

# Great Lakes Christian High School

## PARENT/STUDENT INFORMATION HANDBOOK AND COURSE CALENDAR 2009-2010



### 2009-2010 SCRIPTURE THEME

*"I praise you because I am fearfully and wonderfully made "  
Psalm 139:14a (Today's New International Version)*

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## *SPIRITUAL PERSPECTIVE & TEACHING PHILOSOPHY*

Students at Great Lakes Christian High School are provided with opportunities for spiritual, social and academic growth in an environment in which they can grow into their full potential in Jesus Christ. At Great Lakes we strive for excellence in academic class work, extracurricular activities, quality relationships and moral behaviour, which is reflective of the character of Jesus Christ.

### Goals

The following goals provide direction for our High School Program:

1. To provide for the personal spiritual growth of each student into the "Abundant Life" centered in Jesus Christ.
2. To provide a High School education of high caliber which will prepare students to pursue qualitative educational, career and life goals.
3. To also provide a Bible and Christian service program which will offer opportunities for spiritual growth and Christian ministry.

### Philosophy

Great Lakes Christian High School centers its educational program in the person and principles of Jesus Christ. Each subject is studied from a Christian perspective. School regulations seek to reflect the character of Christ. Staff members serve out of a personal faith commitment to Jesus as Christ. Great Lakes was established and is supported by families of churches of Christ to give young people the benefit of education in an environment which respects the Lordship of Jesus Christ and the authority of the Bible.

Students are encouraged to:

1. Respect the purposes for which Great Lakes exists.
2. Respect the spiritual faith and conviction of fellow students.
3. Approach faith differences in a manner which seeks to understand and be obedient to the Word of God as revealed in Jesus Christ.

### Spiritual Program

Each student is expected to personally encounter the person of Jesus Christ and to live out the truth of the Gospel as it is discovered in relationship to Jesus Christ. Consequently we maintain the following policies:

1. Re-admission to Great Lakes Christian High School requires acceptable effort in Bible classes during the previous year.
2. Receiving the "Great Lakes Christian High School Diploma" requires a passing grade in the content of Bible classes for the year in which the diploma is awarded.

All students at Great Lakes Christian High School enroll in a Bible Class each semester. Students will be challenged to consider Jesus Christ as the Son of God. At each grade level students will study some aspect of the life and person of Jesus Christ through textual (i.e. the Gospels) or topical studies.

Students will also study a portion of both the Old & New Testaments each year. Practical studies in Christian Evidences, Ethical Living, Developing a Devotional Life will also be offered. Chapel activities include a period of worship, encouragement and reflection on our relationship to God through Jesus Christ. It is expected that staff and students will positively participate in both chapel and in life application activities arising from the formal chapel service.

## STUDENT ACTIVITIES

### 1 Student Government

The purpose of the Student Council is "to encourage and uphold Christian ideals, to provide representative government for the student body, and to promote co-operation between students and staff".

The Student Council is comprised of a President, Vice President of Communications and Vice President of Finance as well as class and dormitory representatives. Candidates for the three Executive positions must have a 70% average and be in grades 11 or 12 for the year in which they serve. A candidate for an Executive Office must have displayed the qualities of good citizenship and display a positive Christian character.

The Executive for the following year must be nominated by the first Friday in May (on a form to be signed by six or more students) and an election held prior to the third Friday in May. Voting is by secret ballot by all High School students.

Class and dormitory representatives are chosen (and additional members may be appointed) at the beginning of the new school year prior to the end of the third week of the First Semester.

### 2 Student Organizations

Several activities have a permanent place in the traditions of Great Lakes, including the chorus, HEMSO (year book) and drama club. Clubs and spiritual/service organizations also meet. Additional organizations may be formed according to the following criteria:

1. a sufficient number of interested students
2. a staff member willing to serve as a sponsor
3. a club charter stating the purpose and structure of the club.
4. approval by the Principal

Students are encouraged to participate in extracurricular activities, yet not become overly involved.

### 3 Student Organization Funds

All funds received by Student Organizations are to be deposited with the Business Office. An accounting procedure approved by the Business Office will be required of the club. The Business Office, by way of a purchase order number or a cash authorization, must authorize all purchases on behalf of a club in advance. The school is not obligated to pay for any spending not specifically authorized by a purchase order. Club sponsors are to have ALL fund raising activities approved by the Principal and/or President.

Student Council Funds - Student Council receives funding through fund raising projects that it initiates. Student Council is the only student organization to keep its funds in a separate bank account. Members of the Student Council determine how the funds are to be spent, with approval and supervision of the Student Council Sponsor.

#### 4 Special Activities/Events

Social events scheduled throughout the year by the Student Council may include the following activities: beginning and end of year all-school picnics, a fall activity, Winter and Spring Banquets, winter carnival, Valentine party and talent nights. Specific approval for special club activities or class parties is to be requested from the Principal at least one week prior to the planned activity.

#### 5 Communication Procedures

The free exchange of information and ideas is essential to the success and well being of the High School. The following communication channels are available to all students:

- a) The Student Council is charged with promoting school spirit and student welfare. Students having suggestions for improvement, requests for change or identifying areas of concern should present these to their class or dormitory representatives or the Student Council Executive.
- b) The Student Life Council (composed of the Residential Supervisors, Presidents of the Student Council and Dorm Councils) will meet as needed to assess the quality of student life. Suggestions may be directed to the Student Life Council or the Student Council.
- c) Teachers, Residential Supervisors, the Principal, the President and other members of the school's administration also invite students to communicate suggestions to them.
- d) The Board of Directors. However, prior notice should be communicated to the Principal and President.

The Academic Program at Great Lakes Christian High School is an Ontario Ministry of Education and Training "Privately Inspected Program." The Ontario Secondary Schools Diploma and the Great Lakes Christian High School Diploma are offered.

## THE ACADEMIC PROGRAM

### 1. Ontario Secondary School Diploma Requirements

In order to receive an Ontario Secondary School Diploma, students must successfully complete specific compulsory credits as well as a number of elective credits.

Students must plan their program to include the appropriate compulsory and elective courses and any prerequisite courses that may be required.

Students must successfully complete 30 secondary school credits in order to earn an Ontario Secondary School Diploma. Eighteen of the 30 credits are compulsory. Twelve are elective.

#### Secondary School Credits

A credit is granted for the successful completion of secondary school courses that involve a minimum of 110 hours of class work. Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

Ontario Secondary Schools Diploma Requirements	
18 compulsory credits	Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:
4	credits in English*
3	credits in Mathematics
2	credits in Science
1	credit in Canadian History
1	credit in Canadian Geography
1	credit in the Arts
1	credit in Health and Physical Education
1	credit in French as a Second Language
0.5	credit in Career Studies
0.5	credit in Civics
	Plus one credit from each of the following groups:
1	additional credit in English, or French as a Second Language, or a Native Language, or a Classical or an International Language, or Social Sciences and the Humanities, or Canada and World Studies, or Guidance and Career Education, or Cooperative Education.**
1	additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education**
1	additional credit in Science, or Technological Education, or Cooperative Education**
	In addition to the compulsory credits, students must complete:
12	optional credits
40	hours of Community Involvement activities
	the Provincial Literacy Requirement
* A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.	
** A maximum of 2 credits in cooperative education can count as compulsory credits	

### Substitution of Compulsory Credits

Up to three (3) compulsory credit courses may be replaced with courses from the remainder of those that meet the compulsory credit requirements. A request for substitution must have parental permission for students under 18 years of age and permission from the Principal.

### Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses selected from the courses listed as available in the Student Course Calendar.

### The Provincial Secondary School Literacy Requirement

All students must successfully complete the Provincial Secondary School Literacy Test or the Ontario Secondary School Literacy Course in order to earn a Secondary School Diploma. Students will normally take the Literacy Test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

### Accommodations

Students with special needs, who have been identified as requiring accommodations within the regular classroom, might request or be recommended for an accommodation with respect to factors such as time allotted, place of writing, the need for a scribe or a prompter.

### Deferrals

Students who are still enrolled in English as a Second Language Courses and have not yet demonstrated the Level of English proficiency to successfully complete the test will be granted a deferral.

### Exemptions

Students who are not working towards the completion of the Ontario Secondary School Diploma may be exempt from this requirement.

### The Ontario Secondary School Literacy Course

The Ontario Secondary School Literacy Course is available to students in the Province who meet the following conditions:

- the student must have written the Ontario Secondary School Literacy Test once and failed it;
- the student must be in Grade 11 or 12;
- the parent(s)/guardian(s) or adult student must have provided written agreement;
- the Principal recommends that a student enroll in the Ontario Secondary School Literacy Course prior to taking the test the second time and deems such to be in the best educational interest of the student.

### Community Involvement Activities

As stated in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, every student must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary Schools Diploma. The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. These activities may be completed at any time during their years in the Secondary School Program. The requirement is to be completed outside student's normal instructional hours.

Students, in collaboration with their Parents and Principal will decide how they will complete the Community Involvement requirement. They may use an Annual Education Plan to identify possible activities they might undertake. All activities must be pre-approved by the Principal. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. It should be noted that students will not be paid for performing any community involvement activity.

**Procedures for Students**

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of community involvement activities" form. The sponsor of the activity – that is, the person or organization that provides the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the Principal.

**Notification of Planned Community Involvement Activities**

Student	Principal	BRIAN F. BODEN
School GREAT LAKES CHRISTIAN HIGH SCHOOL	Telephone (905) 563-5374	

Please provide the information requested below about the community involvement activities in which you plan to participate.

Activity	Estimated number of hours	Estimated date of completion	Location and telephone number	Supervisor's name	Principal's signature

Is each activity on school's list of approved activities?  Yes     No  
 If you checked "No", you must obtain written approval from the principal (the principal's signature above) before starting the activity.

Student's signature	Date	Parent's or Guardian's Signature	Date
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## Completion of Planned Community Involvement Activities

Student \_\_\_\_\_

Principal \_\_\_\_\_

BRIAN F. BODEN

School \_\_\_\_\_

GREAT LAKES CHRISTIAN HIGH SCHOOL

Telephone \_\_\_\_\_

(905) 563-5374

Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the principal requests it.

Activity	Number of hours	Date of completion	Location and telephone number	Supervisor's name and signature
Total				

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's or Guardian's Signature

\_\_\_\_\_  
Date

### For office use only

Completion has been noted on the student's OST

\_\_\_\_\_  
Signature of school official

\_\_\_\_\_  
Date

### Ineligible Activities

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

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

### Eligible Activities

The following is a suggested list of eligible activities:

- a nursery or pre-school
- teaching in a Sunday or Vacation Bible School
- service at a senior's centre (i.e. Albright Centre, assisting residents)
- serving with community or school service groups
- clocks/stats, coaching at athletic events
- fundraising – i.e. Heart & Stroke/Cancer Society etc.
- adopt a road (i.e. environmental service)
- service at soup kitchen/food bank/Community Care drive
- volunteer at hospitals
- child care as a service to a family (not own family)
- conduct intramural events
- youth rally service committees (conducting of actual events)
- peer tutoring

Additional activities must have specific approval of the Principal.

### The Ontario Secondary School Certificate and The Certificate of Accomplishment

Great Lakes Christian High School does not offer the Ontario Secondary School Certificate or the Certificate of Accomplishment which may be granted to students who leave school prior to earning the Ontario Secondary School Diploma.

### The Organization of Courses in Grades 9 and 10

There are 4 types of courses available to students in Grade 9 and 10.

- a) Academic Courses - students 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.
- b) Applied Courses - 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 students will be given additional opportunities to experience hands-on applications of the concepts studied.
- c) Open Courses - include curriculum expectations suitable for all students and are designed to provide students with a broad educational base that will prepare them for their studies in the senior grades and for productive participation in society.
- d) Transfer Courses - Movement from Grade 9 courses to Grade 10 courses (Academic and Applied)
  - Grade 9 students may switch to another stream in Grade 10 if they are successful in Grade 9.
  - Additional work (up to .5 credit) will be necessary to complete course content that is in one course and not another.
  - In later grades, transfer courses will help students change streams if they want to shift the emphasis of their program.

## The Organization of Courses in Grades 11 and 12

There are 5 types of courses available to students in Grades 11 and 12.

- a) University Preparation Courses - students will be equipped with the knowledge and skills necessary for entrance into university and related careers. Emphasis is placed on the development of independent research and learning skills.
- b) University/College Preparation Courses - students will be equipped with the knowledge and skills necessary for entrance into specific university and college programs. Emphasis is placed on the development of independent research and learning skills.
- c) College Preparation Courses - students will be equipped with the knowledge and skills necessary for entrance into college programs. Emphasis is placed on the development of critical thinking and problem solving skills.
- d) Open Courses - students will be prepared for further study in specific subjects as their general knowledge, skills and educational experience is enriched.
- e) Transfer Courses - students will be able to alter their post secondary program by transferring from one type of course to another in Grades 10-12. Transfer courses will assist students by providing the knowledge and skills necessary to "bridge the gap" between the expectations of two courses of different types. Transfer courses will provide partial optional credits.

## Guidance

The Guidance Program will include the following:

- a) The delivery of the compulsory Career Studies (GLC20) course in Grade 10 and the "optional compulsory course" Designing your Future(GWL30) in Grade 11.
- b) A Teacher-Adviser Program, administered by the Guidance Counsellor and the Principal.
- c) An Annual Education Plan which will be reviewed and updated by students, parents and the Guidance Counsellor in courses such as "Designing Your Future" (GWL30).

## B. Student Records

### 1 Ontario Student Transcript (OST)

The Ontario Student Transcript is a standard form used by all Ontario secondary schools. It provides a summary of a student's successfully completed courses and the final marks.

The Ontario Student Transcript will include disclosure for all Grade 11, 12/OAC courses taken or attempted and credits earned as of September 1999.

