



**Toronto District Christian High School**  
**Parent & Student Handbook**  
**for the School Year 2011–12**

(includes Course Calendar for 2011–12)



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## ***Privacy Policy***

TDChristian collects, retains, and discloses certain personal information in order to provide the best Christian education possible. Only the information deemed important and/or required by law for the provision of a safe, quality Christian educational program as well as the administration of the charitable organization is collected and retained by TDChristian. The annual Student/Parent Handbook, which provides a listing of the family information of all those enrolled, is provided to TD students, parents/guardians of TD students, and those who are directly involved in the operation of the school/charity and affiliated Christian colleges. All those who receive this handbook are expected to use it only for the purpose for which it was given, i.e., to build community. No information is given or sold to any third party or used for any purposes unrelated to the school. Photographs of students, parents, or teachers taken on the school premises or as part of the school program may be used in various media forms in order to promote the school and/or introduce or honour people. Parents/guardians are expected to endorse this policy upon enrolment of any student in the school.

## ***Police Checks***

All TDChristian staff and volunteers who come in regular contact with students have completed a criminal reference check with the Canadian Police Information Centre and a copy is filed with the TDChristian administration.

## ***Other Important Information***

TDChristian maintains its premises in compliance with the Building Code, Ontario Fire Code and Health and Promotion Act, and makes its financial statements available to parents and guardians on an annual basis.

# Toronto District Christian High School

## Our Vision

*“Educating teens for service in the light of God’s Word.”*

WELCOME!

Teens are exuberant, impressionable, and full of surprises. It is a privilege to be part of their lives during this critical period of their development. At TDChristian, we surround our students with a staff and teachers who love the Lord, are passionate about their responsibilities, and want the best for their students. As a Christ-centred educational community, we strive to educate each student for service in the light of God’s Word. We need each student and every parent to work with us in accomplishing that aim. With that understanding we trust God to bless our efforts, as we teach and learn in the present and prepare for the future.

As we move through the year, whether we are dealing in praise or concern, speak to us first and expect us to speak to you first. As a parent or student, if you have a suggestion on how we can better operate this Christian high school in these post-modern times, let us know in person, by e-mail, or via letter. This is your school; this is our school. You count on us; we count on you.

The Board and Administration of TDChristian

## Our Mission is to:

~ create a learning atmosphere built on trust and respect where teachers model Christian living, and where students can test their education against the Scriptures, Christian tradition and the Spirits of our Age.

~ challenge students with an academic program that is both stimulating and attainable.

~ help students to discover their God-given gifts and use them as best they can.

~ confirm in students the need of God’s help to reject our sinful lives of pride, greed and brokenness, and support the growth of healthy, rewarding relationships with friends, family, acquaintances and all creation.

~ teach students what they need to know to live in this culture, in a context meaningful for their lives now and in the future.

~ join parents and community members in putting biblical truth before our children as they make choices about what is important in every area of life.

# TDChristian Identity Statement

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September 1, 2004; Article 10 reworded September 8, 2010

TDChristian is a high school founded on a vision of Christian education with a particular emphasis and character.\* Below is a brief articulation of that vision; Articles 1 to 5 describe something of the Christian worldview\*\* which informs TDChristian's educational practice, while Articles 6 to 10 describe how it is carried out.

## **1. God rules over all creation and all areas of life.**

We believe that all aspects of life and human existence have religious significance. Christian education at TDChristian points to God not only through biblical studies, prayer, devotional reflections, and songs of worship, but in all subjects, as well as in attitudes and behaviours toward other human beings and the rest of creation.

## **2. Jesus is the Redeemer of all that is broken, not only the Saviour of individuals.**

Christ is reconciling the world to God (Colossians 1). Having given us his own Spirit and his own new life, he is using us as his hands and feet to restore what has been broken by sin. The whole world has fallen, and so the whole world needs to be redeemed and restored: every person, place, organization, and program.

## **3. The Bible is God's Word and serves as the "spectacles" through which we view reality.**

We attempt to examine all of life and creation through a biblical worldview\*. In doing so, we read the Bible as a continuous whole, contextually rather than in a proof-texting way.

## **4. Creation is the other "book" in which God shows us who he is.**

We see God's fingerprints all over creation. The visible universe is like a beautiful book in which all creatures are like letters making us ponder the love, wisdom, and power of the invisible God (Romans 1:20). In spite of the fall into sin, we affirm that the original goodness of creation still shines through the character, structure, and connectedness of all things.

## **5. This is not a throwaway world. Our responsibility for its care was and is a fundamental part of God's plan for creation.**

God created humankind to be caretakers of this world. He wired this purpose into our very beings and into the plan of creation itself. God will renew this world rather than destroy it. This makes all actions to improve life on earth worthwhile and God-honouring.

## **6. Christian education is not just about absorbing information. God's revelation of himself calls for a response.**

Although the task of TDChristian is not evangelism, the school joins parents and church in encouraging commitment to Christ. We are "educating teens for service in the light of God's Word," not merely passing on information; we hope to nurture in our students a love and awe for God and all he has created. We want to help teens understand and live out their calling to be caretakers of God's creation as well as dispensers of his grace and love in a hurting world; there is no field of work to which this calling does not apply. Students have numerous opportunities to practise this in and out of school, such as peer counselling and tutoring, trips into the inner city to serve the poor, campaigns to raise awareness of world hunger, and everyday classroom interaction. We also recognize that students are on a lifelong spiritual journey; we look for growth and authenticity, not perfection, while giving leadership, encouragement, and restorative discipline. Our dress code offers teens freedom within boundaries, not a uniform.

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**7. Our world belongs to God, not the evil one.**

We aim to engage culture, not shy away from it, confident that God is in control of the world. We strive to develop curriculum that teaches students discernment regarding the culture in which they live; they are being prepared not for life in a Christian bubble, after all, but to take up their place as shapers of God's world in a wide range of endeavour. From reality TV to political scandal to genetically modified food, our world belongs to God, and as such, every square inch is up for scrutiny. This scrutiny takes place at TD-Christian in developmentally appropriate ways.

**8. No person or thing is absolutely evil or absolutely good. The line dividing good and evil runs through people and organizations rather than around them.**

The world is not divided neatly into "good guys" and "bad guys"; the line between good and evil runs down the middle of all our hearts. Christians do some things badly while non-Christians do some things well, and vice versa. All human beings fall short of God's glory, and all reflect something of his image. Students are encouraged to critically examine books, films, political systems, scientific theories, and other aspects of culture created by both Christians and non-Christians, for their worth and underlying values.

**9. We believe in and foster community.**

We seek to reflect a commitment to community in all our relationships. Parents, staff, and supporters from different cultural, social, and denominational backgrounds covenant together to carry out the shared task of educating children; our efforts are to be characterized by trust, cooperation, and service rather than self-interest or individualism. We nurture interpersonal skills and strive to ensure that all may feel valued, find their place, make their contribution, and experience measures of success. Tuition is structured so as to accommodate families of all sizes, and our sports programs focus not on showcasing our star athletes, but on encouraging everyone to develop their skills and join the fun. Nor is our choir only for virtuosos. The weak and the strong work together, and in carrying one another's burdens, all are blessed.

**10. We celebrate the unique giftedness of each person by God for his purposes.**

In our teaching we strive to recognize that students come with diverse gifts and learning styles and are called to different tasks in God's world. A family may have one child for whom academics comes easily, and another for whom it does not; we welcome and serve both. We are proud of our many graduates who attend and succeed at university, as well as those who succeed in community college or in the workplace directly after high school. Our goal is to help all students develop their gifts and abilities to the utmost so they can serve and glorify God.

\* the basis of which is described in its founding bylaws as the Holy Bible as interpreted by the Belgic Confession, the Heidelberg Catechism, the Canons of Dort, the Westminster Confession, and the Westminster Catechisms.

\*\*outlook, take on life, vision of life, value and belief system, perspective, mental map, framework sciences, as well as physical play we discover that all areas offer opportunity to explore

# Educational Emphases

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## ***Love is Action***

- Faith expresses itself as participation in the inexorable love of God for the world, and all people everywhere through learning. We discover that all subject areas offer opportunities to explore and express the presence of God in all of creation.

## ***Directed Quests***

- Students choose direction as an expression of their own interests within the embrace of the adult community. They know adults and are themselves known as they thrive in a learning community that takes them outside the walls of the school and into the community.

## ***Mentors Make a Difference***

- Student connect with adult mentors who can help them determine direction and vision for their present and future.

## ***Great Expectations***

- All students participate in intellectual challenge and mastery. We emphasize rigor, challenge, breadth, and scope. Students achieve the necessary skills, knowledge, and understanding to enter university, college, the work place, and the community.

## ***Pursuing Passions***

- Teachers connect the passion of the student to the task. Teachers ask Essential Questions and students launch journeys of discovery.

## ***Focus on Projects***

- Projects are organic, integral, and engaging. They arise out of the interest of the student, they bring together many strands of learning, and they appeal to the imagination of students. Project possibilities vary wildly and they may be expressed anywhere.

## ***Sharing Learning and Discoveries***

- Public and communal presentation of work through performance, publication, presentations to the school community and beyond are key.

# Communication

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It is the practice and pleasure of TDChristian to keep parents informed, by word of mouth, in writing and electronically. We count on you. You count on us. Communication with each other is essential for good learning.

a) **Newsletter:** Every other Wednesday all students are given a copy of *The Fridge Door*. It can also read via our website, [tdchristian.ca](http://tdchristian.ca)

b) **Telephone:** Telephone calls to TDChristian incur long distance charges for many of our families. We have a Prime Line number which directs you to our regular number at no cost to you. If you can call free to 416 numbers, you can call free to the Prime Line number: (416) 410-9834.

