



FAMILY & STUDENT HANDBOOK

School Year 2026-2027

"Let everything that has breath praise the Lord." - Psalm 150:6a



Table of Contents

<i>Privacy Policy</i>	<i>vi</i>
<i>Police Checks</i>	<i>vi</i>
<i>Other Important Information</i>	<i>vi</i>
Welcome to Toronto District Christian High School	1
<i>Our Focus is: Learning for Service in the Light of God’s Word</i>	2
TDChristian Identity Statement	3
Educational Emphases	5
Communication	6
Activities and Services	7
<i>Athletics</i>	7
<i>Music Program</i>	7
<i>Dramatic Arts</i>	7
<i>Trips</i>	7
<i>Homework Club/Help</i>	7
<i>Library Services</i>	7
<i>Technology</i>	8
<i>Yearbook</i>	8
The School Day	9
Expectations of Students	10
<i>Backpacks, Bags, & Lockers</i>	10
<i>Cell Phones & Electronic Devices Policy</i>	10
<i>Dress Guidelines</i>	11
<i>Food & Drink</i>	11
<i>Fragrances</i>	11
<i>Guests</i>	11
<i>Language</i>	11
<i>Mutual Respect</i>	12
<i>Notices and Posters</i>	12
<i>Peanut & Nut Allergy Policy</i>	12
<i>Public Displays of Affection</i>	12
<i>Student & Parent-Run Prom</i>	12
<i>Student-Driven Vehicles</i>	12
<i>Technology Code of Conduct</i>	13
<i>Vaping, Drugs, Alcohol, & Tobacco</i>	15

Washroom Use _____	15
Weapons _____	15
Bus Transportation _____	16
<i>Boarding and Disembarking from the Bus</i> _____	16
<i>Behaviour on the Bus</i> _____	16
<i>GPS and Automated Texting System</i> _____	17
<i>Riding Buses Other Than the One Assigned</i> _____	17
Inclement Weather Policy _____	17
Resource Department _____	18
<i>Our Goals for Students with Exceptionalities</i> _____	18
<i>What is an IEP?</i> _____	18
<i>Accommodations & Modifications</i> _____	18
<i>English Language Learners</i> _____	19
Guidance Services _____	19
<i>Program Planning Assistance</i> _____	19
<i>Professional Counselling</i> _____	20
<i>Peer Counselling/Mentoring</i> _____	20
<i>External Support Services</i> _____	20
<i>Ontario Student Record: Overview, Policies, and Procedures</i> _____	20
<i>Course Transfers or Changes</i> _____	21
<i>Course Withdrawals</i> _____	21
<i>Repetition of a Course</i> _____	21
<i>Substitution Credits</i> _____	21
<i>Crossover or Transfer Courses</i> _____	21
<i>Courses taken Outside of TDChristian including Online & Summer School</i> _____	21
<i>Prior Learning Assessment & Recognition (PLAR)</i> _____	22
<i>Preparing for After Highschool</i> _____	22
Diplomas _____	23
<i>Toronto District Christian High School Diploma</i> _____	23
<i>Ontario Secondary School Diploma (30 credits)</i> _____	24
<i>Community Involvement Activities</i> _____	26
<i>The Provincial Literacy Requirement</i> _____	27
Ontario Certificates _____	28
<i>Ontario Secondary School Certificate (14 credits)</i> _____	28
<i>The Certificate of Accomplishment</i> _____	28
Honour Certificates _____	29

Online Learning Exemption	30
Attendance, Participation & Lates	31
Assessment & Evaluation	33
<i>Learning Skills Descriptions</i>	34
<i>Semesters & Learning Reports</i>	34
<i>Weightings for Calculating Final Grades</i>	35
<i>Communicating Assessments through Edsby</i>	36
<i>Test & Assignment Policies</i>	37
<i>Late & Missed Assignment Policy</i>	37
<i>Academic Honesty Policy</i>	38
<i>Artificial Intelligence Policy</i>	39
Academic Program Overview	41
<i>The Intermediate Program (Grades 9 and 10)</i>	41
<i>The Senior Program (Grades 11 and 12)</i>	41
<i>Changing Course Types and/or Other Ways to Earn Credits</i>	41
Course Codes	42
Grade 9 Program	43
Grade 10 Program	44
Grade 11 Program	45
Grade 12 Program	47
ESL Program	48
Cooperative Education	49
Blended Courses	50
Grade 11 Mentorship	51
Course Descriptions	52
<i>The Arts</i>	52
<i>Business Studies</i>	56
<i>Canadian and World Studies</i>	57
<i>English</i>	60
<i>English as a Second Language</i>	63
<i>French</i>	65
<i>Health and Physical Education</i>	67
<i>Science</i>	73
<i>Computer Studies</i>	76

<i>Social Sciences & Humanities</i>	77
<i>Technological Education</i>	79
<i>Block Courses</i>	82
<i>Notes</i>	84



Version: August 19, 2026

Privacy Policy

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

Police Checks

TDChristian staff and volunteers who are in regular contact with students have completed criminal reference checks.

Other Important Information

TDChristian maintains its premises in compliance with the Building Code, Ontario Fire Code and Health and Promotion Act, and makes its financial statements available to parents, guardians, and members annually. The information within this handbook are policies pertaining to the families and students of TDChristian.

Welcome to

Toronto District Christian High School

We believe that every student needs a place to belong, to engage in meaningful learning, and to be empowered to serve others. At TDChristian, we surround our students with a staff and teachers who love the Lord, are passionate about their responsibilities, and desire the best for their students.

Together, with families and our larger community, we provide Christian education so that our students *learn for service in the light of God's Word*. Our desire is to help every student to grow in empathy, respect, and discernment. We trust God to bless our efforts as learners as we go about our daily tasks as students, educators, parents or guardians.

On behalf of TDChristian,

Joel Dykxhoorn, Principal



Our Focus is:

Learning for Service in the Light of God's Word

TDChristian is **a community of learners** who serve God and others through authentic and relevant Christ-centred education.

For God's glory, we will be a school:

- where each student feels known and cared for as they learn more about God's world and one's place in it.
- where staff members, who care deeply for our students, model and inspire lifelong learning and a growing love for Jesus.
- where parents and guardians willingly and actively support Christ-centred education.
- where supporters and alumni can feel deeply connected and contribute to the school and its mission
- which is an integral part of and joyfully serves local and global communities.

We **enfold students** so that they have a firm foundation for learning. As God's image bearers, every student matters. When students are accepted and accepting, and their talents, passions and gifts are recognized, they become important members of the school community, serving God and others through what they learn.

We **engage students** so that they develop grit, perseverance, and a strong work ethic. Learning at TDChristian is for today, with an eye to tomorrow. A love of learning is fostered by piquing students' interests and accounting for their gifts. Creating room for students to have voice and choice in their learning produces determination, allows for healthy risk-taking, and brings about a rigorous depth of understanding.

We **empower students** so that they connect outside of their classrooms to grow God's kingdom. TDChristian's walls must be permeable. We want our students to work actively with others, from getting their hands dirty to giving leadership willingly, so that they are a blessing to their communities, and they are blessed in the process.

What are ways that we will enfold, engage, and empower students?

- Deliver the core academic courses using relevant and rigorous curriculum taught by passionate and highly qualified teachers
- Assign projects that emphasize skills such as creativity, collaboration, adaptability, analysis, entrepreneurship, and strong oral and written communication
- Challenge students to cultivate their passions and develop their abilities
- Provide rich learning experiences in academics, video, arts, athletics, and STEM education
- Schedule days for immersive learning (e.g., Project Days)
- Regularly host assemblies for students to share their learning while honing their talents
- Provide a safe learning environment
- Provide extra-curricular opportunities for students to build community and develop their gifts
- Link students to organizations or places in which they can serve with their hearts and minds

TDChristian Identity Statement

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

*TDChristian is a high school founded on a vision of Christian education with a particular emphasis and character.**

*Below is a brief articulation of that vision; Articles 1 to 5 describe something of the Christian worldview** which informs TDChristian's educational practice, while Articles 6 to 10 describe how it is carried out.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. We believe in and foster community.

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

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

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

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

***i.e., outlook, take on life, vision of life, value and belief system, perspective, mental map, or framework*

Educational Emphases

TDChristian is a school where learning for service in the light of God's Word is encouraged through a safe learning and teaching environment. Right and strong relationships are at its foundation: our relationships to God and our relationships to one another. We strive to promote a school climate that has love at its core. When mutual acceptance and inclusion are modelled by all, a culture of respect becomes the norm. Such practice allows the school to be a safe place for all students, parents, guardians, teachers, and staff members.

To that end, at TDChristian, we endeavour to treat all members of the school community with respect and dignity. We encourage the use of non-violent means to resolve conflict and consistently promote the safety of people in our school. Disciplinary measures are applied within a framework of restorative practice that is supportive and corrective in nature. When helpful, progressive discipline is practiced.

It employs a range of consequences that are developmentally appropriate and includes opportunities to learn from mistakes with a focus on improving behaviour. Students need to understand and acknowledge their errors or misbehaviour, ask for forgiveness, and seek to restore relationships or make things right. This is the basis of our discipline policy.

Safe schools do not just happen; when students, parents, guardians, teachers, staff members, and community members and partners, as God's image-bearers, are dedicated to fulfilling our roles and responsibilities, we are able with God's blessing to have a school that truly enfolds people into its community, engages them in learning, and empowers them to do incredible things in the school and outside of it.

These are educational emphases that promote our school and learning climate:

Love through Actions: Faith expresses itself as participation in the inexorable love of God for the world and people. Students are enfolded and discover that all areas of learning deserve respect and offer opportunities to explore and express the presence of God in creation.

Directed Quests: Students choose directions as expressions of their interests, talents, gifts and abilities under the supervision of a committed Christian staff. They are known by the teachers and learn about themselves and others while being stretched in a learning community that is willing to take them outside of the school and into the world.

Mentors Make a Difference: Students connect with adult mentors (in and outside of the school) who can help them grow in empathy and determine possible directions for the future.

Great Expectations: Students participate in intellectual challenge and mastery. We emphasize rigour, challenge, breadth, and scope. Students become problem-solvers, gaining the knowledge, understanding, and thinking skills to enter university, college, or the workplace while contributing to their communities. It is important that students learn to be thoughtful, broad-minded, and discerning.

Pursuing Passions: Teachers connect the passion of the student to the task. Teachers ask essential and driving questions to engage students and help them launch into journeys of discovery.

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

Sharing Learning and Discoveries: Public and communal presentation of work through performance, publication, and displays to the school community and beyond are key.

Communication

It is the practice of TDChristian to keep parents, guardians, and homestays informed, by word of mouth, in writing, and electronically. Communication with each other is essential for good learning.