The course mark at the time of withdrawal from a course of study will be recorded on the transcript if a course is dropped after mid-term (i.e. after 5 instructional days following the Mid-term reporting period and/ or Report Card). The initial copy of the Transcript is provided free to all graduates. Additional copies can be obtained at a cost.

### 2 Ontario Student Record (OSR)

The OSR is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is authorized by the Education Act. The information in an OSR is available to Supervisory Officers, the Principal and Teachers of the school only for the purpose of improving the instruction of the student. All students and the parents or guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents, if they so desire.

### 3 Prior Learning Assessment and Recognition

Great Lakes Christian High School does not offer a “Prior Learning Assessment and Recognition Program” wherein a student might enter into a “challenge process” and be granted credits based upon formal testing and completion of assignments with respect to a course developed from “Provincial Curriculum Policy” documents.

Great Lakes Christian High School does grant “equivalency credits” based upon the assessment of a student’s record (report cards, transcript) from a non-inspected private school in Ontario or from schools outside the Province of Ontario.

## Course Descriptions

### Grade 9-12 Courses

The courses offered by Great Lakes Christian High School have been developed according to the requirements of the Ontario Ministry of Education.

### Grade 9-12 credit courses

#### How to Read Course Codes

The Ministry of Education and Training's common course codes are utilized for all grade 9-12 courses. This is a five digit code. The three letters indicate the subject area (i.e. ENG = English). This is followed by a number which indicates the grade level at which the course is offered. (1 = Grade 9; 2 = Grade 10; 3 = Grade 11; 4 = Grade 12) The final letter indicates whether the course is offered at Academic (D) or Applied (P), University (U), University/College (M), College (C), or Open (O) levels of difficulty.

### Arts

Grade 9 Comprehensive Arts (ALC1O) - This course integrates three or more of the arts (dance, dramatic arts, music, visual arts) and examines the similarities and differences among these subjects. Students will learn specialized arts vocabulary while investigating traditional concepts, stylistic elements, and principles unique to the various arts, as well as applications of new technologies. Prerequisite: None

Grade 10 Music, Open (AMU2O) - This course emphasizes performance of 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 music, including the elements, terminology, and history. Prerequisite: None

### Grade 11 Music, Open (AMU3O)

This course develops students’ artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. Prerequisite: Music, Grade 9 or 10 Open

### Business Studies

Grade 9, Information and Communication Technology in Business, Open (BTT1O) - This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills.

Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Prerequisite: None

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

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. Prerequisite: None

Canada and World Studies

Grade 9 Geography of Canada, Academic (CGC1D) - This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

Prerequisite: None

Grade 9 Geography of Canada, Applied (CGC1P) - This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings. Prerequisite: None

Grade 10 Canadian History Since World War I, Academic (CHC2D) - This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.. Prerequisite: None

Grade 10 Canadian History Since World War I, Applied (CHC2P) - This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period. Prerequisite: None

Grade 10 Civics, Open (CHV2O) - This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. Prerequisite: None

Grade 11 Travel and Tourism : A Regional Geographic Perspective (CGG3O), Open - This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and

inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world. Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Grade 11 World History to the Sixteenth Century, Grade 11, (CHW3M) University / College Preparation - This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions. Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Grade 11 World History Since 1900: Global and Regional Perspectives, (Open) CHT30 - 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 that have faced and continue to face people in various parts of the world. Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied.

Grade 12 Analysing Current Economic Issues (University Preparation) CIA4U - This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Grade 12 Canada: History, Identity, and Culture, (CHI4U) Grade 12, University Preparation - This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Grade 12 Canadian and World Issues: A Geographic Analysis, (CGW4U) Grade 12, University Preparation - This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## Computer Studies

Grade 10, Introduction to Computer Studies (, ICS2O) - This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None

Grade 11, Introduction to Computer Science (ICS3U) - This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Prerequisite: None

## Cooperative Education

### Purpose

Cooperative Education Courses consist of work experience(s) outside the formal classroom within the local community. Students acquire practical knowledge and skills in a specific workplace and integrate classroom learning with their workplace experience. Cooperative Education experiences assist students in evaluating their interests, aptitudes, and career decisions as they make their transition to post-secondary education, apprenticeship or the workplace.

### Cooperative Education Course Linkages

Courses in all disciplines and of all types may serve as the basis for a Cooperative Education Course. Cooperative Education Courses are linked to an in-school credit course in which a student is concurrently enrolled or in which a student has already earned credit. Cooperative Education courses are based upon the curriculum expectations outlined in the Cooperative Education Policies and Procedures for Ontario Secondary Schools 2000 document plus the credit course to which the Cooperative Education credit is linked.

### Cooperative Education Eligibility

Since the Cooperative Educational experience requires a specific skill set and level of maturity, placements are generally granted to students in Grade 11-12 who have successfully completed Grade 10 Career Studies (GLC2O).

### Credit

A Cooperative Education credit is granted for the successful completion of 110 hours of course work which is linked to an in-school credit course. A one or two credit Cooperative Education course may be linked to one in-school course.

## Guidance and Career Education

Career Studies (GLC2O) Grade 10 This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a

career plan. Prerequisite: None

Grade 11 Designing Your Future (Open) GWL30 - This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. Prerequisite: None

## English

Grade 9 English, (Academic) ENG1D - This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. Prerequisite: None

Grade 9 English, (Applied) ENG1P - This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. Prerequisite: None

Grade 10 English, (Academic) ENG2D - This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: English, Grade 9, Academic or Applied

Grade 10 English (Applied) ENG2P - This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. Prerequisite: English, Grade 9, Academic or Applied

Grade 11 English, (University) ENG3U - This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic

Grade 11, English, (College) ENG3C - This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: English, Grade 10, Applied

Grade 12 Communication in the World of Business and Technology (Open) EBT4O - This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations. Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

Grade 12 English (University) ENG4U - This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Prerequisite: English, Grade 11, University Preparation

Grade 12 English (College) ENG4C - This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. Prerequisite: English, Grade 11, College Preparation

Grade 12 Studies in Literature (University) ETS4U - This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. Prerequisite: English, Grade 11, University Preparation

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

#### English as a Second Language

ESL Level 3, (Open) ESLCO - This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral

presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues. Prerequisite: ESL Level 2 or equivalent

ESL Level 4, (Open) ESLDO - This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts, write narratives, articles and summaries in English; and respond critically to a variety of print and media texts. Prerequisite: ESL Level 3 or equivalent

ESLEO Bridge to English, Level 5, Open - This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

### French as a Second Language

Grade 9 Core French, (Academic) FSF1D - This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Prerequisite: None

Grade 9 Core French, (Applied) FSF1P - This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations. Prerequisite: None

Grade 10 Core French, (Academic) FSF2D - This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. Prerequisite: Grade 9 Core French, Academic or Applied

Grade 10 Core French, (Applied) FSF2P - This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs. Prerequisite: Grade 9 Core French, Academic or Applied

Grade 11 Core French (FSF3U) - This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Prerequisite: Core French, Grade 10, Academic

## Health and Physical Education

Grade 9 Healthy Active Living Education, (Open) PPL10 (Coed) - This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills. Prerequisite: None