All other families can use the reverse dialling feature of our London Telecom service. Please dial the local numbers listed below for your area, wait for the tone, and then dial (905) 851-1772. Do not dial 1 at any time. In this way, all families should be able to reach us at minimal cost.

- Acton/Orangeville (519) 766-4777
- Barrie/Alliston (705) 734-1971
- Newmarket (905) 895-3154

c) **E-Mail:** Members of the TDChristian staff can be contacted by e-mail using the format [lastname@tdchristian.ca](mailto:lastname@tdchristian.ca). For example, to contact Mr. Groot, use [groot@tdchristian.ca](mailto:groot@tdchristian.ca).

d) **PowerSchool/Leapville:** These are the programs that teachers use to record important course information including grades, attendance, and assignments. Access is available to parents and guardians, as well. Contact [passwords@tdchristian.ca](mailto:passwords@tdchristian.ca) to get information about your child's progress.

e) **Parent/Teacher/Student Conferences:** These conferences are scheduled in the fall and spring. However, teachers and parents may request a meeting with each other at any time.

f) **Learning Reports:** Four times a year, TDChristian sends out Learning Reports to more formally inform students and their parents or guardians of their progress.

g) **Website:** [tdchristian.ca](http://tdchristian.ca) is the source for all kinds of information about the school and its activities including the school calendar, bussing, course notes, and course outlines.

## Expectations of Students

1. I will work with TDChristian High School to realize its vision to "Educate teenagers for service in the light of God's Word." Every activity of this school will be guided by Biblical principles.
2. I agree to faithfully carry out my duties as a student e.g. do my homework, work with teachers, abide by school regulations
3. I understand that TDChristian has zero tolerance for the use of alcohol, tobacco or drugs in connection with any school related activity and the use of such may result in expulsion.
4. I understand the school reserves the right to search a student's belongings or locker without prior notice and/or require a drug test if banned drug use is suspected.
5. For Grade Nine students: I will not leave the school property from the time I arrive in the morning to the time I leave at the conclusion of the school day, without written authorization by my parents and signed by the principal or designate.

# The School Day

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:55 to 10:15	Period 1	Period 1	<b>Homeroom Day</b>  After a 20 min. homeroom, periods are 75 minutes long	Period 1	Period 1
10:20 to 11:40	Period 2	Period 2		Period 2	Period 2
12:10 to 1:30	Period 3	Period 3		Period 3	Period 3
1:35 to 2:55	Period 4	Period 4		Period 4	Period 4

Some Fridays will be designated Assembly Days. At the end of the assembly, the students will be told the length of the periods for the day. The daily schedule will be posted on the InfoBoards.

## Attendance and Lates

- 1) All students are required to be in school on days when school is in session. If for some reason, students are unable to attend school it is their responsibility to make arrangements to make up the work they missed by connecting with their teachers. If a student misses more than 19 classes in any one course, he or she will no longer be able to earn the credit.
- 2) When parents/guardians become aware that a student will be absent from school on a given day, they are asked to notify the school in writing, by phone (you can leave a message on the school answering machine), via the Internet (email Marg at [marg@tdchristian.ca](mailto:marg@tdchristian.ca)), or in person by 9:00 a.m.
- 3) If a student needs to leave school early, he or she (regardless of age) must have permission from his or her parent or guardian (for example, a note, e-mail, or phone call) in order to sign out.
- 4) It is important that all students arrive at school on time. Students who have a first period spare may arrive at school in time for second period. If students arrive late, they must sign in with Marg and get a late slip. Students who have a fourth period spare may leave early, provided they sign out with Marg.
- 5) Students are expected to make every effort to be on time for their classes. A consistent pattern of lateness will be dealt with decisively and may result in a suspension from school.
- 6) Students do not skip classes at TDChristian. If a student is reported missing during their regularly scheduled class, their parents/guardians will be called immediately. Normally, the penalty for skipping is serving double time with the teacher whose class was skipped.

# School Policies

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## ***Language***

Students and staff alike should encourage a respect for language by using it properly in and around the school. The standards set in the classroom also apply to the halls, gym, and outside areas. Vulgarities (coarse language) will be discouraged and swearing (blasphemy) is a serious offence. Language is a gift and should be treated as such, not debased by callous usage. Use of vulgarities and/or swearing will lead to temporary removal from class by the teacher, contact with the parents/guardians, or possible suspension from school.

## ***Food & Drink***

Please help reduce garbage by using the recycling bins and by bringing garbage-free lunches.

## ***Backpacks/Gym Bags***

Backpacks lying around may be taken by staff and given to the custodian from whom students may reclaim it (often by paying a fine).

## ***Lockers***

Students may go to their lockers before home-room, between periods, and at the end of the day. Please keep lockers neat and tidy. Locker decorations should be kept to a minimum and should exemplify a Christian lifestyle. Use sticky tack or magnets to secure pictures; do not use tape, as it is difficult to remove. The lock MUST be a Dudley combination lock, available from the school at registration time. Lockers must be kept locked when not in use. Please keep valuables in your locker at all times. The school is not responsible for lost or damaged personal belongings. The school reserves the right to search a student's belongings or locker, without prior notice.

## ***Cell Phones/Cameras/Electronic Devices***

If cell phones or MP3 players (including headphones) or other unapproved electronic devices are visible in the classroom, teachers may confiscate them for up to a week at a time or longer.

## ***Peanuts/Nuts***

Since several students at school have severe peanut/nut allergies, TDChristian is a peanut/nut-safe environment. No students, staff, parents, volunteers, guests, or temporary users of the building will be allowed to bring peanut/nut products into the school or onto the school buses. This includes things like peanut butter, Nutella or any other hazelnut spread, cookies with nuts or peanut butter in them, granola bars, and any other food item that may have trace amounts of peanut or nut in them (read the ingredients list; they may be hidden). Even exposure to a tiny amount could be potentially serious and life-threatening. Students with allergies have been instructed to eat only food brought with them from home and not to share food with other students. All food served in the school store and from the vending machines are peanut- and nut-free.

Many companies now offer nut-free snacks. Cooperation is expected and appreciated! Our TDChristian contact person is Marg Laswick (marg@tdchristian.ca).

## ***Fragrances***

There are a growing number of people that are allergic to perfumes and colognes. TDChristian seeks to be a fragrance-free zone. We encourage staff and students to use scent-free products (creams, aftershaves, deodorants, hair products) for the health of our students and for the sake of the environment.

## ***Guests***

TDChristian encourages visits from people who are considering TDChristian as their school of choice. Others are discouraged from visiting. All guests must obtain permission from the principal or vice-principal the day before they visit. Guests are not allowed to use the transportation provided by the school unless they have obtained a bus pass. All visitors are required to report to the office before they proceed with their visit. Teachers may deny guests admittance to their particular classes.

# School Policies

## **Drugs/Alcohol/Tobacco**

TDChristian recognizes the need to provide its community with clear policies concerning the issue of substance use for non-medicinal purposes.

- 1) Parents have the main responsibility to educate, discipline and counsel their child.
- 2) Attendance at TDChristian is a privilege, not a right.
- 3) Parents and students must accept their responsibility to abide by all TDChristian policies.
- 4) Drugs are illegal, as is the underage possession and use of alcohol and the underage use of tobacco in a public place, and each interferes with the constructive development of both the students and TDChristian.
- 5) Ontario law prohibits the sale or supply of tobacco to a person who is less than 19 years of age. In addition, it is illegal to smoke tobacco or hold lighted tobacco in a number of specified public places, including an Ontario school.
- 6) Ontario law prohibits anyone under 19 years of age from having, consuming, purchasing, attempting to purchase, or otherwise obtaining liquor, except in a home or private place and then only if the alcohol has been provided by that person's parent. Parents who provide or facilitate alcohol consumption by students other than their own child can be charged under the Criminal Code and may face civil action and/or consequences from the school if they are connected to TDChristian.
- 7) TDChristian accepts its responsibility to institute and enforce policies for students that are conducive to a drug-, alcohol-, and tobacco-free environment. All members of the TDChristian community should not tolerate the providing of, intent to provide, possession or use of drugs, alcohol, or tobacco by students.
- 8) Students who are in the presence of others who are using drugs, alcohol, or tobacco must encourage their peers to end that activity. If that activity persists they must remove themselves from the situation and seek adult help. Students who find themselves with another student in need of medical assistance because of substance use must seek adult help immediately.

Given that our goal is to develop a Christian community of students that is consistent with the TDChristian mission, and in the interest of the health and safety of our students, and with respect for the laws of the land, TDChristian has zero tolerance for the use of alcohol, tobacco, or drugs in connection with any school-related activity. The staff of TDChristian reserves the right to a) search lockers b) search students and their property in the presence of a third party c) require an immediate drug test, if suspected of drug usage.

Any student who uses and/or possesses any form of alcohol, tobacco, or drugs or its paraphernalia will be suspended immediately.

## **Mutual Respect**

Every creature of the Lord should be treated with respect and dignity. Students are expected to be courteous and considerate in their interactions with each other. They are encouraged to continue the positive atmosphere that has characterized TDChristian through the years. Overt or subtle signs of intolerance and harassment cause human pain and anger; any degrading or humiliating game, prank, stunt, practical joke, or other activity that:

- (a) intimidates or threatens a student with ostracism;
- (b) subjects a student to stress, embarrassment, or shame; and/or
- (c) adversely affects the mental health or dignity of a student or discourages the student from remaining in school will not be tolerated and will result in suspension, expulsion, and/or involvement of the York Regional Police.

## **Weapons**

Students are not to bring any weapons to school. This includes firecrackers, smoke bombs, pocket-knives, scout knives, guns of any type including replica or toy guns, and all objects that could be used to inflict bodily harm. These are not allowed even for dramatic presentations. The possession of such items may result in suspension from school and the involvement of the York Regional Police.