1. **News and Updates:** We notify families and students via Edsby broadcasts (done through Edsby messaging) and/or email with important information about school events and happenings.
2. **Telephone:** We have a toll-free number for non-local calls: 1-855-663-6632. Local callers must use 905-851-1772. TDChristian's family telephone directory is made available to families in late September.
3. **Email:** Staff members can be contacted by e-mail using the format lastname@tdchristian.ca. For example, to contact Ms. Gretton, use gretton@tdchristian.ca. For staff members with the same last name, use the initial and the last name – for example, use vtempleton@tdchristian.ca for Ms. Templeton.
4. **Edsby:** Our Learning Management System allows school and home to interact electronically. It includes messaging, student information, learning reports, as well as school announcements and activities. Teachers use it to record important course information including grades, attendance, and assignments. Access is available to parents, guardians, and homestays. Edsby sends an email to each new parent, guardian, and homestay entered into the system – you may need to check junk mail.
5. **Learning Dialogues:** These parent/student/teacher conferences are conducted in the second month of each semester. While the primary way to connect is via Edsby, we believe that hosting Learning Dialogues is often helpful for students' learning.
6. **Learning Reports:** At the first quarter, midterm, three-quarter, and at the end of each semester, TDChristian sends out Learning Reports to students and their parents or guardians.
7. **Website:** The [TDChristian Splash Page](#) is a helpful place to find information about the school and its activities including the school calendar, bussing, course outlines, the master timetable, student and parent/guardian volunteer hours information, as well as library information and research information.



Activities and Services

Athletics

TDChristian offers students a wide variety of athletic opportunities including a co-ed intramural hockey league that plays games on Fridays from late September until the final tournament in March. Students who wish to participate on school teams should show by their work habits and effort that they are serious about their learning.

Music Program

The music program at TDChristian is an active and vibrant place to make friends, develop skills, and praise God through Band, Choir, Praise Band (Ascension), Jazz Band, and solo performances. Details about music can be found on the Splash! Page. If you are interested in learning more, contact Mr. Hayward.

Dramatic Arts

TDChristian runs a vibrant drama program. Improv activities and a mainstage play are planned. Details about drama can be found on the Splash! Page. If you are interested in learning more, contact Mr. Peters.

Trips

Part of serving the Lord is offering oneself in service to others. Grade 9 students participate in service learning during Orientation Week. Students are provided with opportunities to meet each other, get to know teachers, and be welcomed into the task of learning for service in the light of God's Word.

In Grade 10, students go on a two-day, overnight trip during which they learn about the importance of empathy, their own and their peers' talents and gifts, and ways to work effectively and connect meaningfully with others.

Grade 11 English/Perspective classes usually spend three days in service to others. Such trips provide students opportunities to expand their worldview, help others who need assistance, and deepen relationships with classmates.

During the March Break, optional school trips are often organized. These have included service trips to Central America and historical/cultural trips to Europe.

Homework Club/Help

Normally, on Tuesday and Thursday from 2:35 to 4:15 p.m. designated teachers and staff provide students with learning and homework help. Attendance will be taken in Edsby. Students must leave school by 4:20 p.m. For more information, contact the Resource Team.

Library Services

Students may borrow books for a four week period, and may renew books through Edsby communication with the librarian. Students do not need to show a student card in order to borrow books. If you have a request for a book that is not in the library, please talk to the librarian.

Technology

TDChristian provides access to MacBooks, video equipment, printers, cameras, calculators, and other technology items. Students should use these technologies in light of the Technology Code of Conduct and the MacBook Use Agreement.

Please note:

- Students should only use login credentials assigned to them as they are responsible for all activity under their username.
- Students are responsible for all e-mails sent and received in their school email accounts and all messages sent and received in Edsby. Inappropriate e-mails or messages should be reported to a teacher, to a tech person, or to the office.
- Personal laptops and other electronic devices may be connected to the Internet using the school's public wireless network provided that users accept, agree, and abide by the terms of the end user license agreement.
- Students may not circumvent or attempt to circumvent any security or filtering systems that are in place, including by installing or using virtual private network (VPN) software

Yearbook

Students are given a yearbook of their TDChristian experience. The cost is included in tuition.



The School Day

School starts at 8:55 a.m. and ends at 2:35 p.m.

There are two daily schedules: a regular day schedule and an assembly day schedule. Class times are posted on Info boards and in a student-created app. Devotions, announcements, and prayer occur at the start of each day, and prayer ends each day.

The school year is divided into two semesters during which most students take four courses.

Each course includes 50 minutes of asynchronous time per week and, once a semester, each course will have a Project Day during which students are assigned a four-to-six-hour project to complete at home. Two Final Evaluation Days conclude each semester.

Regular Day	Assembly Day
Period 1 8:55 – 10:10	Assembly 8:55 – 9:45
Period 2 10:15 – 11:25	Period 1 9:50 – 10:50
Lunch 11:25 – 12:05	Period 2 10:55 – 11:55
Period 3 12:10 – 1:20	Lunch 11:55 – 12:25
Period 4 1:25 – 2:35	Period 3 12:30 – 1:30
	Period 4 1:35 – 2:35

Expectations of Students

1. I will work with TDChristian High School to realize its vision for assisting students to “learn for service in the light of God’s word” as every activity of the school is guided by Biblical principles.
2. I will faithfully carry out my duties as a student (i.e., do my homework, cooperate and work with teachers, abide by school regulations as outlined in the Course Calendar/Family & Student Handbook.
Note: We call doing so “being onside.”)
3. I will refrain from using or being with someone who uses alcohol, tobacco, drugs or a vaporizer (e.g., e-cigarette) during the school day or in connection with any school-related activity as TDChristian forbids the use or possession of such substances and items. I understand that if I fail to comply with this expectation, I can expect a lengthy suspension and/or an expulsion. Furthermore, I understand the school reserves the right to search a student’s belongings or locker without prior notice for alcohol, drugs, tobacco, or a vaporizer. If alcohol or drug use is suspected, the school may administer or require an immediate alcohol or drug test.
4. If I am a Grade 9 student, I will not leave school property from the time I arrive in the morning to the time I leave at the conclusion of the school day without authorization by my parent(s), guardian(s), or homestay parent(s) and signed by the principal or designate.

Backpacks, Bags, & Lockers

These may be stored in lockers and in designated places (such as specified shelves or cubbies). They may not be on the floor in classrooms, the gym, or hallways as they are fire and tripping hazards and cause unnecessary clutter. As with food, teachers may ban backpacks and bags from their classrooms.

Students may go to their lockers before and after school and between periods. Lockers are to be locked when not in use and kept neat and tidy.

Locker decorations should exemplify a Christian lifestyle. Sticky tack or magnets should be used to secure pictures instead of tape which is often difficult to remove.

The school is not responsible for lost or damaged personal belongings. The school reserves the right to search a student’s belongings or locker without prior notice.

Cell Phones & Electronic Devices Policy

Cell Phones and Headphones: The expectation is that students will not have cell phones or headphones present during any class time or assemblies. Students may use phones on the bus, before and after school, in between classes, during lunch, and after school.

During the class time and assemblies, phones and headphones may be left in students’ lockers, bags, or a designated place in the classroom. There is a landline phone in the office should students have the need to contact their parents or guardians during class time.

If cell phones, headphones, or other distracting electronic devices are used or visible in the classroom or assemblies without permission, staff may take them away for a time (e.g., until the end of the day) or until a parent, guardian, or homestay parent makes arrangements to retrieve them.

MacBooks: MacBooks are a great tool when used for education, not distraction. In class, students are expected not to open their MacBook until invited to do so for a specific purpose by the teacher. When students use their MacBook in class, they are expected to remain on task.

If a student misuses their MacBook in class, the teacher may take the MacBook away within that class for a time determined by the teacher of that class. In this case, the student will do their work with pencil and paper.

Smart Glasses: Smart glasses pose risks to student privacy, and are therefore not permitted at any time at school nor at any school events including field trips and school sports.

Dress Guidelines

Dress guidelines help students, families, and the staff work together to foster respectful relationships that contribute to effective learning. There are five main guidelines:

- Dress must be safe for the learning environment (e.g., STEM, PE, science)
- Tops must have appropriate straps (e.g., no spaghetti straps) and cover the chest
- Tops must meet bottoms (e.g., pants, shorts, skirts)
- Bottoms must be at least as long as TDChristian shorts
- Clothing, jewelry, piercings, or tattoos that are unsafe or bear suggestive or offensive material must be avoided or covered.

When a student's dress or appearance does not meet the guidelines, he or she may be asked to comply with them by changing or adding clothes. Or, when deemed best, the student and home will be made aware of any concerns to avoid future occurrences.

Students may wear hats and hoods in a respectful and safe manner. When asked to remove them (e.g., for prayer), students are expected to comply.

Food & Drink

Food and drink are to be consumed in permitted spaces only. Note which rooms and classrooms ban food and/or drink for learning or safety reasons (e.g., science, art, PE, and the STEM space).

Fragrances

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

Guests

TDChristian encourages visits from people who are considering TDChristian as their school of choice. Normally, visits are scheduled and approved prior to the visitor coming by the Principal or a Vice Principal. All visitors are required to report to the office before they proceed with their visit. Teachers may, at their discretion, deny guests admittance to their particular classes. In such cases, visitors should report to the main office where a place for them to be can be determined.

Language

Students and staff alike should encourage a respect for language by using it properly in and around the school. The standards set in the classroom also apply to the halls, gym, and outside areas. Vulgarities (coarse language) will be discouraged and swearing (blasphemy such as using God's name in vain) is an offence.

Language is a gift and should be treated as such, not debased by callous usage. Use of vulgarities and/or swearing may lead to temporary removal from class by the teacher, contact with the parents/guardians/homestay or suspension from school.

Mutual Respect

All persons must be treated with respect and dignity. In all interactions, students are expected to be courteous, respectful, and considerate. They are encouraged to promote TDChristian's positive atmosphere in all school activities.

Overt or subtle signs of intolerance and harassment cause human pain and harm. Any degrading or humiliating game, prank, stunt, practical joke, or other activity including cyber bullying via social or other media (e.g. Facebook, Instagram, Snapchat, Twitter, TikTok, texting) that intimidates or threatens a student with ostracism, subjects a student to stress, embarrassment, or shame, and/or adversely affects the mental health or dignity of a student, or discourages the student from remaining in school will not be tolerated. These acts may result in suspension, expulsion, and/or involvement of the police force.

Notices and Posters

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

Peanut & Nut Allergy Policy

Since several students at school have severe peanut/nut allergies, TDChristian is a nut-aware environment. No students, staff, parents, volunteers, guests, or temporary users of the building should bring peanut/nut products into the school or onto the school buses. All food served in the school store and from the vending machines is peanut and nut-free.

Students with allergies requiring EpiPens should have one on hand and supply one for safekeeping in the school office. Our contact person is Marg Laswick (marg@tdchristian.ca).

Public Displays of Affection

Showing love and care for others is encouraged at TDChristian. Students are expected to, as much as possible, limit expressions of affection to brief hugs.

Student & Parent-Run Prom

TDChristian does not hold a prom for its students. For years, students along with supporting or sponsoring parents or guardians have organized a class formal in the last month of their Grade 12 school year.

TDChristian suggests that at least two parents sign and provide a damage deposit for the venue chosen by the committee, and five parents be present as event supervisors.

