by the final evaluation which includes, but is not limited to, an exam, an essay, oral presentation, or a project. The focus for this final evaluation is the overall expectations for the course as outlined in the curriculum documents.

Assessment of Learning Skills

Along with the assessment of student achievement relative to the expectations for courses being taken, teachers will evaluate according to documented observations the progress of the student according to six Learning Skills:

- Works Independently
- Teamwork
- Organization
- Work Habits and Homework
- Initiative
- Self-Regulation

Letter symbols will be used to report achievement:

E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement

Note: While the learning skills of a student affect the achievement of the student in meeting course expectations, the assessment of the Learning Skills are not included in the mark that the student receives. The exception to this would be in courses in which the learning skills are included within the course expectations.

The Arts at Durham Christian High School

The arts, through imagination, symbol and coherence, reflect in a special way, the delight, playfulness and creativity that God expects His human creatures to experience. Artistic texts, whether visual or musical, are creations which tell stories, lay bare meaning, teach and entertain. Students in the arts program are encouraged to create, compose, listen, view and critically appreciate in order to fulfill their task of being stewards of creation, participation in culture and servants of others and God.

Visual Arts, Grade 9, Open Level, (AVI1O)

This course offers 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 material, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Prerequisite: none

Visual Arts: Grade 11, University/College Level, (AV13M)

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as Canadian art forms and art forms from various parts of the world.

Prerequisite: AVI1O or AVI2O

Visual Arts, Grade 12, University/College Preparation, (AVI4M)

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

Prerequisite: Visual Arts, Grade 11, University/College Preparation or Open

Music: Stage Band, Grade 9, Jazz, Open Level, (AMH1O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a Jazz oriented ensemble setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Stage Band, Grade 10, Jazz, Open Level, (AMH2O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a Jazz oriented ensemble setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Stage Band, Grade 11, Jazz, Open Level, (AMH3O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a Jazz oriented ensemble setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Stage Band, Grade 11, Jazz, Open Level, (AMR3O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a Jazz oriented ensemble setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Instrumental Music, Wind Ensemble, Grade 9, Open Level, (AMI1O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a larger concert band setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Instrumental Music, Wind Ensemble, Grade 10, Open Level, (AMI2O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a larger concert band setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Instrumental Music, Wind Ensemble, Grade 11, Open Level, (AMI3O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a larger concert band setting. Students will be encouraged to exercise and develop their gifts in music and to understand music as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Music: Instrumental Music, Wind Ensemble, Grade 11, Open Level, (AMO3O)

NOTE: This course takes place outside of regular school hours.

This course stresses the development of musical performance on instruments in a larger concert band setting. Students will be encouraged to exercise and develop their gifts in music and to understand music

as an important mode of communication, expression and worship. Time will be spent analysing, rehearsing and performing music in various styles and by various composers. It is expected that students will begin to take on leadership roles in various areas.

Prerequisite: none

Business Studies at Durham Christian High School

The business studies program seeks to equip students to participate meaningfully in their culture as stewards and Christ-like citizens. Students will learn the skills and attitudes necessary to engage in prospective business activity with confidence, competence and an understanding of relevant Christian perspectives. The program enables students to gain a foundational knowledge of and business, its role in society, the kinds of opportunities it makes available, the skills it requires for success, and the potential impact that it can have on individual lives and on society in general.

Marketing: Goods, Services, Events, Grade 11, College Preparation, (BMI3C)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation, (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

Canadian and World Studies at Durham Christian High School

This part of the curriculum consists of History, Geography and Civic Studies. The History program helps students to understand past and present cultures and their contribution to the current state of affairs in the world. Also, students are encouraged to recognize humanity's responsibility for cultural formation and to make a commitment to share in that task in responsible, Christ-like ways. The Geography program encourages students to develop an informed and healthy knowledge of the earth and of humanity in the context of the inter-relationships between the two. When studying human/land interactions, our task as stewards of God's creation is emphasized.