# School Policies

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## ***Student Run Prom***

TDChristian does not hold a prom for its students. However, for at least the past twenty years, students have organized a class formal near the end of their high school years. The school community wants the graduating class to celebrate this milestone in a wholesome and fun way. In order to help students and their parents and/or guardians plan and understand the implications of having such an event, TDChristian will support the Prom Committee by providing them with staff or administrative advice, help with logistics, and allowing them to promote their event through approved posters and announcements. We suggest that at least two parents need to sign and provide a damage deposit for the venue, and five parents will need to supervise the evening.

The planned date for this year's prom is Friday, May 25. If you are a Grade 12 student, or a parent/guardian of one, and you desire to be part of a Prom Committee, please talk to Ms. Helder.

## ***Suspensions***

If a student is suspended, he receives zero on the school work required for that day. That includes tests, quizzes, and assignments due on the day.

## ***Notices and Posters***

Students must obtain approval from the office prior to posting notices or posters.

## ***Public Displays of Affection (PDA)***

Showing love and care for others is encouraged at TDChristian. However, those who are "in love" need to restrain their intimacy. The TDChristian facilities, grounds, and buses are public places and most intimate postures involving couples in love are out of place. Our line will please some and frustrate others. Couples are expected to limit physical expressions of affection to the holding of hands.

## ***Dress***

Clothing should reflect creativity and individuality and be consistent with 1 Cor. 6: 19&20, which reminds us that our bodies are temples of the Holy Spirit and that we are to honour God with our bodies. The following are guidelines. However, if in the opinion of a staff member an item of clothing is inappropriate, the student is to respect that person's opinion and change.

- Distracting, immodest, or unsafe clothing is not permitted.
- All articles of clothing, jewellery, etc. bearing suggestive, obscene, or offensive material as well as clothing with rips or tears in inappropriate places, are not allowed.
- TDChristian has a "no-straps" rule. Shirts and blouses must have sleeves that cover the shoulder and come down the arm.
- Skirts, including the slit, must come down at least to the knee.
- Shorts are to reach halfway to the knees when the wearer is standing.
- Head coverings are worn only on designated hat days.
- Inappropriate dress will lead to removal from class with the instruction to change. If this is not possible, students will be sent home to change.

## ***Cars***

Students who drive their cars to school may use them to leave school property during school hours, including lunchtime. We assume that parental permission has been given. We also assume that students who ride in cars driven by fellow students do so with parental permission. Students who drive cars or are passengers in a student-driven car as part of a school-approved activity must have their parents' written permission to do so. This does not include driving from home to the venue or from the venue home.

# Bus Transportation

*“Busing our students to and from school is an integral part of education and ought to be in line with the school’s vision and goals.”*

**Consequently we bring to your attention the following items.**

## **Boarding and Disembarking from the Bus**

The parking lot is supervised by teachers primarily in the afternoon to ensure orderly conduct and to prevent student injuries. Accordingly, students are required to wait for their buses on the sidewalks so that buses may have easy access to the loading zone. When arriving at the school, the students should leave the buses and proceed immediately to the school building.

## **Behaviour on the Bus**

The safety of our students is a priority for the bus drivers. Students are expected to observe the same rules of proper and polite conduct while riding the buses as are required at school or on any school-sponsored event. Nothing may be thrown from the bus. Heads and limbs may not be extended outside the bus. Students must remain seated at all times.

The bus driver is in charge of the bus and its passengers. If the bus driver deems it necessary to assign seats to certain students or to withhold riding privileges for a period of time because of unacceptable behaviour, the school will support this decision. In the latter case, usually the student has already received a written warning and the home has been notified of pending disciplinary action.

To facilitate quick disciplinary action, evening bus drivers who encounter student behaviour difficulties while en route will report them to the school principal via radio. Parents will then be notified by the principal or vice-principal perhaps even before the child arrives home. If behavioural difficulties arise in the morning, the bus driver will report to the school en route.

## **Grade 9 Students**

A note signed by a parent is required for students to get off at a bus stop other than their designated stop. The student must provide the bus driver with the note if the stop is on their current bus or must bring the note to the office in order to obtain a bus pass for another bus. For safety and security reasons, bus drivers do not drop students at alternative stops unless they follow these steps.

## **GPS and Calling Chain**

TDChristian has GPS units on all of its buses. This allows TD families to see where their bus is as it approaches their stop. To access the GPS locator program, visit the Splash Page on our website, click on the Bus Transportation tab, click on the Bus Tracking option, click on either the computer or mobile phone program option that applies to your viewing situation, and enter the following information: Password: *parkview*.

Sometimes a calling chain is also used. A bus route's calling chain may be activated if a bus starts the run 20 minutes late or more, runs into major problems on route, or is cancelled. It can also be activated in the event of a full school closure.

## **Transportation Information Online**

Bus routes (including pickup locations and times), calling chains (usually made available during the second week of school), and bus rep information are available at <http://www.tdchristian.ca/transportation>. These PDF files are password-protected and contain the most up-to-date transportation information. Hard copies will be made available upon request only. The password to access TDChristian’s transportation information is *parkview*.

# Activities and Services

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## ***Athletics***

Students who wish to participate on school teams should have at least a 60% average in their previous semesters and maintain good marks and effort in the current semester. TDChristian also runs a six-team intramural hockey league that plays two games every Friday from late-September until the final tournament in March or April.

## ***Homework Club***

Every Thursday, students may stay after school to get help with their homework. Staff is available to help in most subject areas. Visit the Resource Room for more information.

## ***Library Services***

TDChristian has a full-time librarian and a fully functional library. Students may loan books, access research via electronic services listed on the schools' Splash Page.

## ***Yearbook***

Each year, TDChristian the Yearbook class publishes a yearbook. Every student is given a yearbook of their TDChristian experience.

## ***Music Program***

The music program at TDChristian is an active and vibrant place to make friends, develop your skills, and praise God. There are several options for both choirs and bands, including Concert Band, Concert Choir, Worship Team, Festival Choir, Jazz Band, and solo performances. Each year the TDChristian music department hosts and participates in several performances and competitions.

## ***Dramatic Arts***

The dramatic arts program at TDChristian is alive with the sounds of music, laughter, and terrific acting. Whether you are interested in developing your acting skills or supporting the cast in the areas of costumes, makeup, set design, sound, or lighting, the TDChristian drama program has a place for you. There are usually two major drama productions each year.

## ***Service Projects***

Part of serving the Lord is offering Him our bodies as living sacrifices (Romans 12). All Grade 9s participate in a service trip at the beginning of the school year; for two days, they work at various drop-in centres in downtown Toronto. It is a great opportunity to get to know other Grade 9 students and teachers and to serve God by sorting through clothing or handing out bag lunches.

Each year the Grade 11 class spends four days in service to others. This trip offers a great opportunity to expand your vision of the world, help others who need assistance, and deepen relationships with your classmates.

During the March Break, a group of Grade 12 students usually go to Central America for an intensive 7 to 10 day service trip.

## ***Technology***

TDChristian provides easy access to different technologies including PC computers, Macs, printers, video equipment, cameras, and calculators. Students should respect all school technology equipment keeping in mind the following guidelines.

- a) Students should only use the username and password assigned to them. It is a violation to give access to your account to another student, or to log in as another student.
- b) Students are responsible for all e-mails sent and received in their school e-mail account. Students receiving inappropriate e-mails from others should immediately report this action to their teacher or the office.
- c) Only video and audio files specifically allowed by a teacher may be stored on a student's P: drive. All copyrighted programs, as well as all computer games, may not be stored on student's P: drive.
- d) Students are not allowed to play computer games during class time.
- e) Personal laptops and other electronic devices may access the Internet using the schools public wireless network but not the wired network.

# Plagiarism/Resource Program

## ***Plagiarism Policy***

The following guidelines shall be followed:

1. Students will be taught methods of plagiarism avoidance.

### **2a. Grade 9 & 10 plagiarism:**

First time plagiarism results in a grade of zero for the assignment.

The second time will result in a discussion involving the student, his or her parent or guardian and the teacher, principal and/or vice-principal.

### **b. Grade 11 & 12 plagiarism:**

First time plagiarism results in a grade of zero for the assignment. The second time results in the loss of the course credit.

3. Parents/guardians will be notified in any case of plagiarism.

4. The names of students who have plagiarized will be kept on a list by the vice-principal or a designated teacher.

“Plagiarism is understood to consist of the intentional or unintentional use and submission of another’s words and/or ideas as if they were your own.”

## **Resource Department**

The TDChristian Resource Program provides support to students who have special learning needs. For students who have been involved in special education programs in grade school, consultation between our resource teacher, parents and the elementary school helps facilitate transition to high school. When learning difficulties are identified at the secondary level, the student, the classroom teacher, the parents and the resource teacher work together to develop the least intrusive program that will enable the student to be successful in the classroom.

*Up to three Learning Strategies credits may be earned through the Resource Program by students who have learning difficulties.*

## **Goals of the Resource Program:**

- Provide a caring, secure environment in which each student is accepted as a unique child of God and challenged to explore his/her potential.
- Help students develop strategies to deal with their academic difficulties and further develop their learning strengths.
- Promote ownership of the learning process through both individualization and integration.

## **Support Services Offered:**

- Δ English as a Second Language
- Δ peer tutoring
- Δ small group instruction
- Δ assistance with assignments
- Δ monitoring programs
- Δ modified programming

# Guidance Services

Our aim at TDChristian is to guide, direct, and help each student grow into an independent person who serves God according to His Word — someone who is able and willing to employ every talent to the honour of God and for the well-being of all fellow creatures in every area of life. Guiding and helping students is the task of the whole school. Together we work at helping students to know and appreciate themselves as image-bearers of God, to relate in Christian ways to others, to be successful in their schoolwork, and to foster a positive spiritual climate in the school. In the Guidance Department, we focus on helping students develop appropriate educational plans, explore career alternatives, and consider God's call to serve Him in their personal lives, relationships, and careers.