To help students and their parents and guardians plan and understand the implications of having such an event, and to assist the class in celebrating this milestone in a wholesome and fun way, TDChristian supports the Prom Committee by providing a date and having a staff member available for advice with respect to logistics and responsibilities, allowing the Prom Committee times to meet and plan the event while at school, and letting them promote the event and sell tickets at school. Grade 12 families with questions about the Prom Committee are encouraged to request more information from the school.

Student-Driven Vehicles

Students who drive vehicles to school are expected to take special care and follow all rules, especially when driving on school property. Students who ride in vehicles driven by other students do so under the insurance of that vehicle.

Students who drive vehicles or are passengers in a student-driven vehicle as part of a school-approved activity must have their parents' or guardians' written permission to do so. Driving from home to a venue or from a venue to home is outside of the school's jurisdiction as it is not part of the school day.

Technology Code of Conduct

TDChristian High School provides MacBooks, online systems, and resources for use by students and their parents, guardians or homestays including materials accessed through a computer or telecommunications network.

TDChristian takes appropriate measures to ensure the security of the facilities and information that may be contained in them and reserves the right to monitor any use of our online resources.

The use of online systems and resources is to help students learn for service in the light of God's word. Here are some policies, procedures, codes of behaviour, and rules that apply.

Personal Safety Rules

- Do not reveal information about your personal identity (such as your name, address, phone number, age, physical description, or school) to strangers in person or online.
- Do not reveal personal information online about someone else.
- Do not reveal your school passwords or that of anyone else.
- Do not send a picture of yourself or others over an electronic network without prior permission of all those involved and, in the case of minors, their parents or guardians.
- Report immediately to a staff member messages or requests that you receive that bother you or suggest personal contact with you.
- Do not publish the specific dates, times, and locations of field trips to people who are not directly entitled to such information.

Unacceptable Sites and Materials

- Despite TDChristian actively filtering its computer network for inappropriate content, on occasion users of online systems may encounter material that is controversial, inappropriate or offensive to themselves or others. Each user is to avoid accessing such material. If such material is accidentally accessed, report it immediately to a staff member or appropriate authority.
- It is not acceptable to use online systems to knowingly access sites which contain material of a discriminatory or harassing nature.
- Users of the school's computer systems will not knowingly access, upload, download, store, display, distribute or publish any information that:
 - uses inappropriate, threatening, and/or abusive language or conduct;
 - is racially, culturally, politically or religiously offensive;
 - encourages the use of controlled substances or participation in an illegal act;
 - is defamatory, abusive, obscene, profane, pornographic or sexually explicit;
 - contains personal information, images, or signatures of individuals without their prior informed consent;
 - constitutes messages of sexual harassment or inappropriate romantic overtones;
 - solicits users on behalf of any business or commercial organization without appropriate authorization;
 - supports bulk mail, junk mail, or "spamming";
 - attempts to hide, disguise or misrepresent the identity of the sender.

Video and Images of Others

Students are not permitted to make videos of fellow students, teachers, staff, or TDChristian community members without the consent of the person being filmed.

Prohibited Uses and Activities

Students should not:

- Students may not use software, such as Virtual Private Network (VPN) software, on school computers or personal devices to bypass the school's Internet content filters. Students may not:
 - install software on school computers without permission from the Technology Department.
 - attempt to circumvent the security systems on school MacBooks. This includes attempting to evade security measures, hacking, and erasing and re-installing MacBooks operating systems and software.
 - install browser plugins and extensions into school browsers (eg. Safari, Chrome, Firefox) without permission from the Technology Department.
- damage any computer(s) and/or equipment including, but not limited to, hardware, furniture, projectors, connectors, keyboards, output devices (e.g., printer), storage devices (e.g., disk drives), and pointing devices (e.g., mice).
- damage or erase files or information belonging to any person without authorization.
- copy, download, install or run viruses or other inappropriate or unauthorized materials such as scripts, fonts, or dynamic link libraries (DLL's) from any source.
- use any other person's account on the system.
- cause any user to lose access to the system – for example, by disabling accounts or changing passwords without authorization.
- open a computer case, move a computer, tamper with cables or connections without authorization.
- attach unauthorized devices to a computer or network. Such devices include but are not limited to portable computers, disk drives, monitors, protocol analyzers, and other devices.
- move, copy, or modify any of the system files or settings on any computer, server, or other device without proper authorization.
- compromise themselves or others by unauthorized copying of information, work, or software belonging to others, encouraging others to abuse the computers or network, or displaying, transferring, or sharing inappropriate materials. Software pirating and unauthorized copying of material belonging to others is regarded as theft.
- copy, transfer, or use files, programs or any other information belonging to TDChristian for any reason whatever unless the licensing specifically permits such actions.
- attempt to subvert the TDChristian networks by breaching security measures, hacking, accessing records without authorization or any other type of disruption.
- take the ideas, writings or images of others and present them as if they were their own. Under copyright laws, all information remains the property of the creator(s)/author(s). The use of copyrighted materials without permission can result in legal action.

Use Guidelines

All users of TDChristian online systems are expected to:

- keep use of online services within reasonable limits in terms of time and volume of information transferred through the system.
- report to an appropriate authority any harm to the system or to information on the system whether that harm has been caused accidentally or intentionally.

Consequences

Inappropriate use of online access by students, parents, guardians, or homestays could result in disciplinary action including suspension of account, restricted access, and, in the case of students, a school suspension.

Vaping, Drugs, Alcohol, & Tobacco

Our goal is to develop a Christian community of students that is consistent with our focus and mission. The school accepts its responsibility to institute and enforce policies for students that are conducive to a drug, alcohol, tobacco and vaping-free environment. TDChristian expects families and others associated with it to support it in upholding these policies with and for our students.

In the interest of the health and safety of our students, and with respect for the law, TDChristian does not tolerate the use of alcohol, tobacco, drugs, or vaping in connection with any school-related activity.

In short, any student who uses and/or possesses any form of alcohol, tobacco, or drugs or has in his or her possession drug or vaping paraphernalia may be suspended immediately.

In addition, students who are in the presence of others who are using drugs, alcohol, or tobacco, or who are vaping, must encourage their peers to stop such activity. If it does not stop, they must remove themselves from the situation and seek adult help or risk an immediate suspension.

Students who find themselves with another student in need of medical assistance because of substance use must seek adult help immediately.

Here are important legal points that help inform our policy concerning drugs/alcohol/tobacco/vaping, for non-medicinal and non-prescribed purposes:

1. As of Oct. 17, 2018, according to the regulations of Smoke-Free Ontario Act, it is prohibited for anyone to smoke tobacco and cannabis or use an electronic cigarette (vape) in public places.
2. Most non-prescription drugs are illegal, as is the underage possession and use of alcohol and the underage use of tobacco in a public place, including school property or within 20 meters of school property.
3. Ontario law prohibits anyone under 19 years of age from having, consuming, purchasing, attempting to purchase, or otherwise obtaining liquor, except in a home or private place and then only if the alcohol has been provided by that person's parent or guardian. Families who provide or facilitate alcohol consumption by students other than their own children can be charged under the Criminal Code and may face civil action and/or consequences from the school if they are connected to TDChristian.
4. Ontario law prohibits the sale or supply of tobacco or cannabis to a person who is younger than 19 years of age. In addition, it is illegal to smoke tobacco or hold lighted tobacco in a number of specified public places, including Ontario schools and their grounds.
5. Only people 19 years and older, by Canadian law, may purchase e-cigarettes or vaping supplies. Furthermore, it is illegal to buy and sell them to anyone under the age of 19.

Therefore, TDChristian reserves the right to search lockers, students and/or their property in the presence of a third party for alcohol, drugs, tobacco, e-cigarettes, or other illegal substances and/or require an immediate drug test or breathalyzer for students suspected of drug or alcohol use.

Washroom Use

Washrooms are used to relieve oneself and to wash hands. They are not gathering places. Students who are in a stall or a single-use washroom together or enter a washroom of the other gender may be suspended.

Weapons

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

Bus Transportation

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



Boarding and Disembarking from the Bus

When arriving at school, students should leave the buses and proceed immediately into the school building and to their classrooms. The parking lot is supervised to ensure orderly conduct and to prevent student injuries.

Behaviour on the Bus

The safety of our students is a priority for the bus drivers. Students are expected to observe the same rules of proper and polite conduct while riding the buses as are required during school or school events: respect others and property.

Nothing may be thrown from the bus. Heads and limbs may not be extended outside the bus. When the bus is moving, students should remain seated.

Only personal headphones should be used to listen to music or podcasts on personal devices as external speakers affect others.

The bus driver is in charge of the bus and its passengers. If the bus driver deems it necessary to withhold riding privileges for a period of time because of unacceptable behaviour, the school will support this decision. Usually, a student will receive a warning and the home will be notified prior to such disciplinary action.

To facilitate quick disciplinary action, if behavioural difficulties arise in the morning, the bus driver will report to the school enroute. If after school, the bus driver will report them to the school administration via radio. Families will then be contacted by the Principal or Vice Principal.

Vaping on the bus is illegal. Anyone caught vaping on the bus will face discipline, including suspension from using TDChristian’s transportation. Students are encouraged to report vaping to an adult.

GPS and Automated Texting System

To access Bus Tracking, follow the instructions on the Bus Tracking Info sheet found under the Transportation tab on our Splash! Page.

The GPS locator program, which shows each bus's location, is also found under the Transportation tab. Click on the Bus Tracking option and then enter the required information.

TDChristian uses an automated texting system that is activated when school is cancelled or a bus starts its run 20 or more minutes late, runs into major problems enroute, or is cancelled.

Riding Buses Other Than the One Assigned

Students must get a bus pass from the office or an administrator in order to ride on a bus other than the one(s) to which they are assigned. Parents or guardians of Grade 9 students must contact the school (main office or an administrator) to request a bus pass for their child(ren).

A note signed by a parent, guardian, or homestay parent must be brought or sent to the office to allow Grade 9 students to get off at bus stops other than their designated ones. Once approved, the Grade 9 student must provide the bus driver with a note from the office for the change. For safety and security reasons, bus drivers are asked not to drop students off at alternative stops.



Inclement Weather Policy

Out of consideration for the safety of students travelling to TDChristian on buses provided by the school's transportation provider, buses may be cancelled in the event of inclement weather. The decision to cancel buses in inclement weather is made by the principal or designate, and is usually decided shortly after 6:00 a.m., after which families and staff via text and Edsby message in due course.

If a students' specific bus is cancelled, but school remains open, the students on this bus route should check the classwork posted in Edsby, and do their best to remain caught up with the class by continuing to learn asynchronously. They should message their teacher to ask for help as needed.

If all buses are cancelled, then the school will be closed for the day.

If school is cancelled, all trips, events, and extracurricular activities before or after school on the cancellation day will be cancelled as well.

Depending on the timing of the snow day in the semester, students may be asked to complete asynchronous work such as preparing for an exam, project, or presentation.

Resource Department

The TDChristian Resource Program provides support to students who have learning disabilities. For students who have been involved in elementary school special education programs, consultation between our resource department, families, and the elementary school helps facilitate transition to high school.

When learning difficulties are identified at the secondary level, the student, the classroom teacher, the family, and the resource teacher work together to develop an Individualized Educational Plan including appropriate accommodations. The aim is for students to learn how to advocate for themselves given their unique learning needs and thereby successfully complete a high school program.