Canadian History since World War I, Grade 10 Academic, (CHC2D)

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

Canadian History since World War I, Grade 10 Applied, (CHC2P)

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

Issues in Canadian Geography, Grade 9, Academic, (CGC1D)

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

Issues in Canadian Geography, Grade 9, Applied, (CGC1P)

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

Civics and Citizenship, Grade 10, Open , (.5 credit), (CHV2O)

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

World History to the End of the Fifteenth Century, Grade 11, University/College Preparation, (CHW3M)

NOTE: This course is offered on an alternate year basis.

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. 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

World History since the Fifteenth Century, Grade 12 University Preparation, (CHY4U)

NOTE: This course is offered on an alternate year basis.

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 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.

World History since the Fifteenth Century, Grade 12 College Preparation (CHY4C)

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. 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 key turning points in world history and historical forces that have shaped our world.

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

World Issues: A Geographic Analysis, Grade 12, University Preparation, (CGW4U)

NOTE: This course is offered on an alternate year basis.

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies,

international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

Canadian and International Law, Grade 12, University Preparation, (CLN 4U)

NOTE: This course is offered on an alternate year basis

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

English Studies at Durham Christian High School

The English program involves the study of language, literature and media as part of the created order. It seeks to enable students to appreciate and evaluate various genres of literature as well as to recognize the powerful ways in which literature and media both reflect and shape culture. The program is designed to encourage critical thinking in students, as well as an appreciation of the ways in which they might respond in Christ-like and redemptive ways.

English: Grade 9, Academic Level, (ENG1D)

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

English: Grade 9, Applied Level, (ENG1P)

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

English: Grade 10, Academic Level, (ENG2D)

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: ENG1D or ENG1P

English: Grade 10, Applied Level, (ENG2P)

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

Prerequisite: ENG1D or ENG1P

English: Grade 11, University Preparation, (ENG3U)

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

Prerequisite: ENG2D

English: Grade 11, College Preparation, (ENG3C)

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

Prerequisite: ENG2D or ENG2P

English Grade 12 University Preparation, (ENG4U)

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

Prerequisite: ENG3U

English Grade 12, College Preparation, (ENG4C)

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

Prerequisite: ENG3C

English as a Second Language and English Literacy Development at Durham Christian High School

Language is a necessary tool to communicate with others. It is the heart-expression of a people and is often the primary symbol of a people's identity; thus to learn English is to identify oneself in a sincere and conscious way with Canadian community and culture. To learn English is one means of demonstrating love and unity among God's image-bearing people. It is our hope that in this course, students will develop a positive attitude towards and understanding of language and its many possibilities.

English as a Second Language, ESL Level 2, Open, (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESLAO or equivalent

English as a Second Language, ESL Level 3, Open, (ESLCO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESLBO or equivalent

English as a Second Language, ESL Level 4, Open, (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Ontario Secondary Literacy Course, (OLC 40)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation.

Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the

literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal).

French as a Second Language at Durham Christian High School

The French program aims to prepare students to perform effectively in the challenging world they face, to speak the official language with confidence, and to gain transferable academic and cognitive skills. The learning of a second language offers students opportunities to deal with other cultures with understanding and appreciation. The program celebrates the gifts of communication, and opens students to wide-ranging possibilities with respect to careers and relationships.

Core French, Grade 9 Academic, (FSF1D)

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

Core French, Grade 9 Applied, (FSF1P)

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use 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

Core French, Grade 10 Academic, (FSF2D)

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

Core French, Grade 11 University Preparation, (FSF3U)

NOTE: This course is offered on an alternate year basis.

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

Core French, Grade 12 University Preparation, (FSF4U)

NOTE: This course is offered on an alternate year basis.

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

Guidance and Career Education at Durham Christian High School

Guidance courses exist to support the guidance program of the school as we seek to have students gain in self knowledge and awareness in the context of their gifts and abilities. Through these courses students will come to know and appreciate themselves as those that image God, develop relational skills and understanding, explore career and educational opportunities, and gain opportunity for success in their school work.