## ***Program Planning Assistance***

We assist students with course selection and will discuss timetable revisions, night school, and summer school courses.

## ***Support Services***

We maintain a close liaison with the Resource Department in our school and will also make referrals to external agencies and support services if necessary.

## ***Peer Counselling***

In some years, small groups of students are trained as Peer Counsellors in order to help fellow students who may benefit from the listening ear or advice of a peer.

## ***Professional Counselling***

TDChristian hires the services of a professional Christian counsellor one day per week.

## **Guidance Information Services**

Students can obtain descriptions of careers that interest them and complete interest tests to help them decide on possible career directions.

We provide information to help students determine possible destinations after high school. Students are taught how to use websites such as e!NFO, OCAS (Ontario Community Colleges), OUAC (Ontario Universities' Application Centre), and [ApprenticeTrades.ca](http://ApprenticeTrades.ca).

In addition TDChristian often hosts a Christian College Fair in the fall and helps grade 12 students and their parents/guardians by hosting Future Directions Day and Evening.

We also help students to complete university and community college applications and inform them about financial assistance and scholarships that are available.

## ***The Child and Family Services Act of the Province of Ontario***

*(Section 28 and 181 (1) (2) stipulate that "children, at the age of 12 may request counselling and are entitled to confidentiality. No parental consent is required, but if the child is less than sixteen years of age the service provider shall discuss at the earliest appropriate opportunity the desirability of involving the child's parent. Records in connection with the provision of counselling may be disclosed only with the child's written consent.")*

# Guidance Services

## ***The Ontario Student Transcript (OST) is an official record and it includes:***

- 1) all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- 2) all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned
- 3) identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry of Education as diploma requirements
- 4) confirmation that the student has completed the 40 hours of community involvement
- 5) confirmation that the student has successfully completed the Ontario Secondary School Literacy Test (OSSLT)

After the student leaves school, the OST is kept on file in the last secondary school attended. The record is maintained in case the student ever needs an official report of marks, such as could be required by a college, university, or employer. Marks will not be released by the school without the permission of the student, or of the parent/guardian if the student is under 18.

*\*\*\* The OST is updated annually and is part of the Ontario Student Record. \*\*\**

## **Ontario Student Record**

The Ontario Student Record (OSR) is the ongoing confidential record of a student's educational progress through schools in Ontario. An OSR will be requested from schools previously attended by the student. For students coming from outside Ontario, an OSR will be established. The collection of this information is authorized by the *Education Act*. Examples of items found in an OSR are school photos, report cards, Ontario Secondary School Literacy Test (OSSLT) results, psychiatric assessments and student transcripts. The contents of the OSR are reviewed and updated throughout the school year and are kept in a secure location.

The OSR is available to TDChristian teachers, the principal, vice-principal, and Ontario supervisory officers for the purpose of improving the instruction of the student. All students and parents/guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents.

## **Repetition of a Course**

Students who repeat a Grade 11 or 12 course that they have previously completed successfully, can earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST and an "R" is entered in the "Credit" column for the course(s) along with the percentage grade.

## **Course Withdrawals**

### **Grades 9 and 10**

Withdrawals from Grade 9 and 10 courses are not recorded on the Ontario Student Transcript (OST). Only successful courses are recorded.

### **Grades 11 and 12**

If a student withdraws from a Grade 11 or 12 course **within** five instructional days following the issue of the interim 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 interim 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.

# Guidance Services

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## ***Cross-Over Courses***

These courses are 30-hour module courses offered to students who wish to change from Applied courses to Academic. These courses can be found in summer school programs.

## ***Transfer Courses***

Transfer courses, available in Grades 10, 11, and 12, offer students a means of transferring from one type of course to another if a student's interests and goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements. These courses are available if schedules allow and/or in summer school.

## ***Course Transfer Information***

Students should select courses appropriate to their abilities and career plans. If a student is having difficulty, a change of subject may be made in consultation with the Guidance Department and parents/guardians. A change may be approved provided no more than 10 semestered periods have passed since the beginning of the course.

## ***Prior Learning Assessment & Recognition (PLAR)***

A student's prior learning may be recognized in credits in one of the two ways outlined below: 1) *equivalency* or 2) *challenge* outlined below.

### ***1) Equivalency for learning in another school.***

A student who has studied in a non-inspected school in Ontario, or in a school outside Ontario, may be given equivalent credit(s) by the principal for this learning based on records from the school. In deciding where to place the student, the principal will determine the total credit equivalency of the student's previous learning and will determine the compulsory and optional credits still to be earned in order to receive the OSSD. A record of this decision will be placed in the student's OSR.

### ***2) Challenge based on learning outside school.***

A student may earn credit for prior learning that has taken place outside secondary school. This is done on a course-by-course basis and the student must demonstrate that he or she has met the expectations of the Ontario course by passing an evaluation based on the expectations of that course. The evaluation will include an exam plus the assessment of other work appropriate to the course. A student who is under 18, or is 18 or over but has never left school for a year or more, may earn a maximum of 4 credits through PLAR. Such credits can be earned only for courses in grades 10, 11 and 12. Mature students have additional opportunities to earn credits through PLAR. For more details, contact the principal or Guidance counsellor.

## ***Substitution Credits***

To meet individual students' needs, the Principal may substitute up to three compulsory credit courses. In all cases the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the OSSD and not less than 14 for those aiming to earn the Ontario Secondary School Certificate. Substitutions will aim to promote and enhance student learning or to meet special needs and interests.

# Diplomas

**Students are encouraged to earn two diplomas:**

**A. Ontario Secondary School Diploma (OSSD)**

**B. Toronto District Christian High School Diploma**



*A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.*

*A course is successfully completed if the student obtains a final mark of 50% or more in that subject.*

## **A. Ontario Secondary School Diploma (30 credits)**

### ***Credit Requirements:***

#### **18 Compulsory Credits**

- ▶ 4 credits in English (1 credit per grade)\*
- ▶ 3 credits in mathematics (1 credit in Grade 11 or 12)
- ▶ 2 credits in science
- ▶ 1 credit in Canadian history
- ▶ 1 credit in Canadian geography
- ▶ 1 credit in the arts
- ▶ 1 credit in health and physical education
- ▶ 1 credit in French as a Second Language
- ▶ ½ credit in career studies
- ▶ ½ credit in civics

#### **Plus one credit from each of the following groups:**

- Group 1: additional credit in English, or French as a second language,\*\* or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*\*
- Group 2: additional credit in health and physical education, or the arts, or business studies, French as a second language,\*\* or cooperative education\*\*\*
- Group 3: additional credit in science (Grade 11 or 12), or technological education, or French as a second language,\*\* or computer studies, or cooperative education\*\*\*

**12 optional credits** with a maximum of 4 credits earned through approved dual credit courses.

\* A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

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

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

### ***Non-Credit Requirements (see next page for details)***

- ▶ **40 hours of community involvement activities**
- ▶ **the provincial literacy requirement**

# Diplomas

## ***Details on the Non-Credit Requirements for the OSSD***

### **Community Involvement Activities**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program (including the summer before beginning grade 9). The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), churches, and service organizations. Students may NOT fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed in students' designated lunch hours, after school, on weekends, or during school holidays. At TDChristian we believe that participating in community service is consistent with "*Educating teens for service in the light of God's Word*". 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.

### **The Provincial Literacy Requirement**

In order to earn the OSSD, students will be required to successfully complete the Ontario Secondary School Literacy Test (normally given to all grade 10 students), which is based on language and communications expectations of the curriculum up to and including Grade 9. Successful achievement of this test will be recorded on the Ontario Student Transcript. Remedial help will be provided by the school for students who are not initially successful, and these students will be able to retake the test. The Ontario Secondary School Literacy Course must be completed in Grade 12 if a student has been unsuccessful in completing this test.

## **B. Toronto District Christian High School Diploma**

The TDChristian diploma is designed to ensure that its recipients receive a well-rounded Christian education. In addition to fulfilling the requirements for the OSSD, students must successfully complete three Perspectives credits (one in each of grades 10, 11 and 12), a credit in Senior Science or Green Industries, and one credit from the grade 11 TD Diploma group.

*Note: all of these credits also count towards the Ontario Secondary School Diploma.*

**Toronto District Christian High school is registered as an independent school with the Ontario Ministry of Education, and the courses offered by TDChristian meet the Ministry's requirements.**

**The Ontario Ministry of Education completes a provincial inspection of the school once every two years.**

# Assessment & Evaluation

## ***Assessment at Toronto District Christian High School:***

- 1) Is a standards-based model. Students' achievement is judged according to clearly established and stated standards, not through comparison with work by other students in the class. It is based on expectations which state exactly what students should know and be able to do in each stream of each course. Each lesson and learning activity is based on these expectations, and assessment tools are designed to target those expectations.
- 2) Uses achievement charts to identify degrees of achievement. Four levels provide a framework for assessing, evaluating, and reporting how well students achieve the expectations. Teachers assess assignments using the levels and then assign a grade based on the achievement levels.
- 3) Uses rubrics and achievement charts to clearly state the expectations and achievement levels to students and parents in advance. This allows students to better understand how to complete an assignment because they are aware of the expectations.
- 4) Uses a wide assortment of assessment methods. In addition to teacher-led assessment, TDChristian encourages teachers to develop in students the ability to assess themselves. Through journals, self-editing, and self-assessment sheets, students learn to evaluate how well they have met the expectations for themselves. Also, peer assessment is encouraged through peer-editing and group evaluations.
- 5) Uses assessment and evaluation categories. Teachers go beyond gathering evidence of the students' knowledge of the curriculum to include assessing students' skills and their ability to communicate and apply those skills. To meet this aim, marks are recorded differently at TDChristian than at some other schools. Teachers design learning assignments and assessment tools to address four categories. Each major assignment is assessed for student achievement in the following four categories, as directed by the Ministry of Education:
  - a) Knowledge and Understanding is subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
  - b) Thinking is the use of critical and creative thinking skills and/or processes.
  - c) Communication is conveying of meaning through various forms.
  - d) Application is the use of knowledge and skills to make connections within and between various contexts.Marks are recorded in each category to help teachers address the different aspects of learning.
- 6) Assesses learning skills. In addition to the four evaluation categories listed above for individual assignments, teachers assess general learning skills. Although these are not attributed a percentage mark, they are recorded on the students' report cards. The learning skills included on the report card are as follows:
  - a) Teamwork
  - b) Independent work
  - c) Work habits
  - d) Organization
  - e) Initiative
- 7) Includes summative and formative evaluation. The majority of assessment at TDChristian is formative. As students are taught the course expectations, they receive constant constructive and descriptive feedback that helps them improve their products, performances, and processes while there is still time for them to do so. The other type of evaluation at TDChristian is summative. In summative evaluations, students demonstrate their mastery of the course expectations. This may be done in the form of a final examination, a final assignment which demonstrates what they have learned throughout the course, or a combination of the two. Each course at TDChristian has an assessment breakdown of 70% Formative Assessment and 30% Summative Assessment
- 8) Is fair to all students. This may require the teacher to make accommodations for students with special needs or students who are learning English.