Grade 10 Healthy Active Living Education, (Open) PPL20 (Coed) - This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. Prerequisite: None

Grade 11 Healthy Active Living Education, (Open) PPL30 (Coed) This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Prerequisite: None

Grade 12 Healthy Active Living Education, (Open) PPL40 (Co-ed) - This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Prerequisite: None

Grade 12 Exercise Science (University) PSE4U - This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

Grade 12 Recreation and Fitness Leadership (College) PLF4C - This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. Prerequisite: Any Grade 11 or 12 open course in Health and Physical Education

## Mathematics

Grade 9 Principles of Mathematics, (Academic) MPM1D - This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will

investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: None

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

Grade 10 Principles of Mathematics, (Academic) MPM2D - This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Grade 9 Mathematics, Academic

Grade 10 Foundations of Mathematics, (Applied) MFM2P - This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Grade 9 Mathematics, Academic or Applied

Grade 11 Functions, (University) MCR3U - This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

Grade 11 Foundations for College Mathematics, (College) MBF3C - This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Foundations of Mathematics, Grade 10 Applied

Grade 12 Foundations for College Mathematics (MAP4C) - This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected

with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Grade 12 Calculus & Vectors (University) MCV4U - This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Prerequisite: Functions, Grade 11, University Preparation Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Grade 12 Advanced Functions MHF4U - This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Grade 12, Mathematics of Data Management (University) MDM4U - This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

## Science

Grade 9 Science (Academic) SNC1D - This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. Prerequisite: None

Grade 9 Science, (Applied) SNC1P - This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific

investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. Prerequisite: None

Grade 10 Science, (Academic) SNC2D - This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

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

Grade 11 Environmental Science (SVN3M) - This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Grade 11 Biology, (University) SBI3U - This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

Grade 11 Chemistry, (University) SCH3U - This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, Grade 10, Academic

Grade 11, Physics (University) SPH3U - This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

Grade 12, Biology (University) SBI4U – This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Grade 12, Chemistry (University) SCH4U – This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Grade 12 Physics (University) SPH4U - This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

#### Social Science and Humanities

Grade 10 Individual, Family, and Social Living, (Open) HIF2O - This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. Prerequisite: None

Grade 11 Introduction to Anthropology, Psychology, and Sociology, University/College Preparation (HSP3M) - This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. Prerequisite: None

Grade 11 Philosophy: The Big Questions, Open (HZB3O) - This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy. Prerequisite: None

Grade 11 World Religions: Beliefs and Daily Life, (Open) HRF3O - This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social

relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics related to world religions. Prerequisite: None

Grade 12 Challenge and Change in Society (University/College) HSB4M - This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends. Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canada and World Studies.

Grade 12 Individuals and Families in a Diverse Society, University/College Preparation (HHS4M) - This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

## STUDENT EVALUATIONS

### Procedure for Waiving Prerequisite Courses

A parent or student (18 years of age or older) may request that a prerequisite for a specific course be waived. Any decision to waive a prerequisite course of study will be based upon the following criteria:

- a) The completion of a formal application.
- b) Consultation with the Principal.
- c) Consultation with the Guidance Counsellor and/or the appropriate Faculty member who will deliver the course requested.
- d) A demonstration by the student that they have sufficient background to attempt the course in question.
- e) Any student added to a course, without first completing the necessary prerequisite, will do so on a probationary basis for the initial 3 weeks of the semester. A re-evaluation of the student's progress will be requested to ensure that the student is able to successfully complete the course.

### Access to Course Outlines and Ministry of Education Documents

Parents or students who would like to review Ministry of Education Curriculum Policy Documents or Course Curriculum Outlines with respect to course content, expectations, resources, teaching strategies, assessment procedures, might make inquiry of the Principal or the Academic Office.

### Independent Learning Centre

Students wishing to purchase and make application for, a Correspondence Course from the Independent Learning Centre or from a specific Ontario Board of Education, should request such at the Academic Office or from the Guidance Counsellor.

## ACADEMIC EXPECTATIONS

### 1 Diplomas

Students at Great Lakes Christian High School are expected to earn both the Ontario Secondary School Diploma (OSSD) and the Great Lakes Christian High School Diploma which is offered to students who successfully complete additional courses in Bible beyond the OSSD.

As a "Privately Inspected School," the Ontario Ministry of Education and Training authorizes the Principal, on an annual basis, the right to grant the Ontario Secondary School Diploma.

### 2 Academic expectations

The Secondary School Program at Great Lakes Christian High School conforms to the curriculum guidelines, course expectations and educational procedures mandated by the Ontario Ministry of Education and Training for "Privately Inspected Schools." The expectations contained in each specific Provincial Discipline Guideline is the basis for students earning individual course credits. The purpose of the Academic Program at Great Lakes Christian High School is to prepare students for post-secondary education at a University or College Level and to prepare students for a meaningful life of Christian service in their local community.

### 3 Admissions Policy Re: Full /Part–Time Students

a) Part-time students will not be enrolled in Grades 9-11.

b) Students in Grades 9-11 must be fully enrolled in a minimum of three academic courses in which they display the following:

- effort
- aptitude
- evidence of achievement
- realism that a credit is achievable

If a Grade 9-11 student drops to two or fewer classes they cease to be a student at Great Lakes Christian High School. An exception might be entertained in the event of a medical "emergency."

c) A Grade 12 student, in their graduation year, may have more than one spare with permission from both the Parent and the Principal, providing such does not jeopardize a student's graduation requirements and is deemed academically constructive by the Principal.

### 4 Academic Evaluations

The school year is divided into two semesters with a full report of standings issued for each. Interim reports are issued in the first month of each semester and at the middle of each semester.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- Seventy per cent of the grade is based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement.
- Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all courses, students are provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

Standardized Evaluations of student achievement are conducted on an annual basis in the following areas:

- The Provincial Secondary School Literacy Test for all Grade 10 students as a graduation requirement.
- A Secondary Level English Proficiency Test (SLEP) is required of all International students.
- Canadian Academic Testing (CAT) for all Grades 9 - 10 Mathematics and English students and for selected transfer students at the senior level.
- National and International standardized testing by universities of senior students in Mathematics, Science and selected other disciplines.
- Ontario Ministry of Education and Training Testing as testing instruments become available.

## ACADEMIC PROCEDURES

### 1 Attendance

A good attendance record will enhance academic performance. Day students who are absent for personal illness or compassionate reasons will be excused when a note or phone call is communicated from parents/guardians (students 18 and over may legally write their own notes). Absences for day students should be communicated to the Academic Office by 8:00 am on the day of the absence in question. Absences for reasons such as "vacation" time or suspension will receive no special consideration.

Frequent absenteeism will necessitate conferences with both students and parents in an attempt to improve one's academic performance. If 12 absences are attained in any given one semester course, the feasibility of attaining credit will be forfeited. Parents will be informed of any such situations. Credit, however, may be earned in situations of illness when a Doctor's Certificate is presented to the school, and provided arrangements have been made with the Principal to compensate for incomplete work. An inordinate number of absences will result in suspension from any school activity which would require that one be absent from classes.

