

# **COURSE CALENDAR**

## **WELCOME TO UNITY CHRISTIAN HIGH SCHOOL, 2011-2012**

### **VISION:**

Unity Christian High School is a nurturing educational community, which equips all students to boldly seek and proclaim God's truth as they explore His creation, and guides them toward realization of their calling to participate in Christ's kingdom.

### **MISSION:**

Gifted Christian teachers will engage students in a purposeful, joyful atmosphere, providing a comprehensive program which educates and involves the whole student.

### **PURPOSE:**

Unity Christian High School exists to give God glory in the field of education by cultivating the gifts of all students, equipping them to see and serve Christ in His world in purposeful Christian living.

Dear Students:

We're glad you are here! We pray that you may find at Unity, a place where you can grow in faith, in wisdom and in passion for doing God's work.

In these pages, you will find elements of the academic core of your high school. You will find information about our diplomas, our courses and credits, our various ways of teaching, evaluation, and record keeping.

As you plan your courses for your high school years, we pray that you ask God for wisdom, that you will tap into the wisdom of His people, and that you will think carefully about how God can use you in His kingdom.

We stand ready to help you choose courses and programs; we pray for you, and we want very much to encourage you. God bless you as you work to find His will.

Mr. P. Bulthuis  
Principal

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# COURSE CALENDAR: UNITY CHRISTIAN HIGH SCHOOL

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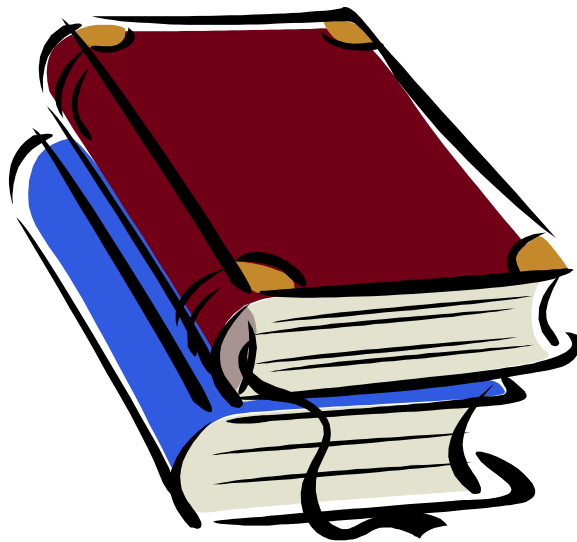
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# I. The Academic Program



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## A. DIPLOMAS AND CERTIFICATES

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Diplomas are an indication of work accomplished. To earn these diplomas, you will have worked hard! Enrollment at Unity requires you to be working to achieve all the requirements of two diplomas:

- 1) the **Unity Christian High School Diploma**
- 2) and the **Ontario Secondary School Diploma**



### **Unity Christian High School Diploma (for students in Grades 11 and 12 in 2011-2012)**

In order for you to obtain the Unity Christian High School diploma, you will have fulfilled a set of requirements.

Graduates will have:

1. Done a “Senior Project”, and presented it to the community (of peers, staff and/or community members).
2. Kept a 4-year PORTFOLIO (binder), which will include (annually updated):
  - Christian Academic Portfolio:
    - articulated demonstration of serving God,
    - media awareness project,
    - Senior Project
  - position paper on chosen issue/topic,
  - personal world-and-life view paper.
  - Christian Life Portfolio:
    - resume,
    - transcripts,
    - career plans,
  - letters of recommendation and reference,
  - involvement in school activities,
    - awards and scholarships,
    - out of school experience.
  - Life-long Learning Skills:
    - academic skills,
    - personal skills.
3. Been involved in at least one co-curricular activity.
4. Been annually and regularly involved in Advisory Periods.
5. Successfully completed the Grade 10 Literacy test, or the Grade 12 Literacy course.
6. Successfully completed 4 credits of FAITH AND LEARNING courses, one each year (eg.: Worldview grade 9, Bible grades 10 and 11, Perspectives grade 12, which will include the senior project)
7. Completed at least 40 hours of UNITY FOR CHRIST Service Learning.



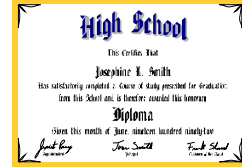
8. Completed one credit in grade 9 music.



9. Completed one credit in grade 9 PE and Health, and one course in grade 11 or 12 PE and Health.



10. Successfully completed the requirements of the OSSD.



**Unity Christian High School Diploma (for students who enrolled in Unity CHS on or after Sept., 2010)**

In order for you to obtain the Unity Christian High School diploma, you will have obtained the OSSD and fulfilled a set of additional requirements. Graduates will have:

1. Successfully completed a “Senior Project” and presented it to the community (of peers, staff, and/or community members).
2. Contributed to a GRADUATE PORTFOLIO (binder), which should include (annually updated):
  - Christian Academic Portfolio:
    - articulated demonstration of serving God,
    - media awareness project,
    - Senior Project,
    - position paper on chosen issue/topic,
    - personal world-and-life view paper.
  - Christian Life Portfolio:
    - resume,
    - transcripts,
    - career plans,
    - letters of recommendation and reference,
    - involvement in school activities,
    - out of school experience,
    - awards and scholarships.
3. Been involved in at least two (2) co-curricular activities.
4. Completed three (3) credits of FAITH AND LEARNING courses (Worldview grade 9, Bible grade 10, and Perspectives grade 12).
5. Completed at least forty (40) hours of UNITY FOR CHRIST Service Learning, as per OSSD requirements.
6. Completed one (1) credit in grade 9 Music.
7. Participated in all Unity Retreat and Service Days unless excused by Administration.

## Ontario Secondary School Diploma (OSSD)

When you have met the requirements for the OSSD (see below), the principal of this approved high school may grant the diploma. In our case, the Ontario Ministry of Education must regularly approve the education taking place in our school before diplomas may be issued.

The course requirements for the earning of a diploma in Ontario have been spelled out in various Ministry of Education documents which are available at the school. UNITY Christian High School has the expressed desire to offer the Ontario Secondary School Diploma (OSSD), and will thus abide by the stipulations in these documents. Besides meeting the needs of our Christian community, the courses offered by this school have been developed according to the requirements of the Ministry. All courses of study ("course outlines") are on file in the school office.

Under the regulations of the Ministry, in order to achieve an OSSD, any student entering grade 9 must earn a minimum of 30 credits, including:

18 Compulsory credits.

12 Optional credits.

-40 hours of community involvement activities.

-Successful completion of the secondary school literacy test administered in the grade 10 year, or successful completion of the Grade 12 Literacy course.

These compulsory credits:

4 English (1 credit per grade)

1 French as a second language

3 mathematics (at least 1 credit in Grade 11 or 12)

2 science

1 Canadian geography

1 Canadian history

1 arts

1 physical and health education

1 (Group 1) additional credit in English, or French as a second language\*\*, or a Native language, or a classical or international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*\*

1 (Group 2) additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education\*\*\*

1 (Group 3) additional credit in Grade 11 or 12 science, or technological education, or French as a second language\*\* or computer studies or cooperative education\*\*\*

0.5 civics

0.5 career studies

\*\*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.

In addition, 12 elective credits must be selected from available courses.

### **Unity Christian High School Certificate: Grade 10**

Students transferring to Unity Christian High School in Grade 10 may obtain the Unity Christian High School Certificate.

In order for you to obtain the Unity Christian High School Certificate, you will have obtained the OSSD and fulfilled a set of additional requirements. Graduates will have:

1. Successfully completed a "Senior Project" and presented it to the community (of peers, staff, and/or community members).
2. Contributed to a GRADUATE PORTFOLIO (binder), which should include (annually updated):
  - Christian Academic Portfolio:
    - articulated demonstration of serving God,
    - media awareness project,
    - Senior Project,
    - position paper on chosen issue/topic,
    - personal world-and-life view paper.
  - Christian Life Portfolio:
    - resume,
    - transcripts,
    - career plans,
    - letters of recommendation and reference,
    - involvement in school activities,
    - out of school experience,
    - awards and scholarships.
3. Been involved in at least two (2) co-curricular activities.
4. Completed two (2) credits of FAITH AND LEARNING courses (Bible grade 10, and Perspectives grade 12).
5. Completed at least forty (40) hours of UNITY FOR CHRIST Service Learning, as per OSSD requirements.
6. Participated in all Unity Retreat and Service Days unless excused by Administration.

### **Unity Christian High School Certificate: Grade 11 and 12**

Students transferring to Unity Christian High School in Grades 11 or 12 may obtain the Unity Christian High School Certificate.

In order for you to obtain the Unity Christian High School Certificate, you will have obtained the OSSD and fulfilled a set of additional requirements. Graduates will have:

1. Successfully completed a "Senior Project" and presented it to the community (of peers, staff, and/or community members).
2. Contributed to a GRADUATE PORTFOLIO (binder), which should include (annually updated):
  - Christian Academic Portfolio:
    - articulated demonstration of serving God,
    - media awareness project,
    - Senior Project,
    - position paper on chosen issue/topic,
    - personal world-and-life view paper.
  - Christian Life Portfolio:
    - resume,
    - transcripts,
    - career plans,
    - letters of recommendation and reference,
  - involvement in school activities,
  - out of school experience,
  - awards and scholarships.
3. Been involved in at least one (1) co-curricular activity.
4. Completed one (1) credit of FAITH AND LEARNING courses (Perspectives grade 12).
5. Completed at least forty (40) hours of UNITY FOR CHRIST Service Learning, as per OSSD requirements.
6. Participated in all Unity Retreat and Service Days unless excused by Administration.

### **The Ontario Certificate of Accomplishment**

If you wish to leave school before fulfilling the requirements of the OSSD or the Ontario Secondary School Certificate (see below), you may be granted a Certificate of Accomplishment. This certificate will be accompanied by your Ontario Student Transcript (OST). This certificate may be a useful means of recognizing achievement if you plan to take certain vocational programs or other kinds of further training or if you plan to find employment after leaving school.

### **The Ontario Secondary School Certificate**

The Ontario Secondary School Certificate (OSSC) is granted at your request if you leave school before earning enough credits to comply with the Ontario Secondary School Diploma requirements but you have accumulated at least the following credits.

These compulsory credits (total of 7):

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

These elective credits (total of 7):

- 7 credits selected by the student from available courses.