# Assessment & Evaluation

## **Learning Reports**

The school year is divided into two semesters. Each semester culminates with a set of final assessments and the issuance of a report giving final grade details in the subjects completed at that time. Other than final reports, parents will receive interim reports issued just prior to parent/teacher/student interviews. It is wise for parents to keep track of their child's progress via PowerSchool or Leapville (see below).

## **Grading and Promotion**

The manner in which marks are assigned to student work is complex and varies with the type of subject. Grades may be interpreted as follows:

90 – 100%	<i>work of outstanding quality (A, A+)</i>
80 – 89%	<i>very good work (B+, A–)</i>
70 – 79%	<i>average work; meets expectations (B–, B)</i>
60 – 69%	<i>below the school average (C–, C, C+)</i>
50 – 59%	<i>borderline pass (D–, D, D+)</i>
under 50%	<i>failure (F–, F, F+)</i>
I	<i>incomplete work</i>

Final evaluations, which may include examinations, occur at the end of each semester. Students must complete them in every course. Alternate arrangements must be made, with the administration, if a student cannot make it or if he or she was ill.

## **PowerSchool and Leapville**

PowerSchool and Leapville are TDChristian's student's and parent's information systems. Leapville is for grade 9 students. PowerSchool is for the other students. All students are assigned a username and password which they can use to view their current grades and attendance history online. Parents may also request a username and password by e-mailing [passwords@tdchristian.ca](mailto:passwords@tdchristian.ca). This will allow them to access their child's grade and attendance information. **New parents** are encouraged to attend the *New Parents Night* in September (part of the program is an overview of PowerSchool and Leapville).

In order to access information through PowerSchool or Leapville, parents or legal guardians must have a username and password. These can be obtained by sending an e-mail request to [passwords@tdchristian.ca](mailto:passwords@tdchristian.ca).

## **Posting Grades**

Teachers are committed to posting grades on PowerSchool as shown as follows:

*One week: assignments & tests*

*Two weeks: essays*

*Three weeks: ISUs*

## **Test and Assignment Policies**

1. Students must take a test on the day it is given.
2. Students who are absent on the day of a test will receive a **zero** for the test *unless*:
  - (i) the absence was excused by the teacher ahead of time;
  - (ii) a parent or guardian provides a note saying that illness made attendance impossible; or
  - (iii) some improbable event occurred that made attendance impossible, despite the student's efforts.A note to that effect should be written by a parent or guardian of the student.
3. Students whose absences have been excused may take a test after the class has taken it. The makeup test may be different from the original.
4. Students found cheating in any way on any part of a test or quiz will receive a **zero**.
5. Major assignments such as Independent Studies are due on their due dates.
6. No student will have more than two tests per day, and no tests are to be given on Monday.

# Honour Certificates

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## **For Grades 11 & 12:**

Honour Roll students will be those who take at least 7 credits at TDChristian during the school year and achieve a rounded average of 85% or higher.  
(Total marks divided by the number of credits)

## **For Grades 9 & 10:**

Honour Roll students will be those who take at least 8 credits at TDChristian during the school year and a rounded average of 85% or higher.  
(Total marks divided by the number of credits)

# Ontario Scholars

This certificate is awarded by the  
Government of Ontario to  
Grade 12 students who have obtained an average  
of at least 80% in any six courses of the following types:  
Grade 12 University Preparation,  
University/College Preparation,  
College Preparation,  
Workplace Preparation  
or Open Courses.

# Academic Program Overview

## The Intermediate Program (Grades 9 and 10)

In Grades 9 and 10, courses are designated *academic*, *applied* or *open*.

### **Academic Courses:**

These courses focus on essential concepts with an emphasis on theory and abstract thinking rather than practical applications. They are usually prerequisites for university courses in grades 11 and 12.

### **Applied Courses:**

These courses provide practical perspectives on certain subjects and stress more practice than theory; such courses follow a topical approach, and are an appropriate preparation for further education in community college and some Christian colleges.

*Note: Students in Grade 9 who successfully complete a grade 9 course may choose the ensuing academic or applied course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination and grades earned in Grade 10 courses.*

### **Open Courses:**

Open courses such as the Arts, Health and Physical Education, and Business studies, are designed to prepare students for further study in certain subjects and to enrich their education generally.

## The Senior Program (Grades 11 and 12)

In Grades 11 and 12, courses offered to prepare students for post-secondary destinations are *university preparation*, *university/college preparation*, *college preparation*, *workplace preparation*, and *open*.

### **University Preparation Courses:**

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

### **University/College Preparation Courses:**

These courses include content that is relevant for both university and college programs. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

### **College Preparation Courses:**

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

### **Workplace Preparation Courses:**

These courses prepare students for employment after grade 12.

### **Open Courses:**

These are also offered in Grades 11 and 12. They are designed to prepare students for further study in certain subjects and to enrich their education in a general manner.

### **An Important Note about Prerequisite Courses**

Often subjects are taken in a particular sequence as they build upon knowledge and skills learned in previous courses. Other subjects assume a mastery of closely related courses. Prerequisites are courses a student must successfully complete before being permitted to take a desired course. All prerequisites are identified in the Ministry of Education curriculum documents. The course title of the prerequisite will be listed following the description of the desired course.

# Course Codes

*What do the letters and numbers in a course code indicate, and how do I read them?*

Each secondary school course is identified by a 5-character code consisting of three letters followed by one number and then one letter.

***Let's take, for example, the course code CGC1D***

The first letter indicates the subject area:

- A** = The Arts
- B** = Business Studies
- C** = Canadian and World Studies
- E** = English
- F** = French
- G** = Guidance and Career Education
- H** = Social Sciences and Humanities
- I** = Interdisciplinary Studies
- M** = Mathematics
- P** = Health and Physical Education
- S** = Science
- T** = Technological Education

So, the first C indicates a course in *Canadian and World Studies*

The next two letters differentiate between subjects within the subject area:

e.g. CGC is for *Geography of Canada*      CHC is for *Canadian History Since World War I*

The fourth character, the number, indicates the grade level of the course:

1 = Grade 9, 2 = Grade 10, 3 = Grade 11, 4 = Grade 12

The fifth character, the letter following the number, indicates the type of course:

**Grades 9 & 10:**

- D** = Academic
- P** = Applied
- O** = Open
- H** = Upgrade

**Grades 11 & 12**

- U** = University
- M** = University/College
- C** = College
- E** = Workplace
- O** = Open
- H** = Upgrade

*Note:* On occasion, a sixth character may be added after the fifth character. This is used when it is necessary to distinguish between different sections of the same course.

# ESL and Grade 9 Courses

<b>ESL Courses Offered</b>	<b>Code</b>
English as a Second Language, ESL Level 2	ESLBO
English as a Second Language, ESL Level 3	ESLCO
English as a Second Language, ESL Level 4	ESLDO
English as a Second Language, ESL Level 5	ESLEO

<b>GRADE 9 Compulsory Courses (8 credits)</b>	<b>Code</b>
English (Academic or Applied)	ENG1D/ENG1P
Mathematics (Academic or Applied)	MPM1D/MFM1P
Science (Academic or Applied)	SNC1D/SNC1P
Geography of Canada (Academic or Applied)	CGC1D/CGC1P
Healthy Active Living Education (Open)	PPL1O
Visual Arts (Open – 0.5 credit)	AVI1O
Drama (Open – 0.5 credit)	ADA1O
Music (Open – 0.5 credit)	AMI1O
Exploring Technologies (Open – 0.5 credit)	TIJ1O
One of French or Guidance & Career Education (for French Exempt students)	
– Core French (Academic)	FSF1D
– Learning Strategies 1 (Open)	GLE1O/GLS1O
<b>Other GRADE 9 Courses (Optional – neither is required)</b>	<b>Code</b>
– Band (before school) (Open – 0.5 credit)	AMR1O
– Choir (during school) (Open – 0.5 credit)	AMV1O