Students who are absent are required to obtain an Admit slip from the Academic Office prior to being admitted to the class(es) in question. Admit Slips are to be signed by the appropriate subject Teacher(s) and returned to the Academic Office.

### 2 Lates

Students who are late are to report to the Academic Office and secure an Admit to Class Slip prior to proceeding to class. The Admit Slip is to be presented to the subject Teacher. All students who are late are to report to Room 13 at Lunch to serve an Academic Extension and to work out an Action Plan to rectify their lateness. The classroom Teacher will admit a student to class when and if it is appropriate based upon a break in classroom instruction.

Repeated lates for a specific class will result in conferences with:

- a) the student and the Teacher
  - b) the student and the Principal
  - c) the student and the Parents/Guardians
- prior to a suspension or withdrawal from a class.

### 3 Course Changes

New courses may be selected prior to the 3rd week of each semester. Courses dropped after the 9th week of the semester will have the course drop and the result earned recorded on their Ontario Student Transcript for Grade 11-12 courses. All academic course changes will require the completion of a "Request

for Course Change" form and permission from both the Principal and Parents/Guardians. Students will continue to attend a class until formal permission to change a course is approved by the Principal.

#### 4 Plagiarism

Students guilty of flagrant plagiarism on individual assignments, papers/projects or cheating on tests/exams will be reported to the Principal, automatically withdraw themselves from a course of study (suspension), will receive a grade of zero on the item in question, may lose credit in a course of study and/or be expelled from school.

A system of honour and personal integrity is the basis for Christian education at Great Lakes and for a Christian presence in the wider world.

#### 5 Academic Probation

Students whose class work shows a marked or sudden decline, or who fail to make application of learning opportunities generally will be provided with remedial assistance, placed "on Academic Report", provided with additional structured learning time and personal encouragement prior to being placed on Academic Probation.

#### 6 Extra-Curricular Activity Participation

Students who are failing a course(s) of study or who are not performing at a satisfactory academic level, will be removed from all extra-curricular activities for a set period of time and provided with appropriate counsel and additional academic support in an effort to improve their performance. Those who respond positively to assistance will be reinstated in extra-curricular activity.

Students who are absent from school (for reasons other than school-related activities) are ineligible to participate in any extra-curricular activity which would take them out of class(es) until they have had opportunity to attend and make up the lost time and course work for the class(es) for which they were absent.

#### 7 Independent Learning Time

Students having a "free" period may utilize the Library as a quiet study and research area. Students who are having specific academic problems will be assigned to an independent study area. Students who desire to work together or engage in "low key" visits during independent learning time may utilize the cafeteria.

#### 8 Evening Study Hall

"Study Hall" will be from 7:45 - 8:45 p.m. on Monday, Tuesday and Thursday evenings for Residential Students. Day Students may elect to return to Campus and receive Tutoring from their Subject Teacher (when on duty) along with Residential Students, on Tuesday and Thursday evenings during the allotted Study Hall times.

#### 9 Day Students

Day students are expected to leave campus for home by 5:30 p.m. unless they are participants in a school activity or have permission from a Residential Supervisor or the Principal to remain on campus. If on campus for an evening activity, day students should leave campus by 9:45 p.m.

#### 10 Library

The Library is available for student use during the following timeframes:  
8:00 am. to 4:00 p.m. Monday - Thursday

8:00 a.m. to 3:30 p.m. on Friday

When utilizing the Library the following principles must be adhered to:

- a) Borrowing
  - i. The normal loan period for a book is three (3) weeks.
  - ii. Library materials are to be returned by the due date. Some materials may be renewed.
  - iii. Library materials are to be returned prior to the writing of final exams and the release of final grades.
  - iv. Library materials are to be returned to the circulation desk.
  - v. Reference materials (marked "R") and magazines, newspapers, and vertical files ARE TO REMAIN IN THE LIBRARY.
- b) Environment - The Library will be maintained as a quiet study area.
- c) Assistance - The Librarian is available as a resource person to assist students in locating resources and conducting research assignments.

## 11 Computer Lab

The Computer Lab is normally open for student use at non-class times from 7:30-8:00 a.m., during lunch, and until 4:30 p.m. Monday – Thursday and until 3:30 p.m. on Friday. The Computer Lab might also be utilized by students throughout the school day during class periods with the permission of their subject Teacher and/or the Teacher conducting a class in the Computer Lab or supervising the Lab.

### Student E-Mail: Acceptable Use Policy

Students at Great Lakes may establish their own web based email account (e.g. - Hotmail). This e-mail account may only be accessed during non-class times unless specific permission is given by a Teacher. As with any e-mail privilege, students are to refrain from:

- Sending offensive messages to others (either at the school or outside the school)
- Publishing anyone's real name, address or phone number (except your own)
- Being excessive in your use of e-mail
- Sending or receiving any materials that would violate the Great Lakes Christian High School Parent /Student Information Handbook or Christian principles.

**Other Considerations:** Students may use network computer facilities for playing games only during non-class times. Students may use "social networking sites" only during non-class time.

**Penalties:** Abuse of any of the above computer privileges, lending your user ID and password or using someone else's user ID or password will result in disciplinary action that will begin with losing network privileges.

## 12 Physical Education Classes/Events

Students should obtain an athletic equipment bag for carrying Physical Education clothing and equipment. Personal items should not be left in the dressing rooms at the end of a class or an athletic event. Dressing rooms are not normally locked during Physical Education periods and athletic events. Valuables should be locked in a locker during these scheduled activities.

Each student enrolled in a Physical Education class is to conform to the following dress code: blue shorts, a white T-shirt (no logo or symbols) or a Physical Education Department "uniform" T-shirt with school logo, white socks and a pair of athletic shoes with soles which will not mark the gym floor. Track or sweat suits may be worn during Physical Education classes.

### 13 Leaving Campus During the School Day

Only day students who live in Beamsville and who have specific parental permission to go home for lunch (i.e. standing permission by means of a note or phone call to the Principal) will be permitted to leave campus at noon after signing out at the Academic Office. Any additional permissions must be approved by the Principal. Day students are encouraged to bring their lunch and eat in the Cafeteria. Meals may be purchased in the Cafeteria and snack items in the Alumni Student Center.

Students are to remain on Campus for the full duration of the school day. Day students who choose to remain on campus after the end of the regular school day before going home, and who desire to go "to town" must sign out at the Academic Office. After 4:00, day students who remain on campus and who desire to go to town must secure permission from the Residential Director or Supervisors. In "extenuating circumstances", students needing to leave campus during the school day should secure permission from the Principal.

## THE SCHOOL ENVIRONMENT

### 1 Lockers and Hallways

Lockers are provided for student use. Each student will purchase and register their own combination lock during registration. Lockers will be left "locked" when unattended. Any change of lockers must have prior permission from the Academic Office. The exteriors of lockers are to be clear of print and pictures. Materials affixed to the interior of lockers should reflect Christian values. Books are to be stored in lockers. Oversize athletic bags may be temporarily stored on the shelves on the lower level of Ellis Hall during the school day. Hockey equipment may be stored on the lower level of Ellis Hall, under the main stairway, during the school day.