With the school's permission, a student may earn up to three Learning Strategies credits through the Resource Program.

Our Goals for Students with Exceptionalities

1. To provide students with the educational tools that they need to reach their full potential as a student and image-bearer.
2. To help students develop self-awareness through a collaborative, individualized, and affirming accommodations process.
3. To help students grow in their confidence, and to self-advocate for the accommodations that they need to reach their full potential.

What is an IEP?

**Modified from Ontario's Ministry of Education Individual Education Plan Resource Guide (2004).*

A **written plan** outlining the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that impact the student's ability to learn and to demonstrate learning.

A **working document** that identifies accommodations helpful for that student as recommended by teachers, resource staff, parents, the student themselves, and other sources of information.

An **accountability tool** for the student, the student's parents/guardians, and everyone who has responsibilities under the plan for helping the student meet learning expectations as the student progresses through the Ontario curriculum at TDChristian.

Accommodations & Modifications

Accommodations are the instructional and evaluative methods, aids, or tools designed to meet the specific learning requirements of a student. They do not alter the grade-level expectations, meaning the curriculum remains consistent, while the methods of delivering it are adjusted. Students are offered accommodations in line with their Individual Education Plan (IEP).

Accommodations may include:

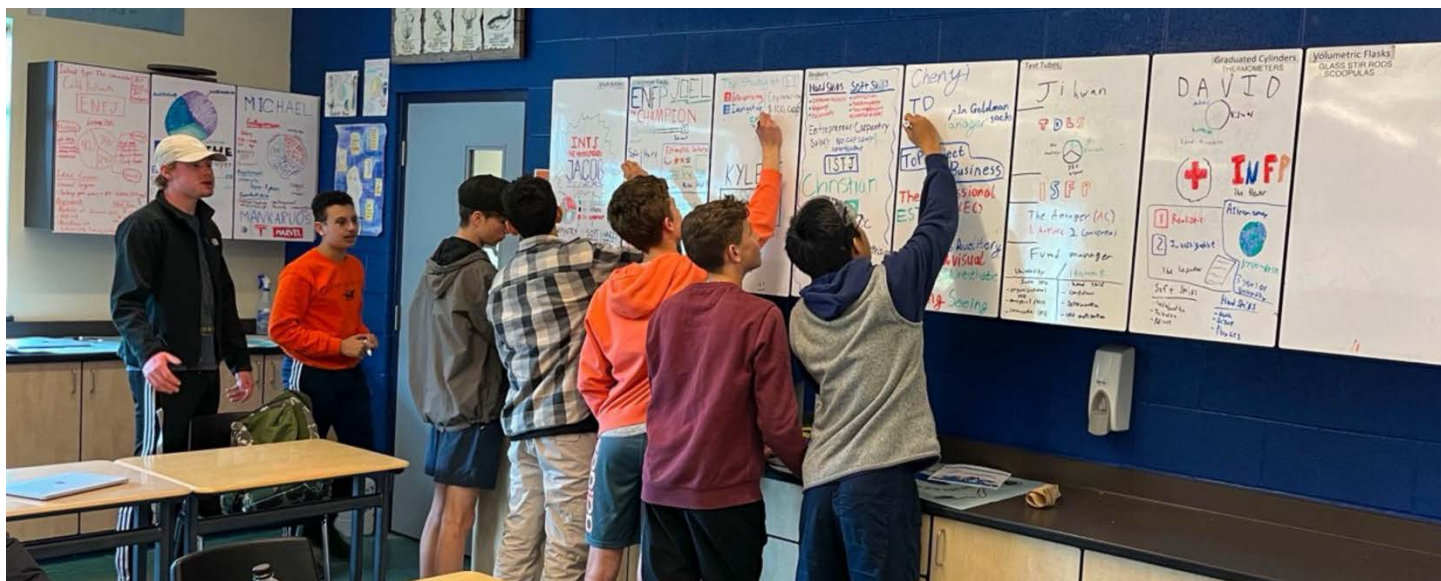
- 1) Instructional – changes to teaching strategies
- 2) Environmental – changes to the classroom environment
- 3) Assessment – changes to evaluation methods

Modifications are adjustments to the learning goals and curriculum expectations set for a particular subject or course at the grade level to accommodate the individual learning needs of a student. Modified credits will be labelled as such and are recorded on a student's report card.

English Language Learners

Support services scheduled:

- Individual Learning Profiles
- Peer tutoring
- Small group instruction and assistance with assignments
- Modified programming
- After-School Homework Club
- Regular support from the International Student Coordinator



Guidance Services

Our aim at TDChristian is to enfold, engage and empower each student to grow into an independent person who serves God according to His Word – someone who is able and willing to employ every talent to the honour of God and for the well-being of others. We work with students and their families.

Guiding and helping students is the task of the school's staff. We help students to get to know and appreciate themselves as image-bearers of God, to relate well to others, to learn to the best of their abilities, and to foster a positive school climate. We believe that each student has worth and can be successful, and that it is our task to help them to achieve success.

In the Guidance Department, we focus on helping students develop appropriate pathways for the future by helping them create educational plans, explore career alternatives, and consider God's call to serve Him in their personal lives, relationships, and careers.

Program Planning Assistance

We assist students with course selection and are available to discuss timetable revisions, night school, and summer school courses. In addition to supporting students in the Careers course, we host a Careers and Courses night in February and a Careers Fair in the spring.

Professional Counselling

TDChristian hires the services of professional Christian counsellors, usually 2 days per week.

The Child and Family Services Act of the Province of Ontario stipulates that children, at the age of 12, may request counselling and are entitled to confidentiality. No parental consent is required, but if the child is less than sixteen years of age the service provider shall discuss at the earliest appropriate opportunity the desirability of involving the child's parent. Records in connection with the provision of counselling may be disclosed only with the child's written consent.

Peer Counselling/Mentoring

In some years, small groups of students are trained as Peer Counsellors/Mentors so that they may help peers who might benefit from their listening ears or advice.

External Support Services

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

Ontario Student Record: Overview, Policies, and Procedures

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

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

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

The Ontario Student Record (OSR) is the ongoing confidential record of a student's educational progress through schools in Ontario. Its primary purpose is to hold information that is conducive to the improvement of instruction of the student. The collection of this information is authorized by the *Ontario Education Act*.

OSRs at TDChristian are established and handled as per the Ministry of Education document, *Ontario Student Record (OSR) Guideline, 2000*. For example, OSRs are requested from schools previously attended by the student and are only transferred to other schools upon a formal request. For students coming from outside Ontario, an OSR is created.

The OSRs, which are kept in a secure location, are available to educational staff and Ontario supervisory officers for the purpose of improving each student's learning. Examples of items found in an OSR are school photos, report cards, Ontario Secondary School Literacy Test (OSSLT) results, psychiatric assessments, and student transcripts. The contents of the OSR are reviewed, maintained, and updated at least three times per year: at the beginning of the school year, halfway through it, and at the end of it. Students as well as

parents or guardians of students who are 18 years old or younger may request to see their OSR.

OSRs of students who do not transfer to another Ontario high school are retained for five years after a student retires (or graduates) from TDChristian. After this point, all contents except the OSR folder, the OST, and the office index card are completely and confidentially disposed of as per the *Ontario Student Record (OSR) Guideline, 2000*. The folder, OST, and index card are retained for another 50 years (or 55 years) after a student's graduation or retirement, whichever is later.

Finally, as per the *Ontario Student Record (OSR) Guideline, 2000*, information from an OSR may be used to assist in the preparation of a report required under the *Ontario Education Act* or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.

Course Transfers or Changes

A change of subject or type (e.g., academic to applied) is made in consultation with Guidance and with parental or guardian approval. Changes should be made before the end of the tenth course period.

Course Withdrawals

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

If a student withdraws from a Grade 11 or 12 course **within** five instructional days following the issue of the midterm report card, the withdrawal is not recorded on the OST.

If a student withdraws from a course **after** five instructional days following the issue of the midterm report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Repetition of a Course

Students who repeat courses may only earn one credit for the course. For each repeated Grade 11 or 12 course, an "R" is entered in the "Credit" column on the OST along with the percentage grade.

Substitution Credits

The principal may substitute up to three compulsory credit courses to meet special needs (Section 6.1 of Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011).

Crossover or Transfer Courses

These courses can be taken by students who wish to change from Applied courses to Academic. TDChristian does not offer them as they are usually scheduled and taken in the summer or online.

Courses taken Outside of TDChristian including Online & Summer School

Students who take courses other than those at TDChristian should communicate with their guidance counselor so that what they take fits in well with their future plans.

Students who attend summer school either in person or online should seek guidance counselor approval. Since English and Perspectives in Grade 11 is part of a block and Grade 12 English is a key course in our curriculum, students must take Grade 11 and 12 English at TDChristian.

Prior Learning Assessment & Recognition (PLAR)

Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum documents to earn credits. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

It can be done in two ways:

Equivalency for learning in another school

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

Challenge based on learning outside school

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

Preparing for After Highschool

All students are normally given access to My Blueprint, a Canadian education planning and portfolio website, in Grade 9.

In the Grade 10 Careers course, students learn to use websites such as OCAS (Ontario Community Colleges), OUAC (Ontario Universities' Application Centre), and careersintrade.ca (trades and apprenticeships). They also complete interest tests to help them explore possible career directions.

All students are scheduled for guidance interviews in Grade 11 and are presented with options for future directions during the second half of the year.

Grade 12 students are supported throughout the year as they make choices and fill out applications for after high school, including information about financial assistance and scholarship possibilities. Note: In September TDChristian hosts a Future Directions Evening for interested Grade 12 students and their parents/guardians.

Diplomas

Students are encouraged to earn two diplomas:

- A. Toronto District Christian High School Diploma
- B. Ontario Secondary School Diploma (OSSD)

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

A course is successfully completed if the student earns a final course grade of at least 50%.

Ontario requires that students remain in school until they are 18 years of age or earn an OSSD.

Toronto District Christian High School Diploma

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

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



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

*TDChristian passed its Ontario Ministry of Education inspection in 2024-25 successfully.
The next inspection will be scheduled during the 2027-28 school year.*

Ontario Secondary School Diploma (30 credits)

For students who begin Grade 9 in September 2024 or subsequently, the OSSD requirements are:

17 Compulsory Credits

- ▶ 4 credits in English (1 credit per grade)*
- ▶ 3 credits in Mathematics (Grade 9, Grade 10, and 1 credit in Grade 11 or 12)
- ▶ 2 credits in Science
- ▶ 1 credit in Technological Education (Grade 9 or 10)
- ▶ 1 credit in Canadian History
- ▶ 1 credit in Canadian Geography
- ▶ 1 credit in the Arts
- ▶ 1 credit in Health and Physical Education
- ▶ 1 credit in French as a Second Language
- ▶ ½ credit in Career Studies
- ▶ ½ credit in Civics
- ▶ 1 credit from the STEM-related course group

The STEM-related course group includes:

- Business studies
- Computer studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits)
- Science (in addition to the 2 compulsory credits)
- Technological education (in addition to the 1 compulsory credit)

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

Non-Credit Requirements for the OSSD:

- ▶ Community Involvement Activities (40 hours)
- ▶ The Provincial Literacy Requirement



For students who began Grade 9 prior to September 2024, the OSSD requirements are:

18 Compulsory Credits

- ▶ 4 credits in English (1 credit per grade)*
- ▶ 3 credits in Mathematics (1 credit in Grade 11 or 12)
- ▶ 2 credits in Science
- ▶ 1 credit in Canadian History
- ▶ 1 credit in Canadian Geography
- ▶ 1 credit in the Arts
- ▶ 1 credit in Health and Physical Education
- ▶ 1 credit in French as a Second Language
- ▶ ½ credit in Career Studies
- ▶ ½ credit in Civics

Plus one credit from each of the following groups:

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

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

Notes:

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

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

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

Non-Credit Requirements for the OSSD:

- ▶ Community Involvement Activities (40 hours)
- ▶ The Provincial Literacy Requirement

Community Involvement Activities

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

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), churches, and service organizations. Students may NOT fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The community involvement requirement is to be completed in students' designated lunch hours, after school, on weekends, or during school holidays.