# Grade 10 Courses

<b>GRADE 10 Compulsory Courses (6 credits)</b>	<b>Code</b>
English (Academic or Applied)	ENG2D/ENG2P
Mathematics (Academic or Applied)	MPM2D/MFM2P
Science (Academic or Applied)	SNC2D/SNC2P
Old Testament Studies	HRE13
Canadian History Since World War 1 (Academic or Applied)	CHC2D/CHC2P
Civics (Open – 0.5 credit)	CHV2O
Career Studies (Open – 0.5 credit)	GLC2O
<b>GRADE 10 Optional Courses (Choose 2 credits)</b>	<b>Code</b>
– Core French (Academic – part of French & History Block)	FSF2D
– Green Industries (Open – part of Environmental Block)	THJ2O
– Construction Technology (Open)	TCJ2O
– Visual Arts (Open)	AVI2O
– Drama (Open)	ADA2O
– Music (Open)	AMU2O
– Healthy Active Living Education (Open)	PPL2O
<b>GRADE 10 Other Courses (Optional – neither is required)</b>	<b>Code</b>
– Band (before school) (Open – 0.5 credit)	AMR2O
– Choir (during school) (Open – 0.5 credit)	AMV2O

# Grade 11 Courses

GRADE 11 Compulsory Courses	Code	GRADE 11 Optional Courses	Code
English (University or College)	ENG3U/C	<b>Choose up to 3 credits from:</b>	
<b>Mathematics – 1 credit from:</b>		– Visual Arts	AVI3M
– Functions	MCR3U	– Drama	ADA3M
– Functions & Applications	MCF3M	– Music	AMU3O
– Foundations for College Mathematics	MBF3C	– Entrepreneurship: The Venture	BDI3C
– Mathematics for Work and Everyday Life	MEL3E	– Healthy Active Living Education	PPL3O
<b>Perspectives – At least 1 credit from:</b>		– Technological Design	TDJ3M
– World Religions	HRT3M	– Financial Accounting Fundamentals	BAF3M
– New Testament Studies	HRE23	– Leadership and Peer Support	GPP3O
– Introduction to Anthropology, Psychology, and Sociology	HSP3M	– Communications Technology (part of Video Block)	TGJ3M
<b>Science/Technology – At least 1 credit from:</b>		– Guitar	AMG3O
– Biology (University or College)	SBI3U/C	– Philosophy: The Big Questions	HZB3O
– Chemistry	SCH3U		
– Physics	SPH3U	<b>Block Options</b>	
– Green Industries	THJ3M	– Video Block (EPS3O and TGJ3M)	
<b>At least 1 credit from the TD Diploma Group:</b>		<p>– International Block is a one semester four-credit program (ENG3U or ENG3C, HSP3M or HSB4M, HRE23, and a co-operative education credit) that includes a two month trip to Central America. For more details see the link on <a href="http://www.tdchristian.ca">www.tdchristian.ca</a>.</p> <p><b>Co-operative Education</b> Students may earn a credit or credits through a planned learning experience that integrates classroom theory and learning experiences at a workplace. Interested students should contact the Co-operative Education teacher.</p>	
– Core French	FSF3U		
– Media Studies	EMS3O		
– Presentation and Speaking Skills (part of Video Block)	EPS3O		
– Physical Geography	CGF3M		
– World History to the Sixteenth Century	CHW3M		

# Grade 12 Courses

GRADE 12 Compulsory Courses	Code	GRADE 12 Optional Courses	Code
English (University or College)	ENG4U/C	<b>Guidance and Career Education</b>	
<b>Perspectives – At least 1 credit from:</b>		– Advanced Learning Strategies	GLS4O
– Philosophy: Questions and Theories	HZT4U	<b>Health and Physical Education:</b>	
– Challenge and Change in Society	HSB4M	– Healthy Active Living Education	PPL4O
<b>GRADE 12 Optional Courses</b>	<b>Code</b>	– Recreation and Fitness Leadership	PLF4C
<b>Choose up to 6 credits from:</b>		<b>Interdisciplinary Studies</b>	
<b>The Arts</b>		– Applied Physics and Engineering	IDC4U
– Visual Arts	AVI4M	<b>Mathematics</b>	
– Music	AMU4M	– Mathematics of Data Management	MDM4U
– Drama	ADA4M	– Advanced Functions	MHF4U
– Consumer Design (Yearbook)	AWE4M	– Calculus and Vectors	MCV4U
<b>Business Studies</b>		– Foundations of College Mathematics	MAP4C
– Business Leadership	BOH4M	– Mathematics for Work and Everyday Life	MEL4E
<b>Canadian &amp; World Studies</b>		<b>Science</b>	
– Environment and Resource Management	CGR4M	– Biology	SBI4U
– Canadian and World Issues	CGW4U	– Chemistry	SCH4U
– World History: The West and the World	CHY4U/C	– Physics	SPH4U
– Canadian and International Law	CLN4U	<b>Technological Education</b>	
<b>English</b>		– Green Industries	THJ4M
– The Writer’s Craft	EWC4U	<b>Block Options</b>	
<b>French</b>		– Engineering Block (SPH4U and IDC4U)	
– Core French	FSF4U	– International Block (see Grade 11 Course Overview)	
<b>Ontario Secondary School Literacy Course</b> OLC4O is offered for those students who require it for graduation.		<b>Co-operative Education</b> Students may earn a credit or credits through a planned learning experience that integrates classroom theory and learning experiences at a workplace. Interested students should contact the Co-operative Education teacher.	

# Cooperative Education

Co-operative Education is an experiential form of education that integrates academic study and experiences in the workplace. The student together with the teacher and the employer design a program that allows the student to deepen his or her knowledge of the particular industry while acquiring some basic employment skills. Every course of study is unique to the student. Through the program, TD can effectively integrate any area of interest into a student's high school program.

The school has a growing list of Woodbridge businesses willing to give our students a co-op experience. TD is also prepared to work with any business in our geographic area which interests the student and meets the requirements set out by the government (including safety) in its Ministry Guideline. Students and parents, with advice and support from the school, are integral in acquiring these placements.

TDChristian offers co-op in two formats, *credit* and *experience*.

- Students in the **credit** format take up to four high school credits. This program consists of two parts: an in-school component and an out-of-school component in the workplace and must be related to an existing course.
- Students in the **experience** format volunteer their time and energies in a variety of workplaces where they acquire valuable work experience and obtain letters of reference. These letters might help them gain entrance into post-secondary institutions or aid in the winning of a scholarship.

***The mission of Cooperative Education at TDChristian is to ensure that every participating student has a worksite experience that will help them develop personal values, positive attitudes, intellectual talents, and employable skills. The hope is that this, in turn, will prepare the students for successful participation in society where they are called to serve God and their neighbour.***

***Co-op students have worked at a variety of placements, including:***

- auto body repair shop
- cabinetmaking
- school
- carpentry
- fire station
- car dealership
- hospital
- mechanic
- retirement home
- daycare
- grocery store
- airport

# Course Descriptions

## The Arts

God has given us gifts as a reflection of His beauty and image. These abilities are to be cultivated and used to bless others. Therefore, the fine arts programme strives to create an environment that fosters Christian artistic growth as a response to His presence and faithfulness in our lives.

Fine arts that have integrity are an important part of God's truth and are therefore essential to Christian living. The issue with art is not whether it is sacred or secular, but whether it exhibits truth and integrity. In the artistic search for truth, each artist must ask God to be the guide that fills and anoints him or her with a message. These images, texts, and sounds must reflect Him.

Fundamentally, fine arts promote the expression of artistic individuality and the qualities which characterise the committed Christian life: self-discipline, commitment, stewardship, and a desire to share.

## Drama

### Drama, Grade 9, Open (ADA10)

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

*Prerequisite: None*

### Drama, Grade 10, Open (ADA20)

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

*Prerequisite: None*

### Drama, Grade 11, Open (ADA30)

This course requires students to create and to present dramatic works. Students will do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyse and reflect on dramatic works; and develop their communication skills and other skills useful in a variety of careers.

*Prerequisite: Dramatic Arts, Grade 10, Open*

### Drama, Grade 12 University/College Preparation (ADA4M)

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. *Prerequisites: Dramatic Arts, Grade 11, University/College Preparation or Open*

# Course Descriptions

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## **Music**

### **Music, Grade 9, Open (AMI10)**

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

*Prerequisites: None*

### **Music, Grade 10, Open (AMU20)**

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

### **Music, Grade 11, Open (AMU30)**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly in works of contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

*Prerequisite: Music, Grade 9 or 10, Open*

### **Music, Grade 12, University/College Preparation (AMU4M)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

*Prerequisite: Music, Grade 11, University/College Preparation or permission of the teacher*

### **Instrumental Music - Concert Band/Repertoire (AMR10/20)**

These half-credit courses provide opportunities for the motivated instrumentalist to explore concert band repertoire on a broader scale. The emphasis in this course is on technique, ensemble playing, and interpretation. A large part of the course and course time hinges on performances where students use their skills and abilities outside the classroom. Students have the opportunity to improve and grow in their musical abilities during their highschool career.

# Course Descriptions

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## **Music - Vocal/Choral - Concert Choir (AMV10/20)**

This half-credit course is based on the belief that we all have voices which can be trained to sing well. Students need no musical background, only a love for singing in order to participate in the choir. In this course students will learn the fundamentals of vocal and performance technique and acquire a sensitivity toward choral music. Choir practices take place twice every week during school time and work toward performances, which are a necessary and important component of this course.

*Prerequisite: None*

## **Visual Arts**

### **Visual Arts, Grade 9, Open (AVI10)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

*Prerequisite: None*

### **Visual Arts, Grade 10, Open (AVI20)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

*Prerequisite: None*

### **Visual Arts, Grade 11, University/College Preparation (AVI3M)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

*Prerequisite: Visual Arts, Grade 9 or 10, Open*

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

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

*Prerequisite: Visual Arts, Grade 11, University/College Preparation*

# Course Descriptions

## **Information/Consumer Design, Grade 12, University/College (AWE4M)**

This is a single course that addresses the multifaceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students in this course will learn the skills of Journalism, Layout & Design, Marketing, Sales & Advertising, Photography, and Graphic Design. Students will also master Adobe Photoshop and PageMaker, and the art of digital photography and photo enhancement. Classroom activities are closely related to the real world of interviewing, reporting, meeting deadlines and producing a widely viewed publication.