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## B. PROGRAM AND COURSE SELECTION

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### General

In choosing your courses and your career, remember to ask for God's wisdom and direction. God uses His people to encourage you and to point you in directions of His bidding. As you work with your parents, seek also the counsel of teachers, your youth pastor, and/or your guidance counsellor. Remember too that entrance requirements to apprenticeships, universities and colleges are available from the programs, schools and universities in which you may be interested. Much of this information is also available in the Guidance office.

You and your parents should consider the following when choosing courses:

- as much as possible, choose a balanced, broad-based program in order to be knowledgeable in many areas of God's kingdom, and to enable a change in direction as your future comes into focus and your career goals possibly change.
- consider the diploma requirements according to credit value and area of study. For grades 11, 12, the type of course is particularly important, especially in conjunction with your career plans.
- plan as far into the future as you can.
- remember that many courses are sequential, or on a continuum based on knowledge and skills learned in previous years (eg.: English, mathematics, French).
- consider the interests, aptitudes and abilities you have displayed in the past in certain subjects.
- consider the admission requirements of further educational institutions, colleges of applied arts and technology, teachers' colleges, agricultural colleges, apprenticeship programs and the like.
- seek advice from your teachers and from the Guidance department.
- *NOTE: You may not always be able to get every course you choose because of space and other limitations.*
- *NOTE: Parents/guardians must approve every selection of courses if you are under the age of 18.*

### Annual Education Plan (AEP)

You need to develop an annual education plan. This will be done in conjunction with the Guidance office. The functions of such a plan are as follows:

- it encourages education and career planning.
- it encourages decision making.
- it enables you to take ownership of your education path.

Look at [Appendix 1](#) for some background ideas on the AEP.



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## C. COURSES AND CREDITS

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### Credits

A “credit” is earned for the successful completion of 110 hours of classroom instruction, a final mark of 50% or greater, and the completion of all major assignments. A ½ credit is defined as 55 hours.

### Compulsory Credits

There are 18 secondary school credits, prescribed by Ministry of Education and UNITY CHS policy, that you must earn in order to satisfy the requirement for an OSSD diploma. There are five courses that are required for a UCHS Diploma (two of which can count as compulsory OSSD credits: grade 9 music, Grade 9 Worldview, Grade 10 Bible, Grade 12 Faith and Culture and Grade 12 Senior Project). Course outlines are available in the school office, should you or your parents wish to examine them.

### Elective Credits

Elective courses are those 12 (for the OSSD) credits that are optional. You can choose from that list to fill out the remaining course requirements for both diplomas. You may, of course, choose more elective credits.

### Substitution for a compulsory credit

The principal may substitute up to three compulsory courses (or the equivalent in half-courses) with courses from the rest of the compulsory course list on page 7. Substitutions are made to promote and enhance your learning, or to meet special needs and interests. A maximum of two credits in cooperative education can count as compulsory credits. Each substitution will be noted on your OST.

### Prerequisites

Some subjects in grades 10, 11 and 12 build on skills and knowledge learned in previous courses. In these cases, prerequisites exist for those courses. These prerequisites must have been successfully completed before the next course can be attempted. In every case, the prerequisite for courses is clearly stated after the course description in this booklet. In some situations, the principal may waive the prerequisite.



### The Intermediate Program (grades 9 and 10)

The courses in grade 9 and 10 recognize that each student enters high school with different gifts, abilities and goals. Most of the courses you will take in grades 9 and 10 are compulsory, as they begin to lay the foundations on which senior courses at UNITY are built. In grades 9 and 10, courses can be taken at the Applied, Academic, or Open levels. In disciplines such as the arts and health and physical education, you will all take the same type of courses (called “open courses”). In the core subjects however, you will be able to choose between two different types of courses - *applied* and *academic*. You can transfer freely between these two types between grades 9 and 10.

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

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

**O- Open courses** are designed to enrich your education generally, and to give you additional preparation for grades 11 and 12.

### **The Senior Program (Grades 11 and 12)**

Grade 10 academic and applied courses provide you with the prerequisites for specific grade 11 courses. Courses in grades 11 and 12 may have specific prerequisites, which are clearly stated after each course description in this booklet. In grades 11 and 12 you will be able to choose courses from the five types listed below:

**U- University preparation courses** will provide you with the knowledge and skills necessary to meet the requirements for entrance to university programs.

**M- University/college preparation courses** will provide you with the knowledge and skills necessary to meet the requirements for entrance to university and/or college programs.

**C- College preparation courses** will provide you with the knowledge and skills necessary to meet the requirements for entrance to college programs.

**E- Workplace preparation courses** will provide you with the knowledge and skills necessary to meet employers' expectations with regard to preparation for direct entry to the workplace.

**O- Open courses** are not developed to meet the specific requirements of universities, colleges or the workplace, but are intended to enrich your lives and to prepare you for active and rewarding participation in the kingdom of God and Canadian society.



**Transfer Courses** are offered to those of you who wish to move to another type of course in grade 11 from a grade 10 course in the same subject. The transfer course consists of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken (for example: moving from an applied grade 10 course to a University Preparation grade 11 course in the same program). Partial credits are granted for successful completion of a transfer course. Transfer courses are credit-based and are counted towards the 30 credits required to meet the OSSD diploma requirements.



### **Changing Course Types**

You should select courses appropriate to your abilities and career plans. If you experience difficulties in a course, you may need to change course types. This can be done in consultation with your parents/guardians and the UNITY staff, and you will need your parent/guardians' permission. If you do change courses, you are responsible for all the work missed in the new course, and you are expected to do the final summative activities for the new course. If you change one course type between grade 10 and 11, and/or grade 11 and 12, you will need to choose one of these two options.

- take a transfer course to bridge the gap between courses.
- take a course in a summer program, or with prior approval by the administration, an independent study course in order to achieve those expectations which were not completed, but which are required to enter the new program.

### **Withdrawal from a Course**

Generally, withdrawing from a course during a semester puts you at a disadvantage in any new course that you wish to enter after the semester has begun: you will have missed quite a bit. The wisest policy is to clearly and thoughtfully plan your courses during the previous year, so withdrawals will not be necessary.

**Grades 9 and 10** If you withdraw ("drop") from a grade 9 or 10 course, the course from which you withdrew is not recorded on your OST.

**Grades 11 and 12:** If you withdraw ("drop") from a course within five instructional days following the issue of the first report card, that withdrawal is not recorded on your OST. If you withdraw from a course after five instructional days after the issue of the first report card, that withdrawal is recorded on the OST by entering a "W" in the credits column. The % grade that you achieved by the time of the withdrawal is noted in the "%" column. As a general rule, course changes are strongly discouraged beyond two weeks after the start of a semester.

### **Repetition of a Course**

If you choose to repeat a course that you have already passed (to get, for example, a higher mark), be aware that:

- you get only one credit per course,
- each attempt is noted with an "R" on the OST, along with both marks.

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## D. ALTERNATIVE METHODS OF ACHIEVING CREDITS AT UNITY

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### Music Certificates Accepted for Credits

If you have successfully completed the requirements for one of the following, it may count as one non-grade 12 university preparation credit towards the OSSD in addition to any other non-Grade 12

university preparation music credits earned in the school:

- Grade VII Practical and Grade I rudiments of the Royal Conservatory of Music, Toronto.
- Grade VII Practical and Grade III theory of Conservatory Canada, London.



If you have successfully completed the requirements for one of the following, it may count as a maximum of one Grade 12 university preparation credit towards the OSSD, in addition to a maximum of one other Grade 12 university preparation music credit earned in the school:

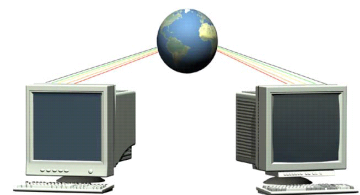
- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto.
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London.  
(See the principal for more details).

### Notes:

- The mark you receive is calculated by averaging the marks that you have earned in the practical component and in rudiments or theory or harmony, as the case may be.
- A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts.
- A maximum of two credits as indicated above, may be awarded to you if you take music programs outside the school.
- If you have been awarded two credits in this manner, you may not earn additional Grade 10- 12 credits through the Prior Learning Assessment and Recognition challenge or equivalency processes.

### Correspondence or On Line Courses

The Independent Learning Centre (ILC) and various certified on-line Boards of Education in Ontario make courses available to allow you to earn credits outside of the regular classroom. These options help us expand course offerings where we cannot offer such courses, they support alternative programs, they support you if you are unable to enroll in a course due to timetable conflicts, and they provide alternatives to summer school. These options include the provision of all printed and other course materials, assessment by certified teachers, a final test and academic assistance to you via mail, phone, fax or electronic communication. By and large, Unity has every course you need; we do not have everything you may want. Therefore, through the on-line/ILC course delivery, we can accommodate all of these wants.



### **A. Reasons to take an Independent Learning or Online Course**

1. If we do not currently offer the course,
2. If the course is required by a post-secondary program and is not available to you at Unity,
3. If you are making up missed credits which conflict with current grade course scheduling.

### **B. Considerations**

When considering a course delivered on-line or through ILC, make sure you first discuss your thoughts with the Guidance Department. You need to keep these things in mind as you deliberate:

1. What are the prerequisites for your post-secondary schooling choices?
2. What are the compulsory subjects for the Unity Diploma and the OSSD?
3. What is the course schedule for the year?
4. On-line and ILC courses lack a Christian perspective,
5. To be successful, you need to have great self-discipline and motivation,

**C. Payment of the Course** (2010-2011: a one-credit ILC course costs about \$330.00). If there is a cost for the course, you will pay that cost before you begin. If the course is successfully completed in the agreed-upon time frame, and any one or all of the three points in section A above were agreed upon prior to registering in the course, Unity will refund the registration fee to you.

1. **Unity pays** if any or all of the points in section A above were agreed upon prior to enrolling in the course,
2. **You pay** if you are retaking the course either through having failed it the first time, or you wish to achieve a higher mark. You also pay if you enroll into the school for semester 2 (and not semester 1), and the course was offered during semester 1.
3. If there are extra fees charged for such resources as books and/or videos, and these resources are not returned you, those fees are your responsibility.

### **D. Parametres of ILC and/or on-line courses:**

You will discuss the options with the Guidance Department prior to enrolling. In this discussion, these elements will be agreed upon:

- a. the time frame of the course and the date for completion,
- b. the payment (up front) and the possible reimbursement of the cost.