A certificate available to graduates who go "above and beyond" the required 40 volunteer hours needed to receive an Ontario Secondary School Diploma (OSSD). These certificates are awarded at three levels: Bronze (50-99 volunteer hours), Silver (100- 199 volunteer hours), and Gold (200+ volunteer hours).

Our main office keeps track of approved, completed student volunteer hours but students should also track their own completed hours. Grade twelve students must submit any volunteer hours earned before Friday, May 28, 2027. Questions about volunteer hours should be directed to Marg in the main office.

Eligible activities for community involvement may include:

- #1. Fundraising – includes canvassing, walk-a-thons, gift wrapping, galas or sales for charitable purposes
- #2. Sports/Recreation – includes coaching, helping to organize winter carnivals, parades and summer fairs
- #3. Community Events – includes helping to organize special meets and games, and volunteering as a leisure buddy or pool assistant
- #4. Community Projects – includes participating in organized food drives, or community support services
- #5. Environmental Projects – includes participating in community clean-ups, flower/tree planting, recycling and general beautification projects and activities
- #6. Volunteer Work with Seniors – includes assisting at seniors' residences (e.g. serving snacks, helping with activities, portering, visiting, reading, or playing music)
- #7. Committee Work – includes participation on advisory boards, neighbourhood or regional associations
- #8. Religious Activities – includes participation as a volunteer in programs for children, Sunday School assistance, events and clerical tasks
- #9. Youth Programs – includes volunteer assistance with the operation of youth programs such as 4H, Scouts, Guides, drop-in centres, breakfast programs, March Break programs, Leaders in Training, summer playground activities and camps
- #10. Office/Clerical Work – includes volunteer activity in reception, computer work and mailings for those providing charitable or general community benefit
- #11. Work with Animals – includes volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm
- #12. Arts and Culture – includes volunteer assistance at a gallery, performing arts production or program, or in a community library program

#13. Activities for Individuals – includes any volunteer activity that assists someone who requires assistance for shopping, tutoring, light snow removal (no use of snow blower), housekeeping, writing letters or transcribing, or involves; hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy

#14. School Community Service – may include service within the school community that provides benefit to others that takes place outside the regular school day.

Ineligible activities for community involvement include:

- any activity for which the student is paid, whether by money, goods, rewards, or other means
- any activity done as 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, visiting a neighbour)
- any activity that takes place during a student's class hours on a scheduled school day (e.g., refereeing an elementary school sports tournament, judging an art or science fair)
- any activity that takes place in a logging or mining environment, if the student is 15 or younger
- any activity that takes place in a factory, if the student is 14 years of age or younger
- any activity that takes place in a workplace other than a factory, if the student is 13 years of age or under
- any activity that would normally be performed for wages by a person in the workplace (e.g. marking for a teacher, painting on a construction site, picking up branches for a landscaper)
- any activity that involves the operation of a vehicle, power tools, or scaffolding
- any activity that involves the administration of any medication or medical procedure to other persons
- any activity that involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act
- any activity that requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- any activity that involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables
- any activity that consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- any activity that includes helping out of immediate family members, grandparents, uncles, aunts, and cousins (e.g. moving, yard work, visiting, cleaning, shoveling snow, child care)
- any activity that involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)

The Provincial Literacy Requirement

In order to earn the OSSD, students will be required to successfully complete the Ontario Secondary School Literacy Test (normally given to all grade 10 students), which is based on language and communications expectations of the curriculum up to and including Grade 9. Where warranted and permitted (by Appendix 3 of *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*), accommodations, special provisions, deferrals, and exemptions may be made. Successful achievement of this test will be recorded on the Ontario Student Transcript.

Remedial help will be provided by the school for students who are not initially successful, and these students will be able to retake the test. The Ontario Secondary School Literacy Course must be completed in Grade 12 if a student has been unsuccessful in completing this test.

Ontario Certificates

Students who do not earn the Ontario Secondary School Diploma may qualify for one of the following Ministry of Education certificates:

- A. Ontario Secondary School Certificate (OSSC)
- B. The Certificate of Accomplishment

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A course is successfully completed if the student earns a final course grade mark of at least 50%. Ontario requires that students remain in school until they are 18 years of age or earn an OSSD.

Ontario Secondary School Certificate (14 credits)

7 Compulsory Credits

- ▶ 2 credits in English
- ▶ 1 credit in Mathematics
- ▶ 1 credit in Science
- ▶ 1 credit in Canadian Geography or Canadian History
- ▶ 1 credit in the Arts or Technological Education
- ▶ 1 credit in Health and Physical Education

7 Optional (or Elective) Credits (from any area)

Non-credit Requirements

- ▶ Students are not required to complete 40 hours of community involvement.
- ▶ Students are not required to pass the Ontario Secondary School Literacy Test.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Honour Certificates

TDChristian Honour Certificates are awarded to students who obtain an average of at least 85% in courses offered by TDChristian during the current school year.

Notes

- Courses taken through night school, other day schools, or other independent learning providers will not be used in calculating a student's honour certificate average.
- Weighted averages will be used for all courses. i.e., the number of marks used towards the average for a half-credit course will be 0.5 times the final course grade, and the number of marks used towards the average of a two-credit course will be 2 times the final course grade.
- Grade 12 students need to earn 510 marks or more in courses totaling six credits.
- Grade 11 students need to earn 595 marks or more in courses totaling seven credits.
- Grades 10 and 9 students need to earn 680 marks or more in courses totaling eight credits.

Ontario Scholar Certificates are awarded by the Government of Ontario to Grade 12 students who have obtained an average of at least 80% (i.e., a total of 480 marks or more in any six Grade 12 University Preparation, University/College Preparation, College Preparation, Workplace Preparation, Open, Cooperative Education or College-delivered Dual Credit courses, or Ontario Academic Courses.)



Online Learning Exemption

Ontario high school students are normally required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The online learning requirement “is intended to provide every student with access to high-quality online learning opportunities within a modernized education system.”

The Ontario Ministry of Education provided exemption structures for individual students and for private schools. Specifically, the Ministry of Education memorandum from February 1, 2022, indicates that “inspected private schools ... may exempt all students of the school from the graduation requirement if, in the principal’s opinion, the online learning graduation requirement strongly conflicts with the religious or educational mission of the school and the school holds the Ontario Student Record (OSR) for each student.”

While we at TDChristian effectively use technology in our learning environments by integrating digital content and literacy into numerous courses, we believe that our educational mission “to learn for service in the light of God’s Word” is best achieved through participating in an in-person learning community. This view is supported in *Stepping Stones*, a publication of Ontario Ministry of Children, Community and Social Services in 2012, which highlights that support for youth needs to take into account the whole child—their cognitive, social, emotional, and physical development.

Therefore, all students at TDChristian are exempted from the mandatory two credit online learning requirement to graduate. This Ministry of Education-approved Online Learning Graduation Requirement Exemption will be indicated in each student’s OSR.

Note: Students may choose to enrol in external online courses for their programs if they wish. Contact the TDChristian Guidance office to learn more about online course opportunities.



Attendance, Participation & Lates

Students are expected to be in their classes on school days. Parents partnership and support in ensuring their child is in school every day is crucial. Students who miss many days of school are more likely to struggle – both academically and socially.

Whenever possible, we urge parents to avoid scheduling appointments and vacations during school time.

Attendance:

In Grade 9 and 10 courses, attendance will be worth 5% and participation will be worth 10%, for a total of 15% of the final grade. In Grade 11 and 12 courses, attendance will be worth 5% and participation will be worth 5%, for a total of 10% of the final grade.

Excused absences will **not** impact student grades. The Ontario Ministry of Education provides a limited number of reasons that an absence can be excused. We have created attendance tags for excused absence reasons in Edsby, which are:

- Illness
- Medical Appointment
- School Sports
- School Activity / Field Trip
- French Exchange
- Music Instruction
- Bereavement
- Religious Day / Event
- Inclement Weather
- Bus Issue / Cancellation
- Excused by Principal (requires written approval)

Parents/guardians may select “Excused by Principal (requires written approval)” only if they have:

1. Submitted an *Excused Absence Request Form* to dykxhoorn@tdchristian.ca and
2. Received a response email with written approval from Mr. Dykxhoorn

Note that the Excused Absence Request Form must be sent to Mr. Dykxhoorn a minimum of 24 hours prior to the absence. Please download the Excused Absence Request Form from the TDChristian Splash page.

All absences other than those in the excused list above **do** impact student grades. When parents schedule an absence in Edsby, there will be a drop down menu for parents to select a reason for the absence. If the reason for the absence is for a vacation or any reason that is not on the limited list of excused absences, parents should select:

- Absent (select this when the reason for absence is not in the excused absence list above)

It is the **parent/guardian’s responsibility** to schedule all absences in Edsby prior to 8:30 a.m. and to correctly indicate the reason for an absence in Edsby. Exception: If the absence is for a TDChristian event (e.g., school sports, school field trip, etc), then the main office staff will schedule the excused absence.

Training for parents/guardians on how to use Edsby to schedule an absence is provided by Zoom in September every year.

If no reason is selected in Edsby by parents/guardians, “Absent” will automatically be selected for the student; this **will** impact the student’s grades.

Attendance will contribute to 5% of all students’ grades according to the rubric shown here.

Within ten minutes of the start of class, teachers will confirm, in Edsby, whether each student is present or absent. If students are reported missing during regularly scheduled classes, their homes will be called.

When a student is away from class, including for excused absences, it is the **student’s responsibility** connect with their teacher, check Edsby, and catch up on all missed work. If a student misses multiple days, they may need to do additional work to make up missed in-class activities.

Attendance Rubric	
Level	Number of Unexcused Absences
4++	0
4	1
4-	2
3	3
3-	4
2+	5
2	6
2-	7
1	8
1-	9
R	10 or more

Participation:

In addition to attendance, participation will also contribute towards student grades. In every Grade 9 and 10 course, participation counts for 10% of their final grade. In every Grade 11 and 12 course, participation counts for 5% of the students’ final grade.