*Prerequisite: Permission of teacher*

## **Business Studies**

God calls us to live with honesty and integrity. The application of business principles helps us to be honest and accountable to one another not only in our financial dealings, but in our extended community as well. Business studies and economic theory are included in our confession of God's rule over all human affairs. To that end, the business courses at TDCH contribute to preparing students to find their way in the world. We strive to be good stewards, faithful servants and to cultivate positive relationships in our personal financial activities, business activities, government dealings, and in our role as an employee and/or employer. Issues of wealth, generosity, stewardship, environmental impact, equality in the workplace, and ethical business decisions are explored in the TDCH business courses as we acquire skills and knowledge for interacting in the business community.

## **Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

*Prerequisite: None*

## **Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)**

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

*Prerequisite: None*

# Course Descriptions

## **Canadian and World Studies**

Our God is a faithful God. He has not only preserved but blessed the human race for thousands of years. God has given us the resources with which to preserve and study the past so that we can learn from it. The present did not arrive by accident but by the mysterious interaction of Providence with thousands of human choices and decisions, each a response to God's will. In Canadian and World Studies, we study how human choices have produced our cultures, institutions, nations, and notions of right and wrong.

## **Civics**

### **Civics, Grade 10, Open (CHV2O)**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. *Prerequisite: None*

## **Geography**

### **Geography of Canada, Grade 9, Academic (CGC1D)**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings .

*Prerequisite: None*

### **Geography of Canada, Grade 9, Applied (CGC1P)**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

*Prerequisite: None*

### **Physical Geography: Patterns, Processes & Interactions, Grade 11, University/College Preparation (CGF3M)**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings..

*Prerequisite: Geography of Canada, Grade 9, Academic or Applied*

# Course Descriptions

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## **The Environment & Resource Management, Grade 12, University/College Preparation (CGR4M)**

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment. *Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.*

## **Canadian & World Issues: A Geographic Analysis, Grad 12, University Preparation (CGW4U)**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing .

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

## **History**

### **Canadian History Since World War I, Grade 10, Academic (CHC2D)**

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

*Prerequisite: None*

### **Canadian History Since World War I, Grade 10, Applied (CHC2P)**

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period. *Prerequisite: None*

### **World History to the Sixteenth Century, Grade 11, University/College Preparation (CHW3M)**

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

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

# Course Descriptions

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## **World History: The West and the World, Grade 12, University Preparation (CHY4U)**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*

## **World History: The West and the World, Grade 12, University Preparation (CHY4C)**

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world. *Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities*

## **Law**

### **Canadian and International Law, Grade 12, University Preparation (CLN4U)**

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways .

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

# Course Descriptions

## **ENGLISH**

English study at TDChristian is our attempt to regain some of the goodness in the Garden of Eden, to return to wholeness and goodness, to coherence, to compassion, to communion with each other, with all people, with God. Our goal is to understand the truth of the human condition and to use language to bring together what has been pulled apart. Truth be told, honest words help us grasp and hold on to what Jesus accomplished on the cross.

To understand ourselves as children of God is to recognise our need for wholeness. We are created in His image, but the reflection is, in linguistic terms, garbled. At TDChristian we work toward coherence in every sentence, unity in every paragraph, and honesty in every spoken word. That work, the work of restoration, we strive to do in truth and in love.

## **Compulsory English Courses, Grades 9 - 12**

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

# Course Descriptions

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## **English, Grade 10, Applied (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: English, Grade 9, Academic or Applied*

## **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: English, Grade 10, Applied*

## **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: English, Grade 10, Academic*

## **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: English, Grade 11, College Preparation*

## **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: English, Grade 11, University Preparation*

# Course Descriptions

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## **Ontario Secondary School Literacy Course, Grade 12 (OLC4O)**

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 OLC4O. (Students who have already met the provincial literacy requirement may take the course under special circumstances, at the principal's discretion.)]*

## **Optional English Courses, Grades 11 - 12**

### **Media Studies, Grade 11, Open (EMS3O)**

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

*Prerequisite: English, Grade 10, Academic or Applied*

### **Presentation and Speaking Skills, Grade 11, Open (EPS3O)**

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

### **The Writer's Craft, Grade 12, University Preparation (EWC4U)**

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

# Course Descriptions

## **English as a Second Language**

At TDChristian we are privileged to have students from other parts of the world come to us to learn our language and our culture. We see ESL as a way to communicate through our language a sense of the community of God and go beyond ministry expectations. Students taking these courses learn to appreciate our culture while being encouraged to share their own.

Our ESL program teaches the students the responsibility of communicating not only in a proper English manner but as a child of God. Our program provides a safe forum within our school to meet the challenge of writing and speaking without fear of discrimination. Students are encouraged to work towards a level of fluency that will ease their transition into full integration in other subjects.

### **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.

### **English as a Second Language, ESL Level 3, Open ESLCO**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

### **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.

### **English as a Second Language, ESL Level 5, Open ESLEO**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. skills as they solve problems and communicate their thinking.

# Course Descriptions

## French

Language is a rich and vital part of God's creation by which we communicate. This communication leads to an understanding, an appreciation, and a respect for those who are different from us.

Our identity, as living beings created in the image of God, is connected very closely to our culture. By learning about another culture, we not only gain knowledge and appreciation of their way of life, but we learn a great deal about whom we are.

The French programme at TDCH is designed to help students acquire effective writing, speaking, listening, and reading skills through a sequential programme. Students will use and develop logic, memory, problem-solving, and listening skills to distinguish the interesting ways languages are similar as well as different. Recognizing God as the source of the richness of our world is the root of the French programme at TDChristian.

### **Core French, Grade 9, Academic (FSF1D)**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. *Prerequisite: Minimum of 600 hours of French instruction, or equivalent*

### **Core French, Grade 10, Academic (FSF2D)**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. *Note: Some years FSF2D is offered on as part of the French/History Block (see Interdisciplinary and Block Studies).*

### **Core French, Grade 11, University Preparation (FSF3U)**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. *Prerequisite: Core French, Grade 10, Academic*

### **Core French, Grade 12, University Preparation (FSF4U)**

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. *Prerequisite: Core French, Grade 11, University Preparation*

# Course Descriptions

## **Guidance & Career Education**

Guidance and Career Education plays an important role at TDChristian as students are encouraged to discover and develop their gifts so that they can effectively learn, grow, and serve at TDChristian and in the world beyond. Through a process of self-discovery, they are encouraged to better understand themselves as image-bearers of Christ. Students are taught to identify their strengths and weaknesses and are taught strategies for time management, organization, developing good work habits, positive communication skills required for school and the workplace, and many other skills necessary for success in highschool and in future careers.

### **Learning Strategies 1: (GLS10/GLE10)**

#### **Skills for Success in Secondary School, Grade 9, Open**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. *Prerequisite: For GLS10 - None. For GLE10 - Recommendation of Principal.*

### **Career Studies, Grade 10, Open (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 (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. *Prerequisite: None*

### **Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS40/)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. *Prerequisite: None*

# Course Descriptions

## **Health and Physical Education**

Christian education focuses on the development of the whole student, soul, mind, and body. Health and Physical Education (HPE) provides opportunities and encourages students to understand and appreciate their bodies as gifts from God to be cared for and used in His service. As God's creatures, created in His image, all people function through the body. A person's physical well-being has a great influence on how well he or she functions in other aspects of his or her self.

Physical and health education can make an important contribution to the development of Christian habits and commitments. On the personal level these include self-knowledge, self-respect, perseverance, integrity, and stewardship. On a social level these include cooperation, competition, responsibility, fair play, and respect. These are opportunities for students to make choices and develop commitments that enhance their service to God. To respond at either a social or a personal level, students must know their opinions, make choices, and have opportunities to commit themselves to courses of action.

### **Healthy Active Living Education, Grade 9, Open (PPL10)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills. *Prerequisite: None*

### **Healthy Active Living Education, Grade 10, Open (PPL20)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. *Prerequisite: None*

### **Healthy Active Living Education, Grade 12, Open (PPL40)**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decisionmaking, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. *Prerequisite: None*

### **Recreation and Fitness Leadership, Grade 12, College Preparation (PLF4C)**

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. *Prerequisite: Any Grade 11 or 12 open course in health and physical education*

# Course Descriptions

## Mathematics

Mathematics is an inventive, creative way of modeling the order and disorder in God's world. God made the world so that we may understand, study, and enjoy it in countless ways. In mathematics, we seek to understand some of these ways as we fulfill our mandate to be stewards of Creation. Students are taught that mathematics is an art; that mathematics and mathematics-related careers are legitimate tasks for Christians; that an understanding of mathematics is necessary for individuals in our technological, scientific, information society; that mathematics has limits in interpreting situations in everyday life, especially in connection with the sciences. We can and will serve God through mathematics.

### **Principles of Mathematics, Grade 9, Academic (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 (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 (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: Grade 9 Mathematics, Academic*

### **Foundations of Mathematics, Grade 10, Applied (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: Grade 9 Mathematics, Academic or Applied*

# Course Descriptions

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## **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 modelling 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*

## **Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation (MEL3E)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course*

## **Mathematics of Data Management, Grade 12, University Preparation (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*

# Course Descriptions

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## **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: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation*

## **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 threedimensional 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. *Note: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

## **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*

## **Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL4E)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation*

# Course Descriptions

## Religious Studies

The Bible is the heart of every academic program at TDChristian. The story of God and His people forms the foundation for all of our curricula and activities. The Biblical Studies courses aim to solidify the students' understanding of the Bible and provide them with the tools to use the Bible in all of their daily choices.

The two courses in our program teach one story through the themes of covenant and kingdom. The Word is savoured for its historical continuity that emphasizes God's providential care for all of His people and His world. The testaments are also enjoyed for their literary beauty—the poetry, songs, stories, themes, and characterization of God's inspired authors. But most importantly, the redemptive nature of God, revealed in the Bible, is highlighted in all of our curricula.