### **Summer School**

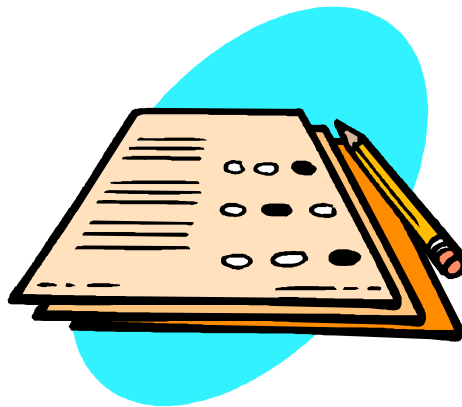
If you fail a course at UNITY and need to have the credit for that subject, you may enroll in the summer school program offered by the local school boards (retaking a course takes about 3 weeks). You may also choose to take a new course with a local school board (that takes about 4-6 weeks). However, if you fail a course for which there are no equivalents in the public or separate school systems, such as Bible, you may request permission to do make-up work during the next term. This must be arranged with the administration. Most summer schools have registration deadlines in the last week of June. Therefore, it is important that you find out where and when the course is available. It is your responsibility to see to it that the results of the summer school courses are passed on to the office before October of the same calendar year. *Note: conditions may change slightly from year to year in the delivery of these summer school courses.*

**Night School**

You may take a night school course for credit through the local public or separate school boards. You may wish to take night school courses to fast track, to take courses not offered at UNITY, or to take courses that you may need but which do not fit in your day school schedule. Night school courses require a time commitment of two evenings per week for one semester or one evening per week for the entire school year, as determined by the local school board. The selection varies and courses offered are based on a minimum enrolment. You require a Night School Application form, signed by the day school principal, for each credit course. These forms are available in the office and must be sent by UNITY to the school offering the Night School course.

**Prior Learning Assessment**

In a few cases, you may be eligible to earn credits for courses in which you have already acquired the knowledge and skills. Those of you who have never left school may earn up to four credits in grade 10 to 12 courses by demonstrating through formal tests and other assessments that you have already achieved the expectations of the course. See the principal or guidance counsellor for details.



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## E. UNITY FOR CHRIST SERVICE LEARNING

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It has always been recognized that SERVICE is a way of life for a Christian. That is: we are to serve our God through our worship, our prayer, our behaviour and our knowledge of God and His world. SERVICE is doing specific loving actions directed toward other people and the rest of God's world. "Structured" service, increasingly recognized by the churches in our community, is to have a pro-active flavour, is to be infused with respect and compassion, and is to be implemented in an organized manner. This type of service implies initiative, diligence and a sense of "making a difference". This is the type of service that makes up the UNITY FOR CHRIST service learning program, a key element of our high school.

UNITY Christian High School, has set as a prerequisite for graduation, your involvement with at least 40 hours of UNITY FOR CHRIST service through your years at our school. Ideally, this should be done in two major projects, 10 hours or so per year, enabling a strong and profound relationship between you and those with whom you are working. Service projects at UNITY are meant for you to take the opportunity to put into practice the worldview you are learning in school. This service is meant to have a positive thrust ("doing something good"), and to instill respect and compassion.

### Goals

Through this program, you will:

1. be introduced to the needs of others,
2. be able to see that need exists within your community,
3. develop a tendency and lifetime habit for Christian service,
4. put into practice the love given by Christ,
5. realize your own usefulness in practical, meaningful ways,
6. increase your knowledge of Jesus and develop commitment to Jesus by imitating his servant attitude,
7. learn both the humility and the honour of Christian service,
8. learn the principles of faithfulness and discipline in service,
9. become a contributing member of the community in a meaningful way,
10. develop and be able to articulate your Biblical philosophy of Christian service,
11. learn some ways to fulfil God's command to love others,



## Guidelines

In planning and implementing the **UNITY FOR CHRIST** service learning projects, these guidelines should be understood and followed:

1. No payment may be received for your service activity,
2. Service must be given to people outside of your family and immediate relatives (uncles, aunts, grandparents, cousins), and cannot include helping friends,
3. Activities can be of your own choosing, or from the list provided below,
4. Activities must be approved by the school and your parents before you begin,
5. The 40 hours of UNITY FOR CHRIST service learning should ideally be divided between two sustained projects in the years at UNITY,
6. You should set up the planned activity by October 15 of each year.
7. You should understand the ongoing responsibilities of the service learning by:
  - developing a plan and contract (as per the form) by October 15, and have it signed by yourself, the teacher, the parents and the activity sponsor,
  - being diligent in performing the tasks in the activity,
  - being ready to share personal reactions in *advisory* periods or school assemblies or classes,
  - submitting “progress reports” to the teacher on the designated times (December, April, June; see the ANNUAL CALENDAR).
8. You should understand that those receiving your service should be able to expect from you:
  - punctuality in arrival and departure,
  - proper dress, according to the standards of the organization,
  - cooperation, respect and obedience,
  - sensitivity to the needs and situations of the agency or organization,
  - positive attitude,
  - advance notice to the agency of any unavoidable absence.
9. UNITY FOR CHRIST SERVICE LEARNING can only occur outside the school setting.

### List of Eligible Activities

The following is the list that UNITY Christian High School deems eligible as activities for UNITY FOR CHRIST service learning (this list is not exhaustive):

#### IN SCHOOL:

- planting flowers and other plants on the school campus,
- putting on assemblies on a specific topics,
- making and displaying art in the school,
- clean-up or recycling campaigns in the school,
- clean-up/set-up crew for school events,
- office work,
- writing for community newspaper.



#### IN BROADER COMMUNITY:

- service in and for the church (eg.: contact your elders or deacons, youth pastor, minister),
- Christian local and global development agencies (eg.: World Vision, CRWRC, etc.),
- volunteer in a nursing home or retirement home,
- yard work or household chores for someone requiring assistance,
- delivering to shut-ins,
- local Pro-Life group,
- Barrie Food Bank,

- Canadian Red Cross
- keep a length of road or creek clean,
- build a ball diamond or another such facility in a needed area,
- volunteer at/for:
  - McLaren Art Centre,
  - Colours of Barrie,
  - disability support programs,
  - hospitals,
  - libraries (as literacy coaches),
  - museums,
  - special needs children.



### Procedure

In order for you and the organization/agency to receive the maximum learning benefits, the following procedure has been established:

1. From the beginning of September through to middle of October you and your teacher in the advisory periods, will from time to time discuss the needs, challenges and opportunities of UNITY FOR CHRIST service learning. Throughout that time, you (along with your parents) will search for an appropriate activity for yourself.
2. By middle of October you will submit the form: UNITY FOR CHRIST SERVICE LEARNING ACTIVITY APPLICATION, signed by yourself and your parent.
3. In December and April you will submit a UNITY FOR CHRIST SERVICE LEARNING JOURNAL on which you will reflect on your learning and experiences.
4. In the advisory periods throughout the year, you and your teacher may discuss the ongoing nature of the service learning opportunities of each of you.
5. By beginning of June you will submit to the teacher, a COMPLETION OF UNITY FOR CHRIST SERVICE LEARNING ACTIVITY, as well as a final UNITY FOR CHRIST SERVICE LEARNING JOURNAL.
6. The guidance office will keep record of the service learning activities done by each of you throughout your time at UNITY.
7. In order for the UNITY FOR CHRIST SERVICE LEARNING to be recorded on you OST, completed forms signed by your supervisor must be submitted at the dates noted above.

### Forms

There are three forms involved with UNITY FOR CHRIST service learning, each of which are available through the Guidance Office and on our computers;

1. UNITY FOR CHRIST SERVICE LEARNING ACTIVITY APPLICATION
2. UNITY FOR CHRIST SERVICE LEARNING JOURNAL
3. COMPLETION OF UNITY FOR CHRIST SERVICE LEARNING ACTIVITY



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## F. RECORD KEEPING, ASSESSMENT AND EVALUATION

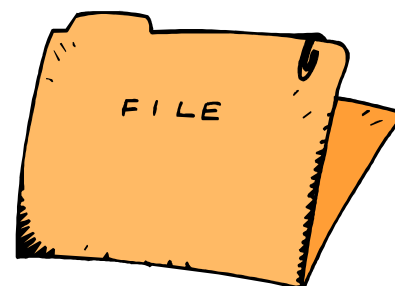
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### Introduction

Evaluation of your work is one of the key ways in which teachers can help you learn. Since each of us learns differently, each course has a variety of assessment and evaluation tools that are used to give you both feedback and marks. Your achievement of the course expectations will be evaluated. These expectations are found in the courses of study that are kept on file in the school office. An evaluation outline is given to each of you at the beginning of each course, so that you will know roughly when and how your work will be evaluated. Regular report cards are sent home to keep you and your parents up to date on your progress.

### Ontario Student Record (OSR)

This is your official school record. Every Ministry inspected Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important about your education. The OSR moves with you as you go from school to school (that is: it follows you as you move from elementary to high school.) Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment, but only if you as a student, or you as a former student or your parent/guardian(s) if you are not an adult student make a written request for such a report. You and your parents (if you not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.



### Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of your overall achievement in high school. This is a standard form that must be used by all Ministry inspected Ontario Secondary Schools. The credits (with the final mark) that you have earned towards fulfilment of the requirements for the OSSD will be recorded on the OST. This record will include all the credits you have gained using any of the means described in this document. The successful completion of 40 hours of UNITY FOR CHRIST Service Learning and the grade 10 Literacy Test will also be recorded on the OST. In grades 9 and 10, your successful course achievements are recorded, with % grades earned and the credits gained. In grades 11 and 12, your achievements for all courses taken or attempted is recorded, showing the % grades earned, credits granted (if successful), or "W" for "withdrawn before completion". Identification of any course that has been substituted for a compulsory course will be noted. After you leave school, the OST will be kept on file at the last secondary school in which you were enrolled, and a copy will be given to you after graduation or leaving school. A copy of the OST is also kept in the Graduate Portfolio. This record is kept in case any post- secondary institution or employer wants an official report of marks. The school will not release marks without your permission or that of your parent/guardian if you are under 18 years of age. The OST is updated annually and is part of the Ontario Student Record.

## Ontario Secondary School Literacy Test (OSSLT)

This high school literacy test is administered to each of you in your grade 10 year. This is the test that you must pass in order to graduate from high school. The test shows whether you have attained the provincial standards for literacy, and it shows areas where remediation may be necessary. Reporting of the results of this test is done on an individual and school basis, and at least for Ontario's public secondary schools, on a provincial basis. The results will also be noted on your OST. If you are unable to pass the test in the first attempt, you have several options:



1. after receiving remediation, you must re-take the test (the following year) until the standard is met.
2. if you have been unable to pass the test a second time, you may enrol in the grade 12 Literacy course and successfully complete that course in order to graduate.