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open, (GLS10)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Career Studies: Grade 10, Open (.5 credit), (GLC20)

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

Prerequisite: None

Leadership and Peer Support: Grade 11, Open Level, (GPP30)

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisites: None

Cooperative Education at Durham Christian High School

Co-operative Education is a unique learning opportunity that integrates classroom theory with practical experience in the workplace. It is based on a partnership between the school and a workplace opportunity within the community. It involves the participation of students, teachers, and placement supervisors. Students are provided with valuable work experience involving; the practical aspects of a career, the demands of employment, and the expectations of employers in a changing work environment. It is an opportunity for students to explore their God-given gifts and abilities in an authentic workplace setting.

Cooperative Education Linked to a Related Course (or Courses)*

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

* A cooperative education course linked to a related course or courses does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term "(Co-op)" inserted after the course name. On the OST, the notation "C" is entered in the "Note" column.

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

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

Health and Physical Education at Durham Christian High School

The physical education and health program seeks to encourage students to develop the attitude and practice of life-long physical fitness. The program implements this through individual and corporate physical skill training and health awareness to encourage individual motor skill development and community participation. A major aim is also to engender sports and other such skills in order to render students able to participate in organized, structured games and also leisure.

Healthy Active Living Education: Grade 9, Open Level, (PPL10)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education: Grade 10, Open Level, (PPL20)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education: Grade 11, Open Level, (PPL30)

Note: This course is offered on an alternate year basis.

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Recreation and Healthy Active Living Leadership (PLF4M)

Note: This course is offered on an alternate year basis.

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

Mathematics at Durham Christian High School

Mathematics is a quantitative language that combines discovered truths, abstract reasoning, and creativity to describe numerical, algebraic, and geometric patterns. Mathematics major importance lies in its ability to be applied to real life problems and in developing logic and reasoning. The emphasis in the mathematics program is on reasoning; problem solving; understanding ideas, processes, and result; communicating; and the use of appropriate technology.

Principles of Mathematics: Grade 9, Academic Level, (MPM1D)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

Foundations of Mathematics: Grade 9, Applied Level, (MFM1P)

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

Prerequisite: None

Principles of Mathematics: Grade 10, Academic Level, (MPM2D)

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: MPM1D or MFM1P

Foundations of Mathematics: Grade 10, Applied Level, (MFM2P)

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: MPM1D or MFM1P

Functions: Grade 11, University Preparation, (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Functions and Applications: Grade 11, University/College Preparation, (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Foundations for College Mathematics, Grade 11, College Preparation, (MBF3C)

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

Advanced Functions, Grade 12, University Preparation, (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR3U

Calculus and Vectors, Grade 12, University Preparation, (MCV4U)

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

Prerequisite: MHF4U

Foundations for College Mathematics: Grade 12 College Preparation, (MAP4C)

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

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Data Management (MDM4U)

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Science at Durham Christian High School

The creation is a wondrous, beautiful, complex manifestation of God's majesty: doing science means in the first instance, responding to God's power with awe, and recognizing His omnipotence. Science abstracts examine and derive laws based on the regularity of God's works in creation. The science program at DCHS seeks a two-fold aim: to successively uncover the beauty and diversity of the creation, and to develop in students a scientific literacy enabling students to have such scientific knowledge, skills and habits of mind to make knowledgeable decisions and to have such positive attitudes to be able to live and work well in God's world.

Science: Grade 9, Academic Level, (SNC1D)

This course enables students to understand essential concepts of biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge and technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

Prerequisite: None

Science: Grade 9, Applied Level, (SNC1P)

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

Science: Grade 10, Academic Level, (SNC2D)

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: SNC1D or SNC1P

Science: Grade 10, Applied Level, (SNC2P)

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: SNC1D or SNC1P

Biology: Grade 11, University Preparation, (SBI3U)

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: SNC2D

Biology: Grade 11, College Preparation, (SBI3C)

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: SNC2D or SNC2P

Biology: Grade 12, University Preparation, (SBI4U)

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: SBI3U

Chemistry: Grade 11, University Preparation, (SCH3U)

This course is offered on an alternate year basis.

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. The student is encouraged to use the knowledge acquired in this course to become a better steward of God's creation. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC2D

Chemistry: Grade 12, University Preparation, (SCH4U)

This course is offered on an alternate year basis.

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: SCH3U

Chemistry: Grade 12, College Preparation, (SCH4C)

This course is offered on an alternate year basis.