There are multiple ways that a student can participate effectively in class, and modes of participation may look different for introverted vs extroverted students. Teachers will consider the wholistic picture of participation when making their evaluation.

Participation Rubric	
Level	Description
4	The student consistently participates
3	The student generally participates
2	The student occasionally participates
1	The student infrequently participates
R	The student does not participate at all

These five criteria will be used by teachers to grade each students’ participation:

- The student participates in class discussion and contributes ideas
- The student asks relevant questions
- The student respects the contributions of others and demonstrates positive leadership
- The student contributes to fostering a positive classroom culture
- The student arrives to class on time, so that they can participate*

Late Arrivals:

Punctuality is important for student learning, and being on time to class shows respect to the teacher and to classmates. Students who arrive late to school must sign in at the office. Students who wish to leave early must sign out at the office and have permission from a parent or guardian via a signed note or message to the office.

*Note that excused lates (e.g., due to a bus delay) will not negatively impact a student’s participation grade.

Assessment & Evaluation

Assessment and Evaluation must be fair, transparent, and equitable. Each student is a unique image bearer of God and must be supported, encouraged and challenged to grow as a student and learner.

Learning Goals and Success Criteria: Learning goals are created and stated so that students know what they are expected to know and be able to do. Teachers develop learning goals based on the curriculum expectations and share them with students as part of lessons, units, and assessments.

Success criteria describe what successful attainment of the learning goal looks like. They state what students should know and be able to do in each stream of each course. Students are given success criteria that describe in specific terms how students can demonstrate that they have attained the learning goal.

Student Achievement is determined according to learning goals and success criteria. It is not done by comparing to work done by other students in the class. Lessons and learning activities are based on curriculum expectations. Various assessment tools that take into account observations, student-teacher conversations, and student products are designed to target those expectations.

Types of Assessments: Teachers use assessments *for* learning, *as* learning, and *of* learning as outlined in *Growing Success* (pg. 28). Teachers give specific, descriptive feedback and strategies for improvement in assessment *for* learning. Assessment *as* learning involves helping students develop as independent, autonomous learners who set goals, monitor their progress, plan next steps, and reflect on their learning process. Assessments *of* learning determines each student's level of learning of the course material for final grades.

Achievement Charts and Rubrics help students and teachers identify degrees of achievement throughout the learning time. They allow students to better understand how and what to learn as they go about completing their work. They have a framework by which they can discuss and assess their learning with their teachers and peers so as to allow for optimal success. Four defined levels provide a framework for assessing, evaluating and reporting how well students achieve their expectations. Teachers use the levels to provide feedback and assign grades.

A Wide Assortment of Assessment Methods are used. Besides traditional teacher-led assessment, teachers are developing in students the ability to assess themselves. Through journals, self-editing, and self-assessment rubrics and checklists, students learn to evaluate how well they have met the expectations for themselves. Also, peer assessment is encouraged through peer editing.

Four Categories of Learning: Teachers gather evidence of the students' knowledge of the curriculum and their ability to communicate, think about, and apply those skills. Teachers record marks in four categories of learning, as defined in *Growing Success* (pg. 17):

- *Knowledge and Understanding* is subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
- *Thinking* is the use of critical and creative thinking skills and/or processes.
- *Communication* is the conveying of meaning through various forms.
- *Application* is the use of knowledge/skills to make connections within and between contexts.

Learning skills: Teachers regularly assess students on their Responsibility, Organization, Independent work, Collaboration, Initiative and Self-regulation (see descriptions below) so that they can further develop these important work habits. Although, for most courses, these are not assigned a percentage mark, these learning skills are recorded for each course on all learning reports.

Learning Skills Descriptions

TDChristian teachers have developed a way to help students understand Learning Skills. Teachers work with students on the six learning skills so that they can develop and grow as learners, volunteers, and employees. Teachers give feedback on the learning skills through Edsby and on Learning Reports using E for Excellent, G for Good, S for Satisfactory, A for Admissible, and N for Needs Improvement.

- **Responsibility** (work ethic): students take ownership, behave with integrity, and accept accountability
- **Independent Work** (doing the work): students engage in learning, invest in the process, and use all available resources
- **Organization** (ready to work): students prepare proactively, manage time, and meet all expectations
- **Initiative** (getting to work): students show interest and curiosity, advocate for self and others, and take risks willingly
- **Collaboration** (working together): students function as a team to share work, and build community
- **Self-Regulation** (keep on working): students stay focused, show perseverance, and exercise self-discipline

Semesters & Learning Reports

The school year is divided into two semesters. Students normally take four full-credit courses (110 hours each) per semester.

Edsby, our Learning Management System, is used to inform students about their classes, course work, attendance, and grades. Parents will receive formal reports through Edsby at regular intervals in the semester, including a Learning Skills report about five weeks into the term, and a midterm report just past the halfway point of each semester. These Learning Reports are shared in Edsby. The semester ends with final evaluations and the issuance of a Final Learning Report (which includes a grade, a teacher comment, learning skills, and attendance details for each course).

Students and families can use Edsby to contact teachers about course work and learning concerns. When school is in session, teachers should typically respond within two school days.

Level Grades correspond to the following percentages:

Level 4+ 95 – 100%	Level 4 87 – 94%	Level 4- 80 – 86%
Level 3+ 77 – 79%	Level 3 73 – 76%	Level 3- 70 – 72%
Level 2+ 67 – 69%	Level 2 63 – 66%	Level 2- 60 – 62%
Level 1+ 57 – 59%	Level 1 53 – 56%	Level 1- 50 – 52%
R below 50%		

Weightings for Calculating Final Grades

To calculate a final grade, teachers weight assessments according to the chart below. Note that, in line with *Growing Success (2010)*, teachers will use their professional judgement in determining final grades with particular attention to the student's most recent, most consistent work.

In Grade 9 and 10 courses, the weightings are as follows:

- 20% Final Summative
 - In some courses such as Math, Science, and English, the Final Summative is a written exam
 - In other courses such as French, Physical Education, or Technological Education, the Final Summative will include a written exam and a culminating activity, together comprising 20% of the final grade
- 5% Attendance
- 10% Participation
- 65% Term Work

In Grade 11 and 12 courses, the weightings are as follows:

- 25% Final Summative
 - In some courses such as Math, Science, and English, the Final Summative is a written exam
 - In other courses such as The Arts, Business, or History, the Final Summative will include a written exam and a culminating activity, together comprising 25% of the final grade
- 5% Attendance
- 5% Participation
- 65% Term Work



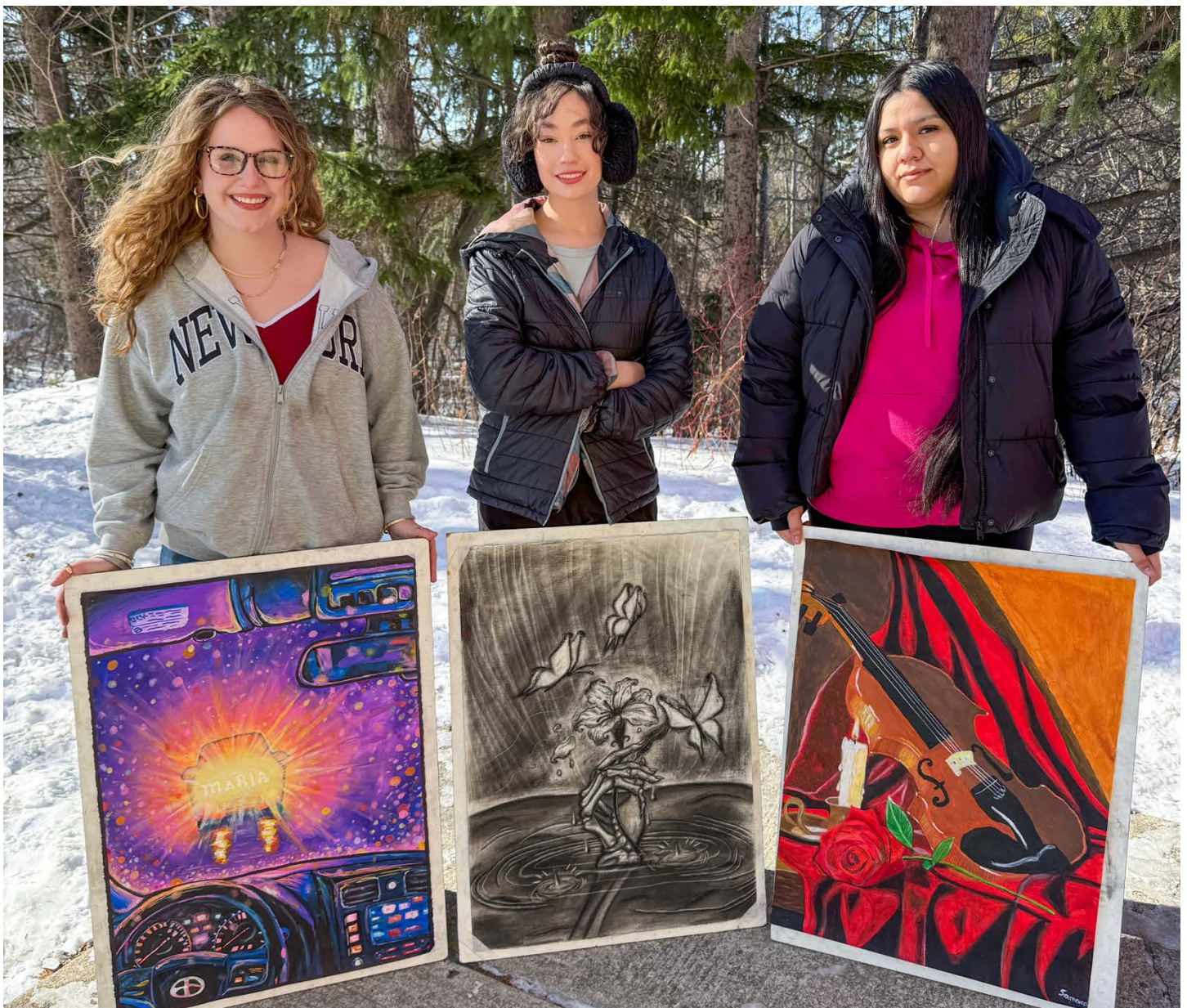
Communicating Assessments through Edsby

All students are assigned an Edsby username and password which they can use to view what is assigned in their classes, their current grades, and their attendance history. Parents and guardians have access to Edsby so they can view their child's grades, reports, and attendance information, as well as message teachers. It is important for students to check Edsby for assigned work every day.

Culminating activities, which may include examinations, occur at the end of each semester. Students must complete them in every course. Alternate arrangements must be made with the administration if a student cannot attend or if they are ill.

Teachers are encouraged to post grades in Edsby as follows:

- Three school days: Assignments & tests
- One week: Essays
- Two weeks: ISUs and major projects



Test & Assignment Policies

1. Students must take a test on the day it is given.
2. Students who are absent on the day of a test will receive a **zero** for the test *unless*:
 - a. The absence was excused by the teacher ahead of time;
 - b. A parent or guardian provides a note or Edsby message saying that illness, grief, or some improbable event made attendance impossible
3. Students whose absences have been excused may take a test after the class has taken it or the teacher may use the grade on the final exam or summative assessment for the missed test. The makeup test is usually different from the original. Makeup tests should occur the first day that the student is back at school, or as determined by the teacher.
4. Students found cheating in any way on any part of a test or quiz will receive a **zero**.
5. Teachers communicate with students and parents when implementing the test and assignment policies, and may extend grace by discretion.