## Assessment and Evaluation

Specific skills are targeted in the assessment and evaluation scheme for each course so that you are able to understand which elements of learning require your specific attention. Assessment of your work revolves around these four learning categories

- 1) Knowledge and understanding
- 2) Thinking and inquiry
- 3) Communication
- 4) Application

Assessment at Unity Christian High School:

- 1) **Uses Assessment and Evaluation Categories.** Teachers go beyond gathering evidence of the students' *knowledge* of the curriculum to include assessing students' *skills* and abilities and to *communicate* and *apply* those skills. Teachers design learning assignments and assessment tools to address those four categories. Each major assignment is assessed for student achievement in the four learning categories.
- 2) **Assesses learning skills.** In addition to the four categories of assessment, teachers assess different learning skills. Although these are not attributed a percentage mark, they are recorded on the students' interim and early progress report cards. The learning skills included on the report card are as follows: *overall effort, courtesy, teamwork, organization, work habits/homework, participation.*
- 3) **Is a standards-based model.** Students' achievement is judged according to clearly established and stated standards not through comparison with work from other students in the class. It is based on expectations noted in the course outlines which state exactly what students should know and be able to do in each course. Each lesson and learning activity is based on these expectations, and assessment tools are designed to target those expectations.
- 4) **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 these levels and then assign a percentage grade based on the achievement levels.
- 5) **Uses Rubrics and Achievement Charts on major assignments 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.
- 6) **Uses a wide assortment of assessment methods.** In addition to teacher-led assessment, Unity 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.

7) **Is fair to all students.** This may require the teacher to make accommodations for students with special needs or students who are learning English.

Evaluation and assessment are broken down into four levels of achievement (consistent with provincial criteria):

- 80 - 100%: (A): above the provincial standard
- 70 - 79%: (B): provincial standard
- 60 - 69%: (C): below the provincial standard
- 50-59%: (D): substantial work required
- below 50%: no credit achieved.

Every course has some form of final evaluation(s), the total of which makes up 30% of the final grade in the course. These evaluations can be, for example, a major performance, a major year-end project and/or an examination. That means that 70% of the final grade in the course is made up of term work.

### **Summative Activity Requisites**

Each of you enrolled in a course which has a final exam, must write the exam in order to obtain a pass. Each of you enrolled in a course which has a summative activity, must submit the summative activity in order to gain a pass, unless other arrangements have been made with the administration at least two weeks prior to the end of the semester. The summative activity must be submitted by the last day of a semester before the exams, unless other permission has been received from the principal.

### **Plagiarism**

When you do research for a project or a paper, it is legitimate to borrow material. This can take any one of these forms:

- quoted materials,
- ideas or opinions,
- statistics or facts not commonly known,
- someone else's organization or layout.

When you acknowledge the author's work through specific citation, that is legitimate borrowing. When you do not acknowledge someone else's work, that is illegitimate borrowing, or plagiarism. Plagiarism is simply unethical and dishonest.

The following guidelines shall be followed in cases of plagiarism:

1. Students in grades 9 or 10: First time plagiarism results in the return of the assignment for re-submission. A second infraction will result in the loss of assignment; a third infraction will result in parent/student/staff/principal discussions.

Students in grades 11 or 12: First and second time plagiarism results in loss of assignment; third time plagiarism results in the loss of credit in the course for which that assignment was written. The punishments are cumulative from grade 9.

2. Parents/guardians will be notified in every case of plagiarism.

3. The names of students who have plagiarized are given to the principal. A list is compiled and retained in the office.

4. You will be taught methods of plagiarism avoidance.



### **Copying Another Student's Work**

Copying an assignment is an offence as serious as plagiarism, since it too is taking someone else's work, and submitting it as your own work. Any student who participates in copying another

student's work or allowing their work to be copied may receive a "0" and/or be required to re-submit the assignment.

### **Late Assignment Policy**

9/10 policy: Assignments are expected to be done on the date assigned. If assignments are not submitted by the given due date, students will meet with the individual teacher to ensure the work is completed. After one week, mark deduction as a consequence of late and missed assignments will be at the discretion of the individual teacher, with the possibility of receiving a zero.

11/12 policy: Assignments are expected to be done on the date assigned unless specific authorization is granted by the administration to receive a one week extension. After a one week extension given by the administration, mark deduction as a consequence of late and missed assignments will be at the discretion of the individual teacher, with the possibility of receiving a zero.

### **Tests and Assignments Policy**

- You must take a test on the day it is administered; you may not miss it for such illegitimate reasons as shopping trips, one-day ski trips and the like.
- If you are absent on the day of a test, you will receive a "0" on that test unless:
  - You have cleared your legitimate absence with the principal by at least the day before your absence, and/or:
  - Your parent/guardian provides a note confirming your illness and thereby legitimizing your absence on the day of the test, and or:
  - Your parent/guardian provides you with a note confirming your legitimate absence, despite your best efforts to get to school ("legitimate" here does not mean such things as shopping trips).
- You can expect to take the test you missed on the day of your return to school.
- If you cheat in any way on any part of a test, you will receive a "0" for that test.
- Major assignments such as Independent Studies and Summative Activities are due on their due dates regardless of illness or computer breakdowns.
- You will not have more than 2 tests per day for courses in the same grade.
- Tests will normally not be given on Monday.

### **Examination Policy**

Examinations are a culmination of a semester's work, therefore they must be written on the date noted unless you are ill, or arrangements have been made with administration at least two weeks prior to the date of the examination.

- All grades 9, 10, 11, and 12 "O" and "C" exams are a maximum of two hours; all grade 12 "U" and "M" level courses are a maximum of three hours. All students must remain in the exam rooms for a minimum of one hour.
- If you are ill for an examination, your parent(s) must inform the administration immediately on the morning of the exam day.
  - Each examination will start with devotions.
  - Absolutely no talking will be tolerated after devotions. If you talk, you may lose your right to the examination.
  - Any form of cheating will forfeit credit for the examination.
  - You may not leave the examination room without the express permission of the teacher.
  - Teachers will answer questions for mechanical clarification only.
  - Exam question sheets must be turned in with all answer sheets.

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## G. Programs and Courses

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### Introduction

As we develop programs and courses for Unity CHS, we are mindful of our purpose, vision and mission statement as well as our Curricular Principles. Each of the programs and courses listed here, are developed to be consistent with those statements and our CURRICULAR PRINCIPLES. The courses are also developed to meet the minimum requirements of the Ministry of Education. Each course of study is kept on file in the school office, should you or your parent/guardians wish to peruse them.

### What do the letters and numbers in my courses indicate, and how do I read them?

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

#### The first letter indicates the subject area:

- A**-Arts
- B**-Business
- 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 Studies

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

e.g. CGC - Geography of Canada      CHC- Canada in the 20<sup>th</sup> Century

#### 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:

##### Grade 9 & 10:

- D** = Academic
- P** = Applied
- O** = Open
- E** = Workplace
- O** = Open

##### Grade 11 & 12

- U** = University
- M** = University/College
- C** = College

Therefore: CGC1D is:  
-Canadian and World Studies,  
-Canadian geography  
-grade 9  
-academic

## Unity CHS Courses Offered in 2011-2012

PROGRAM		Grade 9	Grade 10	Grade 11	Grade 12
ARTS	<i>Art</i>		AVI20		
	<i>Drama</i>		ADA20	ADA30	
	<i>Music</i>	AMU10			AMU4M
	<i>Instrumental Music</i>		AMI20 (½ credit)	AMI30 (½ credit)	AMI3M (½ credit)
	<i>Vocal Music</i>		AMV20 (½ credit)	AMV30 (½ credit)	AMV3M (½ credit)
BIBLE and CHRISTIAN PERSPECTIVES	<i>Bible</i>		HRE13	HRE23	
	<i>Christian Perspectives</i>	HRW13			<b>SENIOR PROJECT:</b> HRE48 IDC4U IDC4O
BUSINESS STUDIES	<i>Entrepreneurship</i>			BDI3C	
CANADIAN AND WORLD STUDIES	<i>Geography</i>	CGC1D CGC1P			CGR4M
	<i>History</i>		CHC2D CHC2P		CHY4U
	<i>Civics</i>		CHV20 (½ credit)		
ENGLISH	<i>English</i>	ENG1D ENG1P	ENG2D ENG2P	ENG3U ENG3C	ENG4U ENG4C
FRENCH	<i>French</i>	FSF1D	FSF2D	FSF3U	FSF4U
GUIDANCE AND CAREER EDUCATION	<i>Guidance</i>		GLC20 (½ credit)		Co-op
		GLE10	GLE20		

<b>PROGRAM</b>		<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>HEALTH AND PHYSICAL EDUCATION</b>	<i>Health and PE</i>		<b>PPL20</b>	<i>(PAD30 @ Fair Glen; summer)</i>	<b>PLF4C</b>
<b>MATHEMATICS</b>	<i>Math</i>	<b>MPM1D</b> <b>MFM1P</b>	<b>MPM2D</b> <b>MFM2P</b>	<b>MCR3U</b> <b>MCF3M</b> <b>MBF3C</b>	<b>MHF4U</b> <b>MCV4U</b> <b>MAP4C</b>
<b>SCIENCE</b>	<i>General</i>	<b>SNC1D</b> <b>SNC1P</b>	<b>SNC2D</b> <b>SNC2P</b>		
	<i>Biology</i>			<b>SBI3U/C</b>	<b>SBI4U</b>
	<i>Chemistry</i>				
	<i>Physics</i>			<b>SPH3U</b>	<b>SPH4U</b>
<b>SOCIAL SCIENCE</b>	<i>Family Studies</i>	<b>HFN10</b>		<b>HPC30</b>	
<b>TECHNOLOGICAL EDUCATION</b>	<i>Technological Education</i>		<b>TDJ20</b>		