NOTE: Personal possessions are not to be left on the floor, trophy case or benches on the upper level of Ellis Hall. If not carried in the possession of a student, they are to be locked in the assigned locker. The cubicles outside the cafeteria may be used to store books on a temporary basis only during chapel and at meal times.

Students who desire to go to their lockers while classes are in session must first seek permission from the Academic Office or a member of the Faculty. Halls must be quiet and free of traffic enabling academic classes to function without interruption. Students are to wait for the bell to ring, ending a class period, prior to accessing the classroom hallways of Ellis Hall.

### 2 Electronics

Personal radios/walkmans, CD players, MP3 players, etc. may only be utilized in Ellis Hall if such is part of the formal learning process in a specific course of study, is confined to the classroom and has the prior permission of the specific subject Teacher. Personal Listening Devices may also be utilized by students during a spare period in either the Library or Cafeteria during the Academic Day. Any additional usage must be approved by the Principal.

Cell Phones and/or Cameras of any kind are to be stored in Lockers during the school day and not taken into classrooms at any time without explicit permission from the Principal.

Cameras of any kind are not permitted in classrooms, washrooms, change rooms, or the hallways of Ellis Hall.

Personal phones may be utilized in the public foyers of Ellis Hall or outside at lunch time and after school, if deemed necessary.

Personal Translators are not to be utilized by students on Formative or Summative Tests/Exams. If Dictionaries or other "assistance" is deemed necessary, such will be provided by the subject Teacher.

### 3 Dining Hall/Ellis Hall

Day students may purchase meal tickets at the Business Office or bring their own lunch and eat in the cafeteria. Individual items such as soup, salad or drink may be purchased from the cafeteria. Food and drink is to be consumed in the cafeteria.

The Library, classrooms, and hallways of Ellis Hall are to be respected as a food/drink-free environment. Special meetings involving lunch in the classroom must have the prior authorization of the Principal.

The chewing of gum is not permitted in Ellis Hall when participating in Chapel, Worship Activities, School Assemblies and all-school non-athletic public events.

### 4 Self Discipline

It is expected that the students of Great Lakes Christian High School will conform to the standards of the school community and accept responsibility for their own behaviour.

a) Male and Female Relationships - Male and female students are encouraged to honour each other and their Creator in all of their relationships. Intermediate students (grades 9-10) are especially encouraged to establish a variety of positive relationships with members of the opposite sex. Students should not become "exclusively focused" on a particular person too early in their "dating" experience. Affection may be genuine, sacred and reflective of God's love for us. However, students in a high school setting are expected to develop a sense of discernment and mutual respect by not placing each other on display by engaging in public demonstrations of affection. As a school community we demonstrate the Biblical theme of "being an example" to others by not placing ourselves in compromising positions (i.e. reclining on the grounds, being draped over each other) and by exhibiting conduct that is above criticism.

b) When Sent to the Principal's or Academic Office

Respect and courtesy is the expected norm in all interpersonal interactions at Great Lakes. Students who are sent to the Principal's or Academic Office as the result of a behavioural issue, will not attend the class(es) in question until their reinstatement is verified by the Principal.

c) Community Standards

Students who break the Community Standards of Canada or the Province of Ontario as contained in the "Criminal Code" automatically withdraw themselves from Great Lakes Christian High School.

Withdrawal from school will result from the following:

1. Unlawful use of fire alarms and fire extinguishers;
2. Possession of firearms, weapons or illegal knives;
3. Forced or unauthorized entry to lockers, mailboxes, rooms, buildings;
4. Being in possession of stolen property or unauthorized keys;
5. Possession or use of alcohol or illegal drugs;
6. Possession or use of cigarettes/tobacco: (Ontario law makes it illegal for anyone under the age of

- 19 to even purchase tobacco products.)
7. Verbal or physical harassment, bullying, and assault of students or staff;
  8. Sexual misconduct including harassment, pornography, assault or immorality in any form.

Note: Harassment and bullying are behaviours by one person towards another which are insulting, intimidating, humiliating, malicious, degrading or offensive. This may be physical, verbal, emotional or sexual and the victim may feel discomfort, embarrassment, or fear of their safety.

It is expected that all students of Great Lakes Christian High School will adhere to the following behaviours:

1. Be truthful when called to account for their actions or when seeking permissions.
2. Comply with requests made by any staff member when staff are upholding school expectations.
3. Exhibit respect toward all persons and in all relationships.
4. Be respectful of the personal property of others, including school property.
5. Use the most appropriate, positive, affirming language (including body language) and refrain from the use of profanity, euphemisms or slang in all school interactions.
6. Practice the "Golden Rule," "So in everything, do to others what you would have them do to you..." (Matthew 7:12), by being considerate of others and by being guided by the clear moral teachings of the New Testament in all school social interactions.

Students who are antagonistic to the basic Christian principles for which Great Lakes Christian High School exists, and choose not to conform to the fundamental standards of the community, withdraw themselves from Great Lakes.

## 6 Appearance/Dress Code

### General Principles

It is expected that the appearance and dress of the students of Great Lakes Christian High School will be neat, clean, modest and appropriate to the situation, and will reflect a positive Christian lifestyle, both on and off campus.

The appearance and dress of Great Lakes students seeks to reflect, as of first importance, Christian principles. Dress and appearance will reflect what is deemed to be appropriate within an "independent school" setting and on occasion a "church" environment.

The following specific guidelines will assist in clarifying what is deemed to be appropriate with respect to appearance and dress while students are on Campus or participating in off Campus school activities:

- a) Hairstyles - Hairstyles are to exhibit moderation, i.e. should not cover the face. Students who elect to dye or bleach their hair should exhibit moderation and modesty (i.e. use of natural colours and avoid drawing undue attention to themselves).
- b) Jewelry - Only females are permitted to wear earrings. Earrings should be worn in moderation and not tend toward the extreme. Females should remove earrings during Physical Education and athletic activity for reasons of personal safety.
- c) Facial Piercing – the wearing of facial studs or jewelry is not permitted.

d) The Formal School Day (7:30 a.m. – 3:45 p.m.)

During the school day, students are expected to wear the approved school uniform available from R.J. McCarthy Limited. Students are expected to be in full uniform with shirts fully tucked in when they arrive on campus for the school day. The components of the uniform are listed below as follows:

1. Dress navy blue and gray pants or casual navy blue or tan pants with a belt.
2. A white blouse for females.
3. Unisex white or navy blue shirt with a GL logo available in oxford, golf and polo styles.
4. A kilt and a navy skirt are options for females, to be worn with solid, dark colour tights. Summer and winter weight tights are available from supplier, or may be purchased elsewhere.
5. A navy walking short (knee length) may be purchased for wear in fall and spring (need not be purchased from supplier).
6. Females may elect to wear navy blue capri pants purchased from our supplier.
7. Navy blue and burgundy sweaters with the GL logo may be worn.
8. For special occasions students may have the option of adding a tie and a blazer. While these could be worn during the school day, they are not expected to be purchased for regular wear.
9. Shoes are to be worn with the uniform and have a non-marking sole.