Late & Missed Assignment Policy

At Toronto District Christian High School, it is our desire that students keep track of their own work as this leads to habits that are helpful in life and work. As much as possible, we encourage students to take charge of their own deadlines and work.

Students are required to hand in their work on time. Teachers are to clearly state deadlines for student work and to record in Edsby whether students have handed in their work on time, late, or not at all. At times, teachers determine deadlines through consultation with students. In addition, teachers inform students of the penalties for work handed in late.

Students and their parents or guardians are encouraged to check Edsby to keep track of their work. Failure to hand in work can result in missed learning and a loss of grades.

1. If a student continually or frequently hands work in late or not at all, teachers will contact a parent or guardian, usually by Edsby message, email, or phone.
2. Teachers are asked to ensure that mark deduction for late assignments does not result in a final grade that misrepresents the student's actual achievement. Of course, if a student does not hand in work, grades of zero for that work will be entered (often significantly altering a student's grade).
3. Where difficulties arise, due to unforeseen circumstances or for other acceptable reasons, students (not parents or guardians) should consult with their teachers as soon as possible to consider alternative arrangements (e.g., change in due date or the work). If the teacher believes the request is valid, changes can be made. The teacher may take time to consult guidance or administration.

Students may not submit any late *Term Work* after the final day of regular classes in the semester. This is usually a Friday. *Final Summatives* take place during the week after this last date for submitting Term Work.

Academic Honesty Policy

The aim of this policy is to help students learn to complete work with integrity.

Plagiarism consists of the intentional or unintentional use and submission of another's words, images, and/or ideas as if they were your own. Plagiarism includes:

- Submitting writing that was done in part or in full by an Artificial Intelligence or another person *as if it were the students' own writing*. Merely editing AI-generated work or work written by another person, does not make it the students' work, and submitting it as such is plagiarism.
- Use Artificial Intelligence to edit, rephrase, or translate the students' own writing without proper citation and specific permission.

When a student has plagiarized, teachers will notify the student and the parents/guardians. A conversation with the student, the parent/guardian, and the teacher usually follows.

The usual consequence of plagiarism is earning 0% on the assignment, *even if there is only one plagiarized section in the assignment*. The consequences of plagiarism escalate with repeated offenses and may include the loss of full course credits.

In addition to notifying the student and parents, teachers will inform the Vice Principal of Learning describing the instance of plagiarism, so that a record of all instances of academic dishonesty can be kept.



Artificial Intelligence Policy

Artificial Intelligence is a powerful tool for good when it is used to support, enrich, and further students' learning and purpose. However, it can also cause significant harm when it is used in ways that reduce or replace students' thinking, learning, expression, and humanity. Detailed rationale and context for this AI policy can be found [HERE](#).

AI Blocks on MacBooks: Due to their potential for misuse, many AI tools are automatically blocked on students MacBooks. If an AI tool is helpful and needed in a specific class, the teacher will connect with the Technology Department to unblock specific AI tools as needed.

Role of teachers: As students learn to navigate a world that is rapidly changing due to the impact of AI, teachers are here to help students learn to use wisdom in discerning when AI is or is not an appropriate tool for the context.

In the case where the teacher provides permission for students to use AI, the following chart provides examples to distinguish between helpful and harmful AI use. When in doubt, students should take the initiative to ask their teacher prior to using AI.

Examples of Helpful AI Use	Examples of Harmful AI Use
Students may prompt AI to ask them questions or give feedback on their writing. <u>Example prompts:</u> ✔ "Please ask me three questions about my writing (pasted below) to help me dig deeper into this topic." ✔ "Without re-writing this, please provide me with feedback on my paragraph organization and grammar."	Students are not permitted to use AI to generate writing <i>for</i> them. <u>AI should <i>not</i> be used to:</u> ✘ Generate a draft of writing for the student to edit ✘ Make edits <i>for</i> the student on writing they have done ✘ Rephrase the student's writing for them ✘ Write an assignment for the student
Students may use AI as a research assistant. <u>Example prompts:</u> ✔ "Please provide a summary of [reference a text] at a Grade 10 level, with citations for where each piece of information came from." ✔ "Please provide me with five useful citations on [insert topic] that are readable at a Grade 11 level."	Students are not permitted to use AI as a research replacement. <u>AI should <i>not</i> be used:</u> ✘ As a primary or only research tool ✘ Without also verifying all information by reading directly from a reliable source

Examples of Helpful AI Use	Examples of Harmful AI Use
Students may use AI as a studying assistant. <u>Example prompts:</u> ✔ “Please generate four additional problems similar to [insert examples from your teacher] for me to practice.” ✔ “Please use this [upload course content] to generate flashcards at a Grade 11 level.”	Students should not use AI as a studying crutch. <u>AI should <i>not</i> be used:</u> ✘ To solve practice problems or answer homework questions for the student ✘ As a students’ <i>only</i> study strategy in preparation for tests
Students may use AI to practice a conversation in a new language. <u>Example prompt:</u> ✔ “Please act as a French conversation partner, and help me practice my French. Salut! Je m’appelle ...” ✔ “Please provide a list of English words that could be used to describe rain.”	Students are not permitted to use AI as a general translator. <u>Students should not:</u> ✘ Write an assignment in a different language, and use AI to translate whole sentences or paragraphs of your writing into the required language (e.g., French or English) ✘ Use AI translation technology on tests, quizzes, or exams
Students may use AI for image-generation or coding that supports their creativity positively. <u>Example prompts:</u> ✔ “Please generate an image of [description] to illustrate my book.” ✔ “Please code an app to allow TDCafe customers to pre-order beverages.”	Students may not use AI to replace learning nor to harm others. <u>AI should <i>not</i> be used to:</u> ✘ Replace a learning goal (e.g., students may not use AI to sketch if the learning goal is to learn sketching) ✘ Replace students’ practice of generating their own creative ideas ✘ Generate any images or videos in the likeness of any TDChristian students, staff, or community members
If students use an AI, they must cite the AI properly. ○ Academic dishonesty includes submitting <i>any work</i> that was generated in part or in full by an AI <i>as if it were your own work, ideas, or phrasing</i>. ○ Details on how to properly cite AI can be found HERE. ○ Please see the TDChristian Academic Honesty Policy for details on the consequences of using AI inappropriately or without proper citation.	

Academic Program Overview

The Intermediate Program (Grades 9 and 10)

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

Academic Courses focus on essential concepts with an emphasis on theory and abstract thinking. They are usually prerequisites for university preparation courses in grades 11 and 12. They incorporate practical applications as appropriate.

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

Destreamed Courses are designed to create an engaging experience for students so that each student is exposed to and can master the course material as they lay a foundation for further studies in that subject.

Open Courses are designed to prepare students for further study and to enrich their education generally.

The Senior Program (Grades 11 and 12)

In Grades 11 and 12, courses are designated by post-secondary destinations: university preparation, university/college preparation, college preparation, workplace preparation, and open.

University Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses scheduled, and the content of these courses allow students to prepare for university programs and related careers.

University/College Preparation Courses include content that is relevant for both university and college programs. They are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

College Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses scheduled, and the content of these courses allow students to prepare for college programs and related careers.

Workplace Preparation Courses prepare students for employment or certain apprenticeship and other training programs after Grade 12.

Open Courses are prepare students for further study and to enrich their education generally.

Changing Course Types and/or Other Ways to Earn Credits

Some students change their educational goals as they proceed through secondary school. If students wish to change course types, they may do so provided they make appropriate preparations.

Students can earn prerequisite (or extra) credits through night or summer school, online courses, eLearning or the Independent Learning Centre. In some cases, doing work as recommended by the principal is permitted. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Course Codes

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

The **first letter** usually indicates the subject area:

A = The Arts	B = Business Studies
C = Canadian and World Studies	E = English
F = French	G = Guidance and Career Education
H = Social Sciences and Humanities	I = Interdisciplinary Studies (IDC) or Computer Studies (ICS)
L = Classical Studies and International Languages or Native Languages	
M = Mathematics	N = Native Studies
P = Health and Physical Education	S = Science
T = Technological Education	

For example, the first C indicates a course in *Canadian and World Studies*. The next two letters differentiate between subjects within the subject area: CGC is for *Issues in Canadian Geography*, and CHC would be for *Canadian History Since World War I*.

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

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

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

D = Academic	P = Applied	W = Destreamed	O = Open
U = University	M = University/College	C = College	E = Workplace

Note: On occasion, a sixth character may be added after the fifth character. This is used when it is necessary to distinguish between different sections of the same course or to indicate that the course qualifies as a cooperative education credit (i.e., the C in HSP3MC signifies a cooperative education credit related to the course with the code HSP3M).

An Important Note about Prerequisite Courses

Prerequisites, taken from the Ministry of Education curriculum documents, are listed at the end of course descriptions. They are requirements students must successfully complete before being permitted to take the listed course. If a parent, guardian, or student (with a parent's or guardian's written approval) requests that a prerequisite be waived, the principal will determine if it may be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will decide in consultation with the requesting person and appropriate school staff. When a prerequisite is waived, a form is filled in and placed in the student's OSR.

Note: Not all courses listed or described at the end of this handbook are scheduled during the current school year. Use the charts below as a reference to determine whether a course is offered or may be available.