## Unity CHS Courses Offered in 2012-2013

PROGRAM		Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>	<i>Art</i>	AVI10		AVI30	
	<i>Drama</i>		ADA20	ADA30	
	<i>Music</i>	AMU10			AMU4M
	<i>Instrumental Music</i>		AMI20 (½ credit)	AMI30 (½ credit)	AMI3M (½ credit)
	<i>Vocal Music</i>		AMV20 (½ credit)	AMV30 (½ credit)	AMV3M (½ credit)
<b>BIBLE and CHRISTIAN PERSPECTIVES</b>	<i>Bible</i>		HRE13		
	<i>Christian Perspectives</i>	HRW13			<b>SENIOR PROJECT:</b> HRE48 IDC4U IDC4O
<b>BUSINESS STUDIES</b>	<i>Computers</i>			BTA30	
	<i>Entrepreneurship</i>			BDI3C	
<b>CANADIAN AND WORLD STUDIES</b>	<i>Geography</i>	CGC1D CGC1P			CGU4U
	<i>History</i>		CHC2D CHC2P	CHW3M	
	<i>Civics</i>		CHV20 (½ credit)		
<b>ENGLISH</b>	<i>English</i>	ENG1D ENG1P	ENG2D ENG2P	ENG3U ENG3C EMS30	ENG4U ENG4C EWC4U
	<i>French</i>	FSF1D FSF1P	FSF2D	FSF3U	12 French next year
	<i>Guidance</i>		GLC20 (½ credit)  GLE10 GLE20		Co-op
<b>HEALTH AND PHYSICAL EDUCATION</b>	<i>Health and PE</i>	PPL10		PPL30  (PAD30 @ Fair Glen; summer)	

<b>PROGRAM</b>		<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>MATHEMATICS</b>	<i>Math</i>	<b>MPM1D</b>	<b>MPM2D</b>	<b>MCR3U</b>	<b>MHF4U</b>
		<b>MFM1P</b>	<b>MFM2P</b>	<b>MCF3M</b>	<b>MCV4U</b>
				<b>MBF3C</b>	<b>MAP4C</b>
<b>SCIENCE</b>	<i>General</i>	<b>SNC1D</b>	<b>SNC2D</b>		
		<b>SNC1P</b>	<b>SNC2P</b>		
	<i>Biology</i>			<b>SBI3U/C</b>	<b>SBI4U</b>
	<i>Chemistry</i>			<b>SCH3U</b>	<b>SCH4U</b>
	<i>Physics</i>				
<b>SOCIAL SCIENCE</b>	<i>Family Studies</i>	<b>HFN10</b>		<b>HPC30</b>	
<b>TECHNOLOGICAL EDUCATION</b>	<i>Technological Education</i>	<b>TIJ10</b>		<b>IDC30</b>	

## **THE ARTS**

The arts, through imagination and symbol, reflect in a special way, the delight and creativity that God expects His human creatures to experience. Art objects, whether visual or musical, are creations which tell stories, lay bare meaning, or teach. Students in the arts program are encouraged to create, compose, listen, view and knowledgeably appreciate in order to continue their task of being servants of the King, unfolding creation and expressing sense.

### **Music, Grade 9, Open (AMU10, one credit)**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Music is a gift from God that has the power to transform the soul and communicate spiritual truths about humanity and community. Making and listening to music is one of the most basic abilities with which we are born, and it is also the most easily trained part of us, for use in praising our Maker in one voice, solely and collectively. The student will experience expression of music through both sacred and secular repertoire.

**Prerequisite:** None

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

*(not offered 2011-2012, offered 2012-2013)*

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

### **Drama, Grade 10, Open (ADA20, one credit)**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences

**Prerequisite:** None

### **Instrumental Music, grade 10, Open (AMI20, half credit, part 1)**

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. This course emphasizes the performance of instrumental music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

The course focuses on techniques and skills required to play a wind, brass or percussion instrument through listening,

creating and performing. Students develop tone quality, rhythmic skills, fingerings, dynamics and breathe control. An understanding of a Christian worldview of music will be developed.

**Prerequisite:** None

**Visual Arts, Grade 10, Open (AVI20, one credit)**

*(offered 2011-2012, not offered 2012-2013)*

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

**Vocal Music, Grade 10, Open (AMV20, half credit, part 1)**

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. The course focuses on developing students' vocal skills as well as their knowledge of musical history. Students will develop as independent singers and acquire rudimentary sight-reading skills. They will also learn proper respiration, phonation, tone production and expressive techniques. An overview of choral music history will be presented.

**Prerequisite:** None

**Visual Arts, Grade 11, Open (AVI30, one credit)**

*(not offered 2011-2012, offered 2012-2013)*

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite:** AVI10 or AVI20 or permission of the instructor

**Drama, Grade 11, Open (ADA30, one credit)**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

**Prerequisite:** ADA20 or permission of the instructor

**Instrumental Music, Grade 11, Open (AMI30, half credit, part 1)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their

life and their careers. This course emphasizes performance of instrumental music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of instrumental music, including the elements, terminology, and history. Students will thereby expand the techniques and skills required to play a woodwind, brass or percussion instrument from the grade 10 level to a more advanced level. Band music will provide an opportunity to study different styles of music, including music of other cultures.

**Prerequisite:** AMU1O or AMI2O

**Vocal Music, Grade 11, Open (AMV3O, half credit, part 1)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

This course emphasizes performance of vocal music at a senior level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of vocal music, including the elements, terminology, and history. Singing skills are enhanced through development of theoretical knowledge in notes and rest value, accents, key signatures and time. Breath control, balance and intonation in choral ensembles are stressed. Choral music will provide an opportunity to study

different styles of music, including music of other cultures.

**Prerequisite:** AMU1O or AMV2O

**Instrumental Music, Grade 11, University/College Preparation (AMI3M, half credit, part 1)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

This course continues to develop choral music skills. Choral and vocal techniques are stressed, focussing on tone, pitch and harmony. Choral singing skills are enhanced through the knowledge of syncopation compound time, proper posture and the understanding of proper vocal behaviour. Performance is an integral element in the course. Performance is an integral part of this course. Knowledge of choral music history is developed through a study of composers and music of the Romantic period (Mendelssohn, Brahms, etc.), and an overview is carried out of the Medieval, Renaissance and Modern eras of music. A large part of the course and course time hinges on performances and performance preparation, where students use their skills and abilities outside the classroom.

**Prerequisite:** AMI3O or permission of instructor.

**Vocal Music, Grade 11, University/College preparation (AMV3M, half credit, part 1)**

This course develops students' musical literacy through performance and the preparation and presentation of music

productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

This course stresses the development of musical performance on instruments in an ensemble setting. Time is spent analysing, rehearsing and performing music in different genres, both sacred and secular. It is expected that students will begin to take on leadership roles both in the music, as well as the organization of the school band. A large part of the course and course time hinges on performances and performance preparation, where students use their skills and abilities outside the classroom.

**Prerequisite:** AMV30, or permission of instructor

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

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. Music is a gift from God that has the power to affect the spirituality of a human being through the message it delivers and the emotions it stimulates. Music is present in every culture and shows the values and beliefs of that culture. Through performance (both vocal and instrumental), listening, studying theoretical concepts, composing and analyzing music from various cultures, one's knowledge of

musical form notation is expanded, creativity stimulated and Christian thinking discussed.

**Prerequisite:** Grade 11 choir (AMV30 or AMV3M) and Grade 11 instrumental music (AMI30 or AMI3M)

## **BIBLE AND CHRISTIAN PERSPECTIVES**

The perspectives elements of this program begin in grade nine with the worldview course. Here, each student will be challenged to recognize the dominant worldviews of their society and will be encouraged to respond to these ideas having been given a profound and bold Christian foundation. The grade twelve course will entail a culminating and synthesizing study of God's call to individuals, communities and nations. Much of the worldview work done in all the courses over each student's high school career is reviewed and restructured in such a way as to enable each one to have an articulated and courageous Christian strength for life after high school.

### **Worldview Perspectives, Grade 9, open (HRW13, one credit)**

This course introduces students to the idea that behaviours and attitudes are based on worldviews. Contemporary North American society views freedom, responsibility and truth are ways different from Biblical truth. Students will learn that humans are God's unique creations, called to serve in all areas of life. Students will be taught to be "in the world but not of it". Areas of concentration will be contemporary culture, music and media, along with the Biblical standards against which to judge these modern elements. Students will be taught the eternal truths of Scripture, and a Biblical worldview.

**Prerequisite:** None

### **Faith and Culture, Grade 12, University/College Preparation (HRE48, one credit)**

This course challenges students to reflect on the role of faith and belief in cultural participation for both Christians in general and for themselves in particular. Students will be challenged to explore the way they are shaped by their culture and the ways they could be used by God to have a culture-shaping impact. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources. They will also assess their own cognitive and affective strategies, apply general skills

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 analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavors. 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.

The key element of this course is the production of a SENIOR PROJECT in connection with the Faith and Culture course, HRE48.

**Prerequisite:** any university or university/college preparation course.

**Interdisciplinary Studies: “Stand Up and Deliver”, Grade 12, Open (IDC40, one credit)**

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues,

in both familiar and new contexts, and communicate new knowledge.

A key element of this course is its connection as a block with the INTERDISCIPLINARY COURSES: IDC4U or IDC4O.

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

**Interdisciplinary Studies: “Stand Up and Deliver”, Grade 12, University Preparation (IDC4U, one credit)**

real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

The key element of this course is the production of a SENIOR PROJECT in connection with the Faith and Culture course, HRE48.

**Prerequisite:** none.

## **BIBLICAL STUDIES**

Biblical study at UNITY CHS is academic in nature and confessional in intent. The program transmits to each student, the most foundational and important truths necessary for the life-long journey of Scripture-based faith. The rich legacy of the Christian faith comes to expression in the study of creation-fall-redemption; the Bible program applies this ultimate understanding in concrete case studies from Scripture and contemporary life, while leading students to a deeper understanding of the themes of covenant, kingdom, church, law and salvation.

**Bible, Old and New Testaments, grade 9, open (HRE13, one credit; taught in grade 10)**

This course introduces the study of Scripture and its major themes. The concept of redemptive history is introduced, and developed through a study of the Pentateuch in its historical setting, and the Psalms. The historical rise and fall of Israel is studied through the messages of the prophets, their meaning for Israel and for contemporary Christians.

The study of the New Testament begins with an examination of the political, social and religious developments of the intertestamentary time period. Matthew is studied in the context of first century Judaism. The letters to the Galatians, Corinthians and Timothy as well as the pastoral letters, show the struggles of the early church. The course is completed with an introduction to Revelation. Our role as Christians in the Kingdom of God will be emphasized.

**Prerequisite:** None

**Bible, Grade 10, Open (HRE23, one credit; taught in grade 11 in 2011-2012)**

The study of the New Testament begins with an examination of the political, social and religious developments of the

intertestamentary time period. The gospels, and particularly Matthew, are studied in the context of first century Judaism. Acts, the letters of Thessalonians, Galatians, Corinthians and James show the

struggles of the early church. The course is completed with an introduction to Revelation. Our role as Christians in the Kingdom of God will be emphasized.