When selecting and wearing your uniform:

- Skirts or kilts should come to the knee in length.
- Shirts are to be fully tucked in at all times (not rolled).
- When wearing a uniform sweater, a uniform shirt is to be worn underneath and tucked in.
- Walking shorts may be worn during the regular school day in the fall until Remembrance Day and in the spring after Easter Break.
- Sandals, resembling shoes, with support straps fully securing the sandal to the foot (not beach sandals or flip flops) may be worn.

d) Gym Class Apparel

- a plain white T-shirt (no lettering/symbols) or a Physical Education Department "uniform" T-shirt with school logo
- blue gym shorts
- non-marking athletic shoes.

At the conclusion of a Period 4 Physical Education class, students enrolled in the course may maintain their P.E. uniform if they are going directly to an athletic activity, a student work program job, going directly home or to their residence. Students who otherwise choose to remain in Ellis Hall should be in the all-school uniform.

e) Outdoor Clothing

Jackets and hooded sweaters are to be considered as outdoor apparel and should be left in lockers and not worn in Ellis Hall from 8:00 a.m. to 4:00 p.m. during the school day. As a mark of courtesy, hats should always be removed (left in lockers) any time students enter Ellis Hall.

f) After the Regular School Day and for Informal Wear

1. Shorts (coming to mid-thigh), T-shirts, athletic sweatshirts and track pants may be worn.
2. Females, when wearing skirts or dresses, are to wear skirts or dresses that come at least to the knee in length.
3. Clothing should exclude form fitting materials such as stretch fabrics and not be overly tight.

4. If a garment (i.e. shirt, blouse) is too short to be tucked in, it is unsuitable for a school setting.
5. Shirts, blouses and T-shirts should cover the shoulder.

g) Dresses for Formal Occasions

Dresses worn by females on formal occasions such as all-school Banquets and Commencement activities, should be at least to the knee in length, not overly tight or extreme in the sense of being slit, low cut in the front or back, transparent (revealing undergarments), or of the strapless variety. As a general guideline, any dress that is unsuitable, in terms of modesty, for classroom wear, is not acceptable at an all-school community event.

7 General Policies

- a) Students are asked to report any damage to personal or school property to the Principal.
- b) The kitchen, maintenance centre and Staff Mail Room may be entered by specified student workers only when performing their assigned task and when they are specifically invited to do so by Staff Supervisors.
- c) Male and Female students may enter the Residential Dorms of the opposite sex only during an announced "Open House" or when invited to do so for a specific purpose by the Residential Supervisor.
- d) The Common Room and Kitchen located in Perry Hall are open to males only during specifically designated hours.
- e) Day students may visit in the Residential Dormitories only with specific permission from the Principal or the respective Dorm Supervisor.
- f) The athletic fields and tennis courts are for student use during daylight hours.
- g) The gym and stage area may be utilized by students only when a Supervisor gives permission and is present.
- h) The area north of the athletic field and the wooded areas which surround the campus (on the east and west sides) may be utilized only with specific permission or as part of a supervised activity.
- i) The Alumni Student Center may be utilized by students when a supervisor is present. Hours of operation will be announced.
- j) A pay phone is available in the foyer of Ellis Hall for placing local or long distance calls. The phone in the Academic Office is available only for the reception of "essential" incoming calls.
- k) Guests to campus must register with the Academic Office. Students who desire to bring a guest on campus to attend classes or a school event should make prior arrangements with the Principal.

8 Vehicles

Permission to have a car on campus, or to drive to and from school is granted to students who make application, register their vehicles at the Academic Office and who agree to the following conditions:

- a) Vehicles must be properly licensed and insured according to Ontario laws.
- b) Students are to use their vehicles solely as a means of transportation to and from school. Any additional use must be approved by the Principal.

Cars are to be driven in a controlled and courteous manner observing the campus speed limit of 15 km/hr.

## EMERGENCY SITUATIONS

### 1 Personal Injury Accidents

The school purchases an accident insurance policy for each student. Coverage is limited to specific items, and is designed as a supplement to the Ontario Health Plan and other medical insurance plans. To qualify, students must first be covered by some medical insurance program. To process claims resulting from injuries, school personnel are required to complete forms which call for details such as the time and nature of the accident and names of witnesses. For this reason, students are responsible for reporting the details of an accident to a staff member as soon as possible. Claims must be registered within ten days of the accident. Report an injury, even if you think it isn't serious.

### 2 A Safe Environment

Matches, lighters, fireworks, candles, etc. provide a potential fire hazard. Students who endanger others by introducing the possibilities of fire in any community building will be withdrawn from all School Programs. The Campus must be free of any kind of knives, lasers or like instruments which may pose a potential danger to others. Personal and community safety makes it imperative that the Great Lakes community be free of the above hazards. In terms of disease, spitting in public areas is unacceptable. All open cuts should receive medical attention prior to attending class or engaging in any social or athletic activity.

### 3 Fire Safety and Prevention

The possibility of fire is an ever-present threat. Students should be alert to this danger and be ready to take immediate action.

a) Alarms - Fire alarms are located in Ellis, Huron and Gibson Halls.

b) Fire Drills - Fire escape routes are posted strategically in each building. Periodic fire drills will be conducted. Exit from buildings shall be along pre-identified evacuation routes. Students are to group in pre-assigned locations for roll calls by teachers and staff.

c) In the Event of Fire:

1. Sound building alarm. Phone 911
2. Turn off lights; close windows and doors; leave immediately.
3. Use pre-arranged fire escape routes.
4. Walk quickly and quietly following instructions of Faculty or Staff.
5. Stay out of and away from the burning buildings.
6. In case of heavy smoke, seek air nearest the floor.