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: SNC2D or SNC2P

Physics: Grade 11, University Preparation, (SPH3U)

This course is offered on an alternate year basis.

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: SNC2D

Physics: Grade 12, University Preparation, (SPH4U)

This course is offered on an alternate year basis.

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

Prerequisite: SPH3U

Environmental Science: Grade 11, University/College Preparation, (SVN3M)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Applied or Academic

Social Sciences and Humanities at Durham Christian High School

Scripture shows a picture of humans in relationship: to God ultimately, and to self, to fellow humans and to created reality. The social sciences take this theme as central, and analyse and interpret actual and normative practices and ideals. Central to the social sciences particularly (and some other programs perhaps more peripherally), is the concept that basic to culture-forming activities and institutions, is the heart-response to God. The program proceeds from the foundational facts of creation-fall-redemption-response.

Nutrition and Health, Grade 12, University Preparation, (HFA4U)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

Nutrition and Health, Grade 12, College Preparation, (HFA4C)

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

Challenge and Change in Society, Grade 12 University Preparation, (HSB4U)

NOTE: This course is offered on an alternate year basis.

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

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

Equity and Social Justice: From Theory to Practice (HSE4M)

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

Biblical Studies: Grade 9, (HRE13)

It is the intent in this course to direct student thoughts and seeking for answers along paths that will give them Godly biblical answers and give them the foundational knowledge needed to make informed, well-considered, and wise decisions. During this course, students will further in their understanding of God in both the theological and relational spheres. They will also be challenged to consider seriously their faith and be challenged to begin to make it their own. This course will provide students with many theological understandings of God and what it means to worship Him in “spirit and in truth”, and then challenge them to apply these understandings to their own lives.

In addition, various world religions will be examined and discussed as to their core beliefs and practices and evaluated in light of God's Word, helping students better understand others in both points of disagreement, but also in areas where more connection points exist with the overarching goal of encouraging and enabling students to live out their faith with relevance to those who do not share that same faith.

Biblical Studies: Grade 11, (HRE33)

“Culture” may be defined as “the way a group of people live, work, and play.” It involves politics, religion, family, work, leisure, education, etc. and it is clearly expressed in movies, television, magazines, music, advertising, books, and in other forms of art and media. The Bible has much to say regarding how we live and why we are to live in such a way. So, it is essential to understand how to defend our faith – the study of Apologetics – the ability to practically apply our faith in the midst of disbelief and intolerance. Using a collection of essays, articles, questions, active and open discussions and Biblical support, we will examine apologetics and become familiar with “thinking deeply” regarding our faith and its application and implications in our lives. We will then continue thinking and looking at the study of Ethics. Again, using essays, both audio and video documentaries and presentations, along with the Bible, we will springboard and support discussion on relevant and current issues as well as discuss and debate appropriate the Biblical response to each. Included in both sections of this course will be references to prior learning in the area of world religions discussing similarities and differences that exist and how others of different beliefs might approach the issues. The emphasis will be on engaging our culture and discovering how to be “in the world but not of it.” We will begin with a study of personal and cultural bias, and discover the importance of “knowing ourselves” in order to be more effective in our ministering to others. Student will learn effective tools for understanding, studying, and applying God's Word and how to better relate to the world at large in a Biblical, Godly fashion.

Technological Education at Durham Christian High School

The technological studies program seeks to equip students to participate meaningfully in their culture as stewards and Christ-like citizens. Students will learn the skills and attitudes necessary to handle new and emergent technology. The program enables students to gain a foundational knowledge of technology, its role in society, the kinds of opportunities it makes available, the skills it requires for success, and the potential impact that it can have on individual lives and on society in general.

Exploring Technologies: Grade 9, Open Level, (TIJ1O)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post secondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

Green Industries, Grade 10, Open (THJ2O)

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

Prerequisite: None

Green Industries (THJ3M)

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

Prerequisite: None

Communications Technology: Grade 11, University/College Preparation, (TGJ3M)

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

Prerequisite: None

Communications Technology, Grade 12, University/College Preparation, (TGJ4M)

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

Prerequisite: Communications Technology, Grade 11, University/College Preparation

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