**Prerequisite:** None

**BUSINESS STUDIES**

(other courses to be added in the future)

The business studies program has at its heart the study of business theory and practice to encourage positive responses to God's gifts. Each student will learn the skills

and attitudes necessary to engage in prospective business activity with confidence, competence and an understanding of Christian principles. The complete program enables each student to have a foundation in how business operates, its role in society, the opportunities for service that it generates, the skills it requires, and the potential impact that it can have on lives and society.

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

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. The course begins with being an employee who learns from others around them and ends with taking acquired skills to have success in a venture planned and developed in the class. Students will discover how being a successful Christian business person can be a very rewarding calling.

**Prerequisite:** None

**Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA30, one credit)**

*(not offered in 2011-2012; offered in 2012-2013)*

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies.



**Prerequisite:** None

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

*(not offered in 2011-2012; not offered 2012-2013)*

This course introduces students to the fundamental principles and procedures of accounting. Christian ethics and business practices will be emphasized. 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 current issues and ethics in accounting.

**Prerequisite:** None

**CANADIAN AND WORLD STUDIES: GEOGRAPHY**

This program offers each student the opportunity to learn about and evaluate human responses to God's call for justice and stewardship in local and global settings, past and present. It is a celebration of God's physical creation and an analysis of geographical interactions and relationships over time and space. This program is a vehicle which encourages students to struggle with the meaning of the unfolding of God's Kingdom in His creation first in Canada (grade nine), and then over the whole globe.

**Geography of Canada, Grade 9, Academic (CGC1D, one credit)**

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 analyze and

evaluate geographic issues and present their findings. The interconnections and interactions will be studied through the theme of God's call to do justice in both the created and the human realms. The distribution of populations and cultures, and the urban elements of the country will be studied.

**Prerequisite:** None

**Geography of Canada, Grade 9, Applied (CGC1P, one credit)**

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. This interaction will be studied through the theme of God's call to do justice in both the created and the human realms. Map reading and making skills, graphing and satellite imagery interpretation skills will be developed.

**Prerequisite:** None

**The Environment and Resource Management, Grade 12, University College Preparation (CGR4M, one credit)**



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.

**World Geography: Human Patterns and Interactions, Grade 12, University Preparation (CGU4U, one credit)**

*(not offered 2011-2012)*

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. The media bring images and issues into our homes; we see wars, hungry people, teeming cities, environmental abuse and refugees. Students in this course will develop some frameworks to tie these various images together, and some backgrounds to be able to understand current global problems and challenges. Students will be encouraged to develop contexts for and understanding of foreign aid projects, Christian Agency development practices, urban planning and growth in Canada and other parts of the world, and justice issues in nation-state conflicts. This is all wrapped in the themes of God's care and human responsibility.

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

**CANADIAN AND WORLD STUDIES: HISTORY**

The history program helps each student to understand past and present cultures and their contribution to the current state of affairs in the world, and to understand human responsibility for cultural formation and to make a commitment to share in that task in a responsible way. The history program helps each student explore how

decisions of the past affect life today and; how actions are based on choices and worldviews.

**Contemporary Canadian History, Grade 10, Academic (CHC2D, one credit)**

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. Students will learn how our collective past continues to shape current events. Students will learn the interpretive nature of the study of history.

**Prerequisite:** None

**Contemporary Canadian History, Grade 10, Applied (CHC2P, one credit)**

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. Students will learn how our collective past continues to shape current events. They will learn the interpretive nature of the study of history.

**Prerequisite:** None

**Civics, Grade 10, Open (CHV2O, half credit)**

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.

Students will gain a better understanding of the Biblical foundations of authority and government, thereby learning to think christianly.

**Prerequisite:** None

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

*(not offered in 2011-2012, offered in 2012-2013)*

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. This course develops a Christian perspective and interpretation of history and civilization. Students will discuss their relationships with the Lord of life, and how one's primary focus on this earth determines their understanding of the past, present and future.

**Prerequisite:** CHC2P or CHC2D

**History since 1900: Global and Regional Perspectives, Grade 11, Open (CHT3O, one credit)**

*(not offered in 2011-2012, nor 2012-2013)*

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and

political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges facing people in various parts of the world.

**Prerequisite:** CHC2P or CHC2D

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

*(offered 2011-2012, not offered 2012-2013)*

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. This course seeks to help the students understand the time and place in which God has placed them. It uses a world view approach to reveal the cohesiveness of the ways different groups of humans have responded to the central issues of their day and striven to create a better world. Most broadly it traces the development of Modernism from the time of the Enlightenment to more recent times and how this world view is being challenged by post-modern ideas. Grounded in a broad exposure to trends in the arts, in politics, in religion and in philosophy, it helps students gain a foundational understanding of our culture in order that they may be effective agents for bringing God's call for peace and justice to the world.

**Prerequisite:** Any U or C course in Canadian and World Studies, English, or Social Sciences and Humanities

**ENGLISH**

The English program includes the study of literature, the various media and language,

both written and spoken. It seeks to enable students to understand and evaluate the nature and types of literature and other media. The program is designed to encourage creativity in each student, and an appreciation of the role of literature and other media in manifesting the great issues of the human experience in God's world.

**English, Grade 9, Academic (ENG1D, one credit)**

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. Novel studies analyse literary elements such as symbolism, character, plot, style and historical background. In all units, students are challenged to explore the work's deeper spiritual themes, within a Scriptural framework.

**Prerequisite:** None

**English, Grade 9, Applied (ENG1P, one credit)**

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.

The novel and short story studies will focus on plot, style and character. Students will explore each type of literature within a Scriptural framework.

**Prerequisite:** None

**English, Grade 10, Academic (ENG2D, one credit)**

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. Students are stimulated to respond to issues and concepts from a discerning, Christian perspective, through evaluating situations and moral questions.

**Prerequisite:** ENG1D or ENG1P

**English, Grade 10, Applied (ENG2P, one credit)**

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 student interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. Several short stories are analysed through studying character, conflict, plot, setting and theme. Poetry forms a unit of work to recognize and appreciate the craftsmanship and depth of poets and poetry. All literature is analysed

and evaluated relative to Scriptural norms, encouraging a continued development of a Christian perspective for life.

**Prerequisite:** ENG1D or ENG1P

**English, Grade 11, University Preparation (ENG3U, one credit)**

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. Students will study literature from a variety of genres and be challenged to respond spiritually to the philosophies and belief systems of the authors and their works. In an in-depth study of a Shakespearian tragedy and a classic novel, students will reflect on themes such as depravity, ambition, and our hope in Christ.

**Prerequisite:** ENG2D

**English, Grade 11, College Preparation (ENG3C, one credit)**

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

**Prerequisite:** ENG2D or ENG2P

**Media Studies, Grade 11, Open (EMS30, one credit)**

*(not offered 2011-2012, offered 2012-2013)*

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. The English Media Studies Course invites students to think critically and independently about the mass media and popular culture. It encourages students to develop a discerning and Christian response. The course begins with the study of a framework with which Christians have approached the mass media and this guideline is used to analyze use and discern within each of the media studied. Through it all, students will learn how we as Christians “learn to discern” and respond appropriately.

**Prerequisite:** ENG2P or ENG2D

**English, Grade 12, University Preparation (ENG4U, one credit)**

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.

Throughout the course, students will be challenged to compare the Christian world-

view with that presented in the literature studied.

**Prerequisite:** ENG3U

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

*(not offered 2011-2012, offered 2012-2013)*

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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. Throughout the course, students will be encouraged to continue to develop and to communicate their Christian world-view in their writing.

**Prerequisite:** ENG3U

**English, Grade 12, College Preparation (ENG4C, one credit)**

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.

Throughout the course, students will be challenged to compare the Christian world view with that presented in the literature studied.

**Prerequisite:** ENG3U or ENG3C

**English, Grade 12, Ontario Secondary School Literacy Course (OLC4O, one credit)**

*(may be offered if demand warrants it)*

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Course (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.

**Prerequisite:** none

**FRENCH**

The French program aims to prepare each student to perform effectively as they speak the official language with confidence and gain transferable academic and cognitive skills. The learning of this second language offers each student opportunities to deal with another culture with understanding and appreciation. The program celebrates the gifts of communication and opens each student to wide-ranging possibilities in career and relationship options.

**Core French, Grade 9, Academic (FSF1D, one credit)**

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. The students study language as a gift of God, and which will help them to understand and appreciate people of other cultures.

**Prerequisite:** None

**Core French, Grade 9, Applied (FSF1P, one credit)**

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions and presentations. They will also read media-related short stories, articles, poems and songs and write brief descriptions, letters, dialogues and invitations to help equip them for daily life in a French setting. Prerequisite: minimum 600 hours of French instruction or equivalent

**Prerequisite: none**

**Core French, Grade 10, Academic (FSF2D, one credit)**

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. The content of the course centres around the learning of new vocabulary and grammar concepts and implementing these in real world situations. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of these texts and in their own writing.

**Prerequisite: FSF1D**

**Core French, Grade 11, University Preparation (FSF3U, one credit)**

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: FSF2D**

**Core French, Grade 12, University Preparation (FSF4U, one credit)**

*(offered 2011-2012, not offered 2012-2013)*

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. The students' interests and knowledge of French culture and language structure are expanded through the use of newspapers, magazines, books, tapes, CDs and videos. They will study a variety of works written by French and Quebecois authors, and French poetry. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Students will write a formal essay.

**Prerequisite: FSF3U**

**GUIDANCE AND CAREER EDUCATION**

The Guidance program aims to help each student to know and appreciate themselves as image-bearers of God, to relate in Christian ways to others, to develop appropriate educational plans, to explore career alternatives, and to be successful in their schoolwork.

**Learning Strategies I: Skills for Success in Secondary School, Grade 9, Open (GLE10, one credit)**

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.

This course will use as elements of its curriculum, various sections and units of

grade nine courses in which students have identified and significant challenges.

**Prerequisite:** recommendation of principal

**Career Studies, Grade 10, Open (GLC20, half credit)**

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

Students will explore who God made them to be, how they learn, and how they are related to the Christian and the broader community. So, students investigate God's call on their lives, and how they can specifically respond in their career lives.

**Prerequisite:** None

**Learning Strategies II: Skills for Success in Secondary School, Grade 10, Open (GLE20, one credit)**

This course is a continuation of the grade 9 course (GLE10). This course explores learning strategies and helps 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.