## FACULTY PROFESSIONAL CREDENTIALS

- Erica Armstrong, Bachelor of Arts, General, Wilfrid Laurier University, Ontario 2005  
Bachelor of Education, Faculty of Education, Nipissing University, Ontario 2008  
Senior Division, Individual and Society September 2008  
Junior and Intermediate Divisions, French September 2008  
Additional Qualifications: Special Education, Part 1 September 2008; Integration of Information and Computer Technology in Instruction, Part 1 February 2009  
Integration of Information and Communication Technology in Instruction, Part 2, August 2009
- Gordon Azzoparde, B.Ed., University of Western Ontario, 2001; B.A., University of Guelph, 2000  
Program of Teacher Education: Professional Education Program -- Faculty of Education, University of Western Ontario, 2001  
Basic Qualifications: Junior and Intermediate Divisions, Senior Division: Mathematics, 2001  
Additional Qualifications: Honour Specialist, Mathematics, June 2008
- Brian Boden, M.Ed., Lakehead University, 1983; B.Ed., Lakehead University, 1983; M.A., McMaster University, 1974; M.A. in Teaching, Niagara University, 1972; B.A., Wayne State University, 1970; A.A., Rochester College, 1967  
Program of Teacher Education: Professional Education Program -- Faculty of Education, Lakehead University, 1983  
Basic Qualifications: Intermediate and Senior Divisions: History, Man in Society, 1983; Junior division, 1995.  
Additional Qualifications: Principal's Qualification Program, Part 1, 1995; Principal's Qualification Program, Part 2, 1996.  
Additional Post Graduate Work: Master of Religious Education, McMaster Divinity College, McMaster University.
- Earl Clint, B.Ed., University of Western Ontario, 1980; B.A., University of Western Ontario, 1979  
Program of Teacher Education: Professional Education Program -- Faculty of Education, University of Western Ontario, 1980  
Basic Qualifications: Intermediate and Senior Divisions: Economics, Geography, 1980; Additional Qualifications: Honour Specialist: Geography, 1987; Co-Operative Education, Part 1, 1988.
- Heather Halls, B Ed, Ontario Institute of Studies in Education, 2005;  
B Music Ed Honours, University of Western Ontario, 2004;  
Programs of Teacher Education: Professional Education Program -- Faculty of Education, Ontario Institute for Studies in Education 2005  
Basic Qualification: Intermediate/Senior Divisions: Music, English, 2005
- Kerri Kennedy, B.Ed., Queen's University, 1996; B.A., McMaster University, 1996  
Program of Teacher Education: Professional Education Program -- Faculty of Education, Queen's University, 1996  
Basic Qualifications: Intermediate and Senior Divisions: English, History
- Duane May, M.Sc. University of Western Ontario, 2004; B.Sc., Nipissing University, 2002; Program of Teacher Education: Professional Education Program -- Faculty of Education, University of Western Ontario, 2005.  
Basic Qualifications: Intermediate and Senior Divisions: Geography and General Science, 2005.

Rick McBay, B.A., Brock University, 1988

Amy Sandiford, B.Ed., Brock University, 2005; B.Sc., University of Guelph, 2004  
Program of Teacher Education: Professional Education Program -- Faculty of Education, Brock University, 2005.  
Basic Qualifications: Junior and Intermediate Divisions: General Science, 2005.  
Senior General Science, Brock, 2007  
Honours Specialist: General Science Western, 2009

Ed Whittington, B.Ed., University of Western Ontario, 1976; B.Sc., University of Guelph, 1976  
Program of Teacher Education: Professional Education Program -- Faculty of Education, University of Western Ontario, 1976  
Basic Qualifications: Intermediate and Senior Divisions: Physical and Health Education, Science - General, 1976.  
Additional Qualifications: Interim HAS Type A: Physical and Health Education, 1976; Honour Specialist: Physical and Health Education, 1978; Guidance, Part 1, 1988; Guidance, Part 2, 1989; Guidance, Specialist, 1990.

Dwayne Williams, M.S. in Education, Canisius College, 2003, B.Sc., University of Waterloo, 1991  
Program of Teacher Education: Professional Education Program, Canisius College, 2002 Basic Qualifications: Intermediate and Senior Divisions: Biology and General Science  
ABQ Senior Social Science Queens University, 2009  
Senior Division, Social Sciences – General, May 2009

#### Enhancing Student Safety

All of our teachers who are registered with the Ontario College of Teachers are members in good standing.

## SCHOOL SONG

In the heart of Niagara Peninsula  
Is a school we all love so well;  
She develops our minds in true knowledge  
As Christian with Christian we dwell.

### CHORUS:

G.L.C.C., we love you,  
Our dear Alma Mater today.  
Fond memories of you we will cherish;  
You're in all our hearts to stay.

Years will come, years will go, but we shall always  
Cherish friendships that were begun.  
As we worked, played, and worshipped together,  
To prepare for the race we must run.

by Evelyn Perry

## 2009-20010 SCHEDULE OF EVENTS

### FALL SEMESTER 2009

- September 3 Registration of Day Students 11:00-4:00  
7 Residential student Registration, Residential Halls/Business Office opens 10:00 a.m.  
8 Opening Assembly 8:30 a.m.; Final Registration 9:30 a.m.; Individual Pictures 10:00 a.m.;  
Classes begin; All School Picnic, 4:00 p.m.  
26 Partnership Dinner/ Corporation Meeting (Chorus p.m.)
- October 9 Staff Development Meetings (classes do not meet)  
9-12 Thanksgiving Long Weekend  
23-25 Homecoming (Chorus 25<sup>th</sup> a.m.)  
30 Parent/Teacher Interviews  
29-31 Great Lakes Bible Lectures (29<sup>th</sup> Chorus p.m.)
- November 2-6 Mid-Term Evaluations  
19-20 Speech Arts: Oratory  
20 Mid-Term Report Cards available  
26 Drama Rehearsal  
27 Staff Development Meetings  
27-29 Long Weekend
- December 4-5 Dramatic Production  
15 Christmas Concert  
17 Winter Banquet  
19 Residential Halls close 11:00 a.m.
- Dec.19-Jan 3 Winter Vacation
- January 3 Residential Halls open 2:00 p.m.  
4 Classes resume 8:00 a.m.; Summative Evaluations begin  
19 Open House  
26-28 Final Exams (Summative Evaluations end)  
29-Feb.1 Inter-Semester Long Weekend  
February 1 Staff Development Meetings

### SPRING SEMESTER 2010

- February 2 Opening Assembly 8:00am Registration of new students 9:00 am Classes begin, All-school 2<sup>nd</sup> Sem. Activity  
12 First Semester Report Cards available  
15 Family Day
- March 11 Speech Arts: Inspirational Readings  
12 Residential Halls close 5:00 p.m.  
13-21 Spring Break  
21 Residential Halls open 2:00 p.m.
- April 1 Parent/Teacher Interviews  
2-5 Easter Long Weekend  
6-9 Mid-Term Evaluations  
8 EQAO Literacy Test  
9-11 Chorus Trip  
16-18 Youth Rally (Chorus)  
23 Mid Term Report Cards available
- May 4 Community Service Day  
6 Speech Arts: Dramatics  
22-24 Long Weekend  
25 Summative Evaluations begin  
28 Celebration of the Arts & Family Appreciation BBQ
- June 14-16 Final Exams (Summative Evaluations end)  
16 Baccalaureate Service  
17 Alumni Breakfast; Awards Ceremony, Spring Banquet  
18 Commencement and Graduation Services  
19 Residential Halls close 11:00 a.m.

## DEPARTMENTAL DIRECTORY

### Administration

Don Rose, President .....211  
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Val Posthumus, Administrative Assistant ..... 210  
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Brad Cook .....236  
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### Food Services .....203

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Hetty Marcelissen

### Residential Supervisors

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Merritt Hall .....224  
Laurie Whitfield, Perry Hall .....222  
Pat Mansfield, Hotchkiss Hall .....217

### Faculty Directory

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Williams, Dwayne .....215  
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### Dormitory Extensions

#### Males

Merritt Hall supervisor .....225  
1st floor .....229  
2nd floor .....220  
3rd floor .....227

#### Females

Perry Hall Supervisor .....222  
1st floor .....21  
2nd floor .....223  
3rd floor .....226  
Hotchkiss Hall .....217

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