God's unfolding plan of salvation for His people, beginning with Adam and including us today, makes us active participants in His story. Our goal at TDChristian is to have each student recognize his or her role in God's story and to carry out that role in all they do.

### **God's Covenantal Care Over His Creation: A Study of the Old Testament (HRE13)**

This course consists of the following Old Testament Units: the Pentateuch, the Former and Latter Prophets, and the Writings. These units represent the major Hebrew divisions of the Scriptures—the Law, the Prophets and the Writings—and were chosen to give us a solid overview of Old Testament redemptive history. Certain passages are studied in depth so that students will deal with key themes and issues, and learn the principles of biblical interpretation. *Note: This course is compulsory for Grade 10 students.*

### **The New Testament: The History of Our Redemption (HRE23)**

Understanding the magnificent cohesive nature of the Bible is key for all who profess Christ as their Lord. The Scriptures are one of three ways He has revealed Himself to us. By studying the stories, prophecies and responses of God's Old Testament people in a historical-redemptive way, we can bring relevance and richness to our lives today. The New Testament offers more stories, guidance and prophecy for all of us who live in the time of prophecy fulfilled through Jesus Christ. Through this course, students will be able to see themselves as a real part of the unfolding story of God and His love for His people. *Prerequisite: None*

### **World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation (HRT3M)**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

*Prerequisite: None*

# Course Descriptions

## Science

We are God's stewards, placed in Creation to explore and develop it for God's glory. The Science courses at TDCH promote the development of students' talents with this emphasis. In our scientific studies we realized our responsibility to serve in Creation. We understand that the study of science is a religious pursuit, conditioned by our allegiance to God or to an idol in Creation. To study science without recognition of the servant nature of humanity, exalting us to an unnatural position, is idolatry.

The difference between God-glorifying and God-denying science is manifested in the items selected for study and the objectives of the science courses. The material selected accomplishes two things: first, it endows students with a knowledge of some basic physical, chemical, and biological laws established by God to govern the activities of His creatures; second, it examines how humans have responded in the management and development of Creation.

### Science 9 Academic (SNC1D)

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 9 Applied (SNC1P)

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

### Science 10 Academic (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: Science, Grade 9, Academic or Applied*

# Course Descriptions

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## **Science 10 Applied (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: Grade 9 Science Academic or Applied.*

## **Biology**

### **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: Science, Grade 10, Academic*

### **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: Grade 10 Science, Academic or Applied*

### **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: Biology 11 University preparation.*

## **Chemistry**

### **Chemistry, Grade 11, University Preparation (SCH3U)**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

*Prerequisite: Science, Grade 10, Academic*

# Course Descriptions

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## **Chemistry, Grade 12, University Preparation (SCH4U)**

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

## **Physics**

### **Physics, Grade 11, University Preparation (SPH3U)**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. *Prerequisite: Science, Grade 10, Academic*

### **Physics, Grade 12, University Preparation (SPH4U)**

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: Physics, Grade 11, University Preparation.*

# Course Descriptions

## **Social Sciences & Humanities**

The aim of the social sciences and humanities program at TDChristian is to help the students understand themselves and their cultural environment better by making them critically aware of humankind's restless quest for God, of humanity's development and interpersonal relations, and of human beings' relentless pursuit of core questions about the riddle of existence. The world we live in did not arrive by accident, but by the mysterious interaction of providence with thousands of human choices and decisions, each a response to God will.

### **World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation (HRT3M)**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

*Prerequisite: None*

### **Introduction to Anthropology, Psychology and Sociology, University/College preparation, (HSP3M)**

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. *Prerequisite: None*

### **Challenge and Change in Society, Grade 12, University/College Preparation (HSB4M)**

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

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

### **Philosophy: The Big Questions, Grade 11, Open (HQB3O)**

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy. *Prerequisite: None*

# Course Descriptions

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

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

### **Technological Education**

God made us in his image. One of the gifts he gives us is technology, that is, the ability to make work easier for ourselves. Because of this gift, we are constantly developing better ways to get our work done. While God intended this gift to be for the better, since sin has tainted all of creation, this gift has been misused. Unfortunately, technology is not always put to good uses. We sometimes sacrifice morals and safety for cheaper and faster technology.

In Technological Studies, we teach students to use technology with discretion. We teach them the practicality of technology as well as its dangers. We show them God-glorifying uses of technology, ways to make beautiful works of art and to complete work efficiently and effectively. Technological Studies equips students with a knowledge and awareness of technology.

## **Exploring Technologies, Grade 9, Open (TIJ10)**

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 postsecondary education and training pathways leading to careers in technology-related fields. *Prerequisites: None*

## **Construction Technology, Grade 10, Open (TCJ20)**

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

## **Technological Design, Grade 11 University/College Preparation (TDJ3M)**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. *Prerequisite: None*

# Course Descriptions

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## **Green Industries, Grade 10, Open (THJ20)**

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, Grade 11, University/College Preparation (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*

## **Green Industries, Grade 12, University/College Preparation (THJ4M)**

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They 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 explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level. *Prerequisite: Green Industries, Grade 11, University/College Preparation*

## **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*

# Course Descriptions

## **INTERDISCIPLINARY AND BLOCK STUDIES**

Interdisciplinary and Block Courses challenge students and teachers to work together in exploring, uncovering, and discovering the world in its integrated wonder. They encourage students to make connections between subject areas, instead of separating content into different blocks as is done in traditional education. Rather than start from abstract ideas or theory, these courses begin with real life projects and problems that require a team approach to solve and complete. Beginning with large projects and moving towards the details and skills required to complete each one gives focus to each task, meaning to every part, and satisfaction in the finished product. Since each project includes such a variety of skills and abilities, the makeup of interdisciplinary courses are a diverse mix of workplace, college, and university level students who each bring their talents and gifts in service to the class. Interdisciplinary courses may be individual courses or part of a Block, or package of courses.

## **Environmental Block**

Environmental Block is a two-credit Grade 10 program that teaches students stewardship of the environment through hands-on projects and activities that also engage them with their communities and governments while teaching them about possible careers. Throughout the course, students learn how our way of living affects the environment and what we can do as individuals and as a society to prevent further destruction.

Students solve problems from a Christian perspective and complete authentic environmentally-centred projects. Learning will be driven by outdoor and experiential activities. Projects will include running the recycling and composting programs at the school, improving and maintaining the school grounds, and educating the school and broader community about environmental issues through presentations in assemblies and community events.

Students will meet course expectations in an integrated way by experiencing the natural world and Canadian society around them and by completing authentic projects. For example, students would learn about the three levels of government by exploring careers at each level through such issues as recycling (municipal), water management (provincial), and Kyoto Accord (federal).

Students in the program can earn credits in Grade 10 Green Industries THJ2O (one credit); Grade 10 Civics CHV2O (1/2 credit); and Grade 10 Careers GLC2O (1/2 credit).

# Course Descriptions

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## French and History Block

French and History Block is an interdisciplinary programme in which students learn both Canadian history and the French and Quebecois language and culture. This is a natural combination since the two distinct languages and cultures have had a profound influence on the development of Canada. Students will have a unique opportunity to understand their past and their future through hearing and engaging the voices of the two founding cultures and the present peoples. Learning the other official language can foster appreciation and respect for other cultures and lifestyles, thus broadening students' horizons and fostering their personal growth.

In this program, students will read their Canadian History textbook in French and will be taught by a team of two teachers both in the classroom at the same time.

Students will use critical-thinking and communication skills in discussion and in their analysis and interpretation of issues and events of the past and present. They will share their own points of view in both English and French, both orally and in writing.

This program is offered as a two-period block for one semester. At the end of the program, students will receive two credits, one each in Grade 10 History Academic CHC2D and Grade 10 French Academic FSF2D.

## Video Block

Video Block emphasizes a team approach where students learn ways of solving problems in order to complete video projects for school viewing and possibly for use outside of school. Largely through experience and practice, students will learn how to plan, film, and edit different types of videos; and how to plan, and prepare an effective presentation. The creation and development of a portfolio and an exit presentation are key summative elements of this block. This course is offered as a two-period block in one semester. It consists of Presentation and Speaking Skills (EPS3O) and Communications Technology (TGJ3M). *Prerequisite: None.*

### *Note:*

Students may need to be interviewed before being accepted. They must be dedicated to completing the course, use time wisely when not supervised, work well with others unlike themselves, be willing to think creatively, and be able to listen to others and to come to consensus on project details.

# Course Descriptions

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## International Block

This semester program is offered to senior students. Students who are accepted into the International Block Program will go abroad for for about two months in addition to classroom work before and after their trip. This program involves an application program and extra fees. For the most current information, see the International Block link on the school's Splash page: [tdchristian.ca/splash](http://tdchristian.ca/splash)

Students will earn four credits during their semester: English (ENG3U or ENG3C), New Testament Studies (HRE23), Introduction to Anthropology, Psychology and Sociology (HSP3M) and a Cooperative Education credit related to HSP3M.

## Engineering Block

This block consists of Physics 12 (SPH4U) and an Interdisciplinary Studies course, Applied Physics and Engineering (IDC4U). Students will learn how to apply the Physics learned in SPH4U through projects that involve designing, building and controlling machines from the simple to the complex. Students will be challenged in areas involving robotics, hydraulics, and levers. They will study gravity, motion dynamics, torque, energy, work, and momentum not only theoretically but experimentally.

## Interdisciplinary Studies, Grade 12, University Preparation (IDC4U)

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. *Prerequisite: Any university or university/college preparation course.*

***ALL COURSE OUTLINES can be found via the Course Outlines link  
found on the TDChristian Splash Page: [tdchristian.ca/splash](http://tdchristian.ca/splash)  
Username: tdch Password: friendly***