This course will use as elements of its own curriculum, various sections and units of grade ten courses in which students have identified and significant challenges.

**Prerequisite:** recommendation of principal

**Advanced Learning Strategies: Skills for Success after Secondary School, Grade 11, Open (GLE30, one credit)**

*(may not be offered 2011-2012, nor 2012-2013)*

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. This course will use as elements of its own curriculum, various sections and units of grade eleven courses in which students have identified and significant challenges.

**Prerequisite:** recommendation of principal

**Advanced Learning Strategies II: Skills for Success After Secondary School, Grade 12, Open (GLE40, one credit)**

*(may not be offered 2011-2012, nor 2012-2013)*

This course is a continuation of the grade 11 course (GLE30). This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary educational 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 educational choices and develop a plan to help them meet their learning and careers goals.

This course will use as elements of its own curriculum, various sections and units of grade eleven courses in which students have identified and significant challenges.

**Prerequisite:** recommendation of principal

**Cooperative Education: offered in senior years (see especially page 51 of this HANDBOOK)**

Cooperative learning is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at the workplace to enable students to apply and refine the knowledge and skills required in the related curriculum course or a locally developed course.

This program is designed to broaden the student's awareness of a career possibility, and to provide him/her with opportunities to achieve a better understanding of the world of work, and how to best use their skills and interests to the glory of God.

**Prerequisite (or co-requisite):** an in-school course to which the cooperative course is related (for example: grade 11 biology as a co- or pre-requisite for working in a veterinarian's office)

## **HEALTH AND PHYSICAL EDUCATION**

The health and physical education program seeks to encourage each student to develop the attitude and practice of life-long physical fitness. The program implements this through individual and corporate physical skills training and health awareness to encourage individual motor skill development and community participation. A major aim is also to engender sports and related skills in order to allow each student to be able to participate in organized and structured games. Leisure activities for fitness which allow for consistent, healthy service for the King are also emphasized.

**Healthy Active Living Education, Grade 9, Open (PPL10, one credit) (combined with PPL20 in 2011-2012)**

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.

Because we are temples of the Holy Spirit, created in God's image, this course focuses on students' appreciation for their bodies, with an emphasis on the care and maintenance of physical fitness through individual fitness activities and team sports. Students will learn ways to improve personal fitness and physical competence as well as safety and injury prevention strategies.

**Prerequisite:** None

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

*(offered 2011-2012, not offered 2012-2013)*

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.

This course will further develop the skills, rules and strategies of basketball, volleyball and badminton with an emphasis placed on the interaction, cooperation and communication with team mates. The health program will encourage students to discover and discern their mental and emotional well-being like self-esteem, relationships, emotions and stress.

**Prerequisite:** None

**Healthy Active Living Education, Grade 11, Open (PPL30, one credit)**

*(not offered 2011-2012, offered 2012-2013)*

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives, such as golf, tennis, racquetball, squash, and weight training. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety as well as personal fitness and lifestyles assessment, the importance and principles of exercise, as well as developing a plan for a personal exercise program.

**Prerequisite:** None

**Outdoor Active Living, Grade 11, Open (PAD30, one credit)**

*(offered off-site in the summer at Fair Glen)*

This course focuses on the development of a healthy lifestyle as stewards of God's provided body and participation in a variety of enjoyable outdoor activities that have the potential of engaging students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills (climbing, canoeing, kayaking, orienteering), and will be given opportunities to practice goal-setting, Biblical decision-making, coping, social and interpersonal skills. Students will also study the components of healthy, godly relationships, spiritual health, reproductive health, mental health, stress and health, and personal safety/risk management.

**Prerequisite:** none

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

*(offered in 2011-2012; not offered 2012-2013)*

God calls us to a life of service. One way of implementing this, is through 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 Healthy and Active Living course, or permission of the instructor

**MATHEMATICS**

Mathematics and the relationships among numbers are part of created reality; they waited to be discovered and develop. The major importance of mathematics lies in its ability to be applied to solving real problems. The emphases in the mathematics program is on reasoning, problem solving, communicating and understanding ideas, processes and results, and the use of appropriate technology, each of which are highly transferable thinking skills. Mathematical work at UNITY Christian High School is based around the recognition of the spatial and numerical order of God's creation and celebrates its unfolding to students.

**Principles of Mathematics, Grade 9, Academic (MPM1D, one credit)**

This course enables students to develop 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 relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and

communicate their thinking as they solve multi-step problems.

Students discover some of the rich patterns and relationships that God has laid in His creation.

**Prerequisite:** None

**Foundations of Mathematics, Grade 9, Applied (MFM1P, one credit)**

This course enables students to develop 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 relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Students discover some of the rich patterns and relationships that God has laid in His creation.

**Prerequisite:** None

**Principles of Mathematics, Grade 10, Academic (MPM2D, one credit)**

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 relationships 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 as they solve multi-step problems and communicate their thinking.

**Prerequisite:** MPM1D or MFM1P

**Foundations of Mathematics, Grade 10, Applied (MFM2P, one credit)**

This course enables students to consolidate their understanding of relationships 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 relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MPM1D or MFM1P

**Functions, Grade 11, University Preparation (MCR3U, one credit)**

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:** MPM2D

**Functions and Applications, Grade 11, University/College Preparation (MCF3M, one credit)**

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:** MPM2D or MFM2P

**Foundations for College Mathematics, Grade 11, College Preparation (MBF3C, one credit)**

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:** MFM2P

**Calculus and Vectors, Grade 12, University Preparation (MCV4U, one credit)**

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 representation of vectors, and representations of lines and planes in three-dimensional space: broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions: and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

**Prerequisite or Co-requisite:** MHF4U

**Advanced Functions, Grade 12, University Preparation (MHF4U, one credit)**

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

**Prerequisite:** MCR3U

**Foundations for College Mathematics, Grade 12, College Preparation (MAP4C, one credit)**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods: solve problems involving applications of geometry and trigonometry: simplify expressions: and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-steps problems. This course prepares students for college programs in area such as business, health services, and human services, and for certain skilled trades.

**Prerequisite:** MBF3C

## **SCIENCE**

The creation is a wondrous, beautiful, complex manifestation of God's majesty; doing science requires a response to God's power, and recognition of His omnipotence.

Science abstracts, examines and derives laws based on the regularity of God's works in creation. The science program at Unity Christian High School has a two-fold aim: to successively uncover the beauty



and diversity of the creation, and to develop in each student a scientific literacy enabling each one to have the scientific knowledge, skills and habits of mind to make knowledgeable decisions and to have such positive attitudes to be able to live and work well in God's world.

**Science, Grade 9, Academic (SNC1D, one credit)**

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.

Students are made aware of the love and power of their creator, by studying the amazing intricacies of God's creation. Students explore these topics through discussion, observation and experimentation.

**Prerequisite:** None

**Science, Grade 9, Applied (SNC1P, one credit)**

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. Students are made

aware of the love and power of their creator, by studying the amazing intricacies of God's creation. Students explore these topics through discussion, observation and experimentation.

**Prerequisite:** None

**Science, Grade 10, Academic (SNC2D, one credit)**

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. Students study the beautiful created order God has made, and are lead to proclaim: "Great are the works of the Lord; they are pondered by all who delight in them" Ps. 111:2.

**Prerequisite:** SNC1D or SNC1P

**Science, Grade 10, Applied (SNC2P, one credit)**

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. In each case, students are reminded of the creation as "God's glory robe", science as our description of it, and our calling as wise stewards in our immediate and larger environment.

**Prerequisite:** SNC1D or SNC1P

**Biology, Grade 11, University Preparation (SBI3U, one credit)**

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

**Prerequisite:** SNC2D

**Biology, Grade 11, College Preparation (SBI3C, one credit)**

The key theme of this course is the recognition of God's creative and sustaining power. This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** SNC2D or SNC2P

**Chemistry, Grade 11, University Preparation (SCH3U, one credit)**

*(not offered 2011-2012, offered 2012-2013)*

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

The student is encouraged to use the knowledge acquired in this course to become a better steward of God's creation.

**Prerequisite:** SNC2D

**Physics, Grade 11, University Preparation (SPH3U, one credit)**

*(offered 2011-2012, not offered 2012-2013)*

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SNC2D

**Biology, Grade 12, University Preparation (SBI4U, one credit)**

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.

The threads that flow through this course are two-fold: 1, our God has made and upholds His creation through His power and providence, and 2, as the course progresses from microscopic to macroscopic phenomena, creation's complexity and diversity will be stressed. The question of origins and the theory of evolution are evaluated from a Christian perspective. Human macro-biology is studied through the vehicles first of homeostasis, and then ecology. A major

independent study is a requirement for this course. In each unit, Christian perspectives are used to evaluate concepts and theories.

**Prerequisite:** SBI3U

**Chemistry, Grade 12, College Preparation (SCH4C, one credit)**

*(not offered 2011-2012, nor 2012-2013)*

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

**Prerequisite:** SNC2P or SNC2D

**Chemistry, Grade 12, University Preparation (SCH4U, one credit)**

*(not offered 2011-2012, offered 2012-2013)*

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

**Prerequisite:** SCH3U

**Physics, Grade 12, University Preparation (SPH4U, one credit)**

*(offered 2011-2012, not offered 2012-2013)*

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will

investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SPH3U

**SOCIAL SCIENCES**

Scripture shows a picture of humans in relationship with God, with self, with fellow humans and with all created reality. Taking this theme as central, the social sciences analyze and interpret actual and normative practices and ideals. Underlying the social sciences is the concept that basic to culture-forming activities and institutions is the heart-response to God. The grade nine course specifically explores the factors that affect attitudes and decisions about food and examines current issues of body image and food marketing, as they relate to this heart response to God. The food and nutrition course describes the role of food in enabling optimum health at all stages in life equipping students to be faithful servants in the Kingdom of God.

**Food and Nutrition, Grade 9, Open (HFN1O, one credit)**

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. Students will learn how to manage and prepare foods and recognize influences on food habits and choices.

Students will learn about the relationship between food and exercise and good health through the stages of life. The course describes the role of food in enabling optimum health at all stages in life, in order to be a faithful servant in the kingdom of God.

**Prerequisite:** None

**Parenting and Family Life, Grade 11, Open (HPC30, one credit)**

*(offered 2011-2012, not offered 2012-2013)*

Our families are a key God-given pillar of human society. Here, we can learn love, openness and compassion. This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting. The course also concerns every other phase of family life, from the pre-school children, through developing and understanding positive Christian nurturing relationships at the adolescent, teen-age, adult and senior ages.

**Prerequisite:** None

## **TECHNOLOGICAL EDUCATION**

Technologies have consistently worked in tandem with society to illustrate cultural change. In this century, technology may be at the forefront of or even leading that change. This program has a two-fold aim: first, to offer a perspective on technological change and how it fits into contemporary culture; and second, to develop in each student, the skills necessary to live and work creatively and competently in the technology-based society in which they live.

**Exploring Technologies, Grade 9, Open (TIJ10, one credit)**

*(not offered 2011-2012, offered 2012-2013)*

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.

**Prerequisite:** None

**Technological Design, Grade 10, Open (TDJ20, one credit)**

*(offered 2011-2012, not offered 2012-2013)*

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite:** None

**Interdisciplinary Studies, Grade 11, Open (IDC30, one credit)**

*(not offered 2011-2012)*

This course will help students combine 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. Through individual and collaborative inquiry

and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

**Prerequisite:** None

### **COOPERATIVE EDUCATION**

A Cooperative Education course is based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which you are enrolled or which you have successfully completed. The cooperative education course and the related course (or courses) together constitute your “cooperative education program”, designed to suit your strengths, interests, and needs and to enhance your preparation for the future.

Cooperative education includes a classroom component, comprising pre-placement and integration activities, and a placement component. You earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements provide you with challenging opportunities to apply and extend the knowledge, and practice and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Cooperative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents, employers,

and placement supervisor. Joint planning by these individuals ensures that you are provided with a systematic introduction to career exploration, experiential learning, and career planning.

You may apply to take a cooperative education course during the course selection process. A counseling and interview process conducted by the cooperative education teacher and/or administrator, determines your suitability for the program. Prior to your placements, you will attend structured orientation sessions as part of the classroom component of the program.

In collaboration with you the student, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans (PPLPs) that include a description of the curricular knowledge and skills and the employability skills that you will demonstrate at your placements. The cooperative education teacher will also conduct placement learning assessments and evaluate your performance in pre-placement, placement, and reflective learning activities. You will be invited to share and analyze your placement experiences with your teacher and peers in structured integration sessions.

There are a series of elements related to the cooperative education course that are applied in each case, in order for your experience to be beneficial and satisfactory. These elements are briefly described below:

#### **1. Pre-Course Counseling and Interviewing:**

A structured interview between you and the teacher responsible for the course (or the administration) will occur, in order to determine whether you have the necessary educational background and maturity for the program. This interview will occur prior to the start of the program. During this process, staff will be aware of your educational and career goals, annual

educational plan, and post-secondary destinations.

## **2. The Classroom Component:**

Prior to your placements, you will demonstrate an understanding of the pre-placement orientation expectations. This pre-placement orientation will be scheduled for a minimum of 15 to 20 hours. Generally, this time will enable you to gain an understanding of safety in the workplace, and employees' and employers' rights and responsibilities. The integration portion of the classroom component of the cooperative education course involves sessions with you that are held at various times throughout the course and following the placement, and is designed to provide you with the opportunity to relate the placement experience to the cooperative education course and the related course, reflect on your placement experience and reinforce the job-skills theory acquired in the classroom.

## **3. The Placement Component:**

As a general rule, you will research and find your own placement as it relates to your career goals and specific skill set. Care is taken by the cooperative education teacher to ensure that the placement proposal is a suitable placement whereby you can develop employability and industry-specific skills. For this reason, the placements should if at all possible, be in a new environment in which you have not had previous experience or part-time work. Cooperative education experiences should provide you with sufficient time and opportunity in your given placement for satisfactory skill development, career exploration, and personal growth. The placement component should be planned in larger two-three hour blocks, and may extend beyond regular school hours, though part of the placement will occur during school hours.

The Personalized Placement Learning Plan (PPLP) outlines the course of study for the placement component and the basis for assessment and evaluation and for the

granting of one or more credits in the specific subject. As a cooperative education student, you will have a PPLP that identifies the overall and specific curriculum expectations of the related course that describe the knowledge and skills you will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement. This PPLP will be developed in the first three weeks of the placement.

## **4. Assessment and Evaluation:**

The assignments that you complete in pre-placement orientation and as part of your "integration" activities to link your placement tasks to the curriculum expectations will be assessed and evaluated. You will also be assessed and evaluated on the compulsory independent study projects you complete.

Your learning at the placement will be assessed by the teacher a minimum of three times per 110 hours of a cooperative education course. At least two of the three assessments will be made through direct personal contact. Placement learning assessment will include the following:

- careful observation of your placement activities, including performance of placement tasks and interaction with co-workers,
- assessment of your work habits,
- discussions and consultation with both you and the supervisor,
- documentation of your progress in developing the knowledge and refining the skills described in the curriculum expectations of the related course,
- updating and adjusting all copies of your PPLP.

## **5. Time Allotment:**

A 1-credit cooperative education course will have 15-20 hours of pre-placement in-school activities, 7 hours of integration activities and 83-88 hours of placement activities. A 2-credit cooperative education course will have 15-20 hours of pre-

placement in-school activities, 14 hours of integration activities and 186-191 hours of placement activities.

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## H. SENIOR PROJECT: “Stand Up and Deliver”

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Most courses at Unity Christian High School give you the opportunity to synthesize and extend the learning that has gone on through the course by means of a summative activity near the end of the course. In much the same way, the **SENIOR PROJECT** is designed to allow you to demonstrate your capabilities for research, creative thinking, rigorous analysis, and clear written and oral communication. The SENIOR PROJECT is the culmination of four years of high school education; the skills learned throughout these years will be tested and extended through the project; the characteristics described in the GRADUATE PROFILE will be solidified through this project.

Using traditional and performance based teaching and curricular strategies founded on strong basic knowledge and skills requiring a real world application, the **SENIOR PROJECT** is a challenging student driven, teacher-guided culminating program. Unity Christian High School requires each of you during your senior year, to competently complete each of the following related 4P's, as a condition of your achieving the **UNITY CHRISTIAN HIGH SCHOOL DIPLOMA**:

### 1. *Research Paper*

Grade 12 students select an approved topic and write a research paper; successful completion is required for graduation. During this phase, the skills applied include things such as knowledge acquisition, information literacy, validation, credibility and variety of sources, sorting, and selecting appropriate information, writing skills, research skills. Because you choose your own topics, Senior Project papers are as diverse as your interests (e.g., censorship in public education, effective online marketing strategies, robotic prosthetics, effective solutions related to the homeless).

### 2. *Project*

During the project phase, you will apply the knowledge gained during your research by defining, designing, and producing a related project (e.g., if you are studying water quality in the Kempenfelt Bay, you may do an independent research project related to the impact of gasoline pollution on the Bay's waters). Because the projects must reflect a learning stretch, this phase of the Senior Project process offers you a unique blend of real-world experiences combined with the knowledge and skills learned in school. The project phase's 'learning stretch' requires a golden ratio of challenge and world context. Though not guaranteed, your quality, and the ability to manage information, as well as communication, and characteristics



ability, hands-on learning in a real-world context, success is probable, it cannot be guaranteed. Your quality, and the ability to manage information, as well as communication, and characteristics as the demonstration of time management, problem solving, effective perseverance are key factors impacting your success.

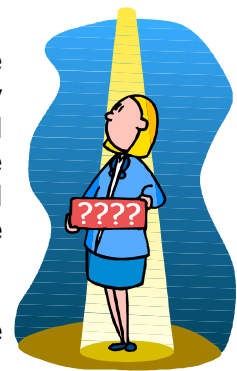
### **3. Portfolio**

Before the judges listen to your presentation, they will preview your portfolio, a collection of process pieces as well as the final showcase of your completed Senior Project work. While the portfolio is used by the judges to help guide their questioning, it is also often a valued document that you take as you exit high school. Comprehensive Senior Project portfolios contain samples of material that can be used in the job and college application process, and are a perfect culmination to your GRADUATE PORTFOLIO.

### **4. Presentation**

The final phase, the “Senior Boards”, requires you to formally speak to a board of judges from both the staff and the community. The formal speech is followed by an informal question and answer session guided by the judges. You must not only demonstrate knowledge of the chosen subject but also show competent speaking skills and an ability to think on your feet.

The Senior Project will be implemented throughout two courses of your grade 12 year, but the core of the teaching activity will occur in the Interdisciplinary Studies course: “Stand Up and Deliver” (IDC4U/IDC4O) and the Faith and Culture course (HRE48). During those courses, known together as the “PROJECT BLOCK”, discussions will occur with your supervising teacher and your peers concerning the various phases of the project. Near the end of the school year, the presentation will occur before a panel of judges.



What is this all for? The over-all benefits to you from this program are enormous. Here is a list of just a few. The SENIOR PROJECT PROGRAM:

1. Requires you to model focused, rigorous, and relevant independent learning
2. Requires you to demonstrate not only what you know but also what you can do
3. Enhances the school/community relationship
4. Promotes cooperative and independent learning
5. Blends and assesses a variety of core skills as well as real-world skills
6. Requires you to model active vs. passive learning
7. Focuses all students in the school on a long-term, academic goal
8. Increases interdisciplinary efforts across the curriculum
9. Reinforces meaningful decision making
10. Supports school-to-career initiatives
11. Enhances college and workforce applications

## Appendix 1: PROGRAM AND COURSE SELECTION

### Your Annual Education Plan

Your high school years are more than just a step between elementary school and whatever comes next. This part of your life has a profound impact on what that “whatever comes next” will be! Careful planning is really necessary for you to move into the destination that you want to reach. You want to have all the requisite courses and programs successfully completed so that you can continue moving on the career path that you establish through these years. You don’t want to arrive in grade 12, only to find that you are missing a compulsory course, or a prerequisite that you needed for the program you are applying for in a post-secondary institution.

The charts below will help you to do some of that planning. Use it as a guide. You may wish to change it as you go through high school; that’s OK. Make sure that you keep your planning high in your priorities, because, “if you don’t know where you are going, you might end up somewhere else!”

Each of the UNITY and OSSD compulsory courses are noted in the chart already.

ANNUAL EDUCATION PLAN				
	First Year	Second Year	Third Year	Fourth year
1	English	English	English	English
2	Math	Math	Math	Faith and Culture
3	Science	Science		Senior Project: “Stand Up and Deliver”
4	Geography	History		
5	Music	Bible (Old and New Testaments)		
6	French	Civics/Careers		
7	Health/PE			
8	Worldview			
9				
<b># of credits:</b>				<b>Total:</b>