Grade 9 Program

GRADE 9 Courses (8 credits)	Code
English (Destreamed) - <i>Compulsory</i>	ENL1W
English Essentials	ENG1L
Mathematics (Destreamed) - <i>Compulsory</i>	MTH1W
Mathematics Essentials	MAT1L
Science (Destreamed) - <i>Compulsory</i>	SNC1W
Exploring Canadian Geography (Destreamed) - <i>Compulsory</i>	CGC1W
Healthy Active Living Education (Physical Education) (Open) - <i>Compulsory</i>	PPL1O
<i>One full credit in the Arts:</i>	
Integrated Arts (Open – 1 credit)	ALC1O
Visual Arts (Open – 0.5 credit)	AVI1O
Drama (Open – 0.5 credit)	ADA1O
Music (Open – 0.5 or 1 credit)	AMI1O
<i>One full credit in Technology:</i>	
Technology and the Skilled Trades, “Design Lab” (Open – 1 credit)	TAS1O
Exploring Technologies - STEM Focus (Open – 0.5 credit)	TDJ1O
Communications Technology, “The Pulse” (Open – 1 credit)	TGJ1O
<i>One of French or Guidance & Career Education (for French Exempt students) – Compulsory:</i>	
– Core French (Academic)	FSF1D
– Learning Strategies 1 (Open)	GLS1O/GLE1O
Other GRADE 9 Courses (Optional – neither is required)	Code
– Band (before school) (Open – 0.5 credit)	AMR1O
– Choir (during school) (Open – 0.5 credit)	AMV1O

Grade 10 Program

GRADE 10 Compulsory Courses (6 credits)	Code
English (Academic or Applied)	ENG2D/ENG2P
English Essentials	ENG2L
Mathematics (Academic or Applied)	MPM2D/MFM2P
Mathematics Essentials	MAT2L
Science (Academic or Applied)	SNC2D/SNC2P
Introduction to the Story of Redemption	HRE23
Canadian History Since World War 1 (Academic/Applied)	CHC2D/CHC2P
Civics (Open – 0.5 credit)	CHV2O
Career Studies (Open – 0.5 credit)	GLC2O
GRADE 10 Optional Courses (Choose 2 credits)	Code
– Core French (Academic)	FSF2D
– Communications Technology (Open)	TGJ2O
– Green Industries (Open, often part of E-Block)	THJ2O
– Technological Design (STEM Focus)	TDJ2O
– Visual Arts (Open)	AVI2O
– Drama (Open)	ADA2O
– Music (Open) – <i>not scheduled this year</i>	AMI2O
– Healthy Active Living Education (Open)	PPL2O
– Launching and Leading a Business (Open)	BEP2O
GRADE 10 Other Courses (Optional, none are required)	Code
– Band (before school) (Open – 0.5 credit)	AMR2O
– Choir (during school) (Open – 0.5 credit)	AMV2O
– Drama Production (Open – 0.5 credit) – <i>not scheduled this year</i>	ADD2O
– Drama – Musical Theatre (Open)	ADB2O

Grade 11 Program

GRADE 11 Compulsory Courses (4 credits)	Code
English (University or College)	ENG3U/ENG3C
Mathematics – one credit from:	
– Functions	MCR3U
– Functions & Applications	MCF3M
– Foundations for College Mathematics	MBF3C
– Mathematics for Everyday Life	MEL3E
Perspectives – At least one of:	
– Continuing the Story of Redemption (Religious Studies)	HRE33
– Participation in Internship Block or International Block	not coded
Science/Technology – At least one credit from:	
– Biology	SBI3U/SBI3C
– Chemistry	SCH3U/SCH4C
– Physics	SPH3U/SPH4C
– Green Industries	THJ3M
– Earth & Space Science	SES4U
GRADE 11 Optional Courses (continued on next page)	Code
Students may choose extra Perspectives, Science and/or Technology courses as optional courses:	
– Drama – <i>not scheduled this year</i>	ADA3M
– Drama – Musical Theatre	ADB3M
– Drama: Improvisation (Improv Team)	ADG3M
– Drama in the Community (Service through Teaching)	ADC3M
– Drama Production	ADD3M
– Guitar – <i>not scheduled this year</i>	AMG3O

GRADE 11 Optional Courses (continued)	Code
– Music – <i>not scheduled this year</i>	AMI3M
– Visual Arts	AVI3M
– Visual Arts: Photography	AWQ3M
– Financial Accounting Fundamentals	BAF3M
– Entrepreneurship: The Venture	BDI3C
– World History to the End of the Fifteenth Century	CHW3M
– Core French	FSF3U
– Leadership and Peer Support	GPP3O
– Introduction to Anthropology, Psychology, and Sociology	HSP3U/HSP3C
– Philosophy: The Big Questions - <i>not scheduled this year</i>	HZB3M
– Introduction to Computer Science	ICS3U
– Healthy Active Living Education (Physical Education)	PPL3O
– Communications Technology	TGJ3M, TGG3M, TGV3M
– Technological Design: STEM Focus	TDJ3M
Other Options	
– Cooperative Education	DCO3O or linked credits
– International Block: a co-op credit that involves up to a seven week out-of-country trip – <i>not scheduled this year</i>	DCO3O or a linked credit
– Internship Block: a four-credit program that involves going to school on Mondays, Wednesdays and Fridays and internship on Tuesdays and Thursdays	Usually an English credit, a Math credit, and two Co-op credits
– Outdoor Education Block: a two-credit program	PAD3O, IDC3O

Grade 12 Program

GRADE 12 Compulsory Courses (2 credits)	Code
English (University or College)	ENG4U/ENG4C
Perspectives – one credit from:	
– Families in Canada	HHS4U/HHS4C
– Applications of Physics – <i>not scheduled this year</i>	IDC4U
GRADE 12 Optional Courses (Choose up to 6 credits)	
– The Arts: Drama (ADA4M, ADC4M, ADG4M, ADB4M), Music (AMI4M <i>is not scheduled this year</i>), Photography (AWQ4M), Visual Arts (AVI4M)	
– Business Studies: Business Leadership (BOH4M)	
– Canadian & World Studies: Analysing Current Economic Issues (CIA4U), World History since Fifteenth Century (CHY4U / CHY4C <i>are not scheduled this year</i>), Canadian & International Law (CLN4U)	
– Computer Studies: Computer Science (ICS4U)	
– English: The Writer's Craft (EWC4U or EWC4C – <i>may be available as a blended course</i>), English Literature (ETS4U – <i>may be available as a blended course</i>)	
– French: Core French (FSF4U)	
– Health and Physical Education: Healthy Active Living Education (PPL4O <i>is not scheduled this year</i>), Recreation and Healthy Active Living Leadership (PLF4M <i>is not scheduled this year</i>), Introductory Kinesiology (PSK4U)	
– Mathematics: Mathematics of Data Management (MDM4U), Advanced Functions (MHF4U), Calculus & Vectors (MCV4U), Foundations of College Mathematics (MAP4C)	
– Science: Biology (SBI4U), Chemistry (SCH4U, SCH4C <i>is not scheduled this year</i>), Physics (SPH4U, SPH4C <i>is not scheduled this year</i>), Earth and Space Science (SES4U)	
– Social Sciences and Humanities: Philosophy: Questions and Theories (HZZ4U), Families in Canada (HHS4U or HHS4C), World Cultures (HSC4M)	
– Technological Education: Green Industries (THJ4M) – <i>not offered this year</i> , Communications Technology (TGJ4M, TGG4M, TGV4M), Technological Design (TDJ4M)	
– Block Options: Physics Block (SPH4U and IDC4U), Outdoor Education Block (PAD4O and PLF4M) International Block (1 or 2 co-op credits: see Grade 11 Courses), Internship Block (4 credits: see Grade 11 Courses)	

GRADE 12 Optional Courses Continued (Choose up to 6 credits)

– **Cooperative Education:** Students may earn a credit or credits through a planned learning experience that integrates classroom theory and learning experiences at a workplace. Interested students should contact the guidance office or the cooperative education teacher.

The Ontario Secondary School Literacy Course (OLC4O) is not scheduled this year.

ESL Program

ESL Courses	Code
English as a Second Language, ESL Level 1 <i>is not scheduled this year</i>	ESLAO
English as a Second Language, ESL Level 2	ESLBO
English as a Second Language, ESL Level 3	ESLCO
English as a Second Language, ESL Level 4	ESLDO
English as a Second Language, ESL Level 5	ESLEO



Cooperative Education

Cooperative Education is an experiential form of education that integrates academic study and experiences in the workplace, and often involves job shadowing. The student, together with the teacher and the employer, design a program that allows the student to deepen their knowledge of the particular industry while acquiring some basic employment skills.

Every course of study is unique to the student. Through the program, TDChristian can effectively integrate any area of interest into a student's high school program.

The mission of cooperative education at TDChristian is to provide every participating student with a work experience that will help them develop personal values, positive attitudes, intellectual talents, and employable skills. This experience should prepare them for successful participation in society, where they are called to serve God and their neighbours.

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

TDChristian offers coop in three formats: *credit*, *experience*, and *Internship Block*.

- Students in the ***credit*** format take up to four high school credits. This program consists of two parts: an in-school component and an out-of-school component in the workplace and must be related to an existing course.
- Students in the ***experience*** format volunteer their time and energies in a variety of workplaces where they acquire valuable work experience and obtain letters of reference. These letters might help them gain entrance into post-secondary institutions or aid in the winning of a scholarship.
- Students in ***Internship Block*** complete two coop credits usually along with an English credit and a mathematics credit. Students normally attend school on Monday, Wednesday and Friday to complete their course work. They do their internships (coop credits) on Tuesdays and Thursdays.

Coop students have worked at a variety of placements, including auto body repair, teaching, cabinetmaking, computer programming, carpentry, fire protection, car rental, car dealing, medical work, mechanical work, day care, retail, and research.

Blended Courses

TDChristian High School has scheduled blended, full-credit courses. As with all full-credit courses, a credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours in which a student obtains a final mark of 50% or more.

TDChristian Blended courses follow the Ontario Ministry of Education guidelines and consist of watching videos, completing assignments (including a final evaluation), and corresponding or interacting with the course teacher and peers through Edsby, our student engagement system. Students also work with their teacher in person at TDChristian. Students are expected to comply with all items in this course calendar. Please especially note the *Technology* section under School Policies.

Courses (Advanced Functions Grade 12, University Preparation (MHF4U), Calculus and Vectors (MCV4U), University Preparation, The Writer's Craft, University Preparation (EWC4U), and English Literature Studies, University Preparation (ETS4U)), when scheduled, usually run for 17 school weeks from the second week of September until the end of January and/or the second week of February until the middle of June.

Each week, students will view videos, be assigned work (some of which must be submitted for assessment) and correspond with their teachers and peers through *Edsby*. Students will be expected to log in each school day to find out course goings on and to contribute, as required. Students will submit their work primarily through Edsby and connect with their peers and teachers, as their time and schedule permits.

Attendance will be taken via logins to Edsby and students will be required to keep and submit weekly learning logs to their teachers to ensure students are accessing course content as well as doing and keeping up with their work. Students who do not log in at least three times a week, submit their weekly learning logs or submit their assignments on time will be contacted by their teacher during the following week. The second time this occurs, the course teacher will contact the student and the school will contact his or her parent of the issue. Failure to complete three weeks of work will result in removal from the course. If the course is past week 9, the current course grade and the date of removal will be put on the Ontario Student Transcript.

Final evaluations for the courses will take place late in January and/or June. Students will be proctored onsite at TDChristian High School unless they arrange proctoring at an approved site (preferably a high school) with an approved proctor (usually a teacher or official).

For more information about Blended Courses at TDChristian, contact the Guidance Office.

Grade 11 Mentorship

The Mentorship Program was launched in 2009-10 and is designed to connect each Grade 11 student with an adult (or mentor) from the broader community. The mentor serves as a guide, resource, and contact to the student as part of their English and Perspectives courses.

This experience offers students a chance to reflect on the role of service and/or work in their lives and in society by learning from a mentor in a personal and meaningful manner. It also allows them to make potentially significant connections in the work world. Generally, students have found their mentors to be positive and helpful individuals. To find out more about the Mentorship Program, email mentorship@tdchristian.ca



Course Descriptions

The Arts

God has given us gifts as a reflection of His beauty and image.

These abilities are to be cultivated and used to bless others. Therefore, the fine arts program strives to create an environment that fosters Christian artistic growth as a response to His presence and faithfulness in our lives.

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

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

Integrated Arts, Grade 9, Open (ALC10)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. *Prerequisite: None*

Drama, Grade 9, Open (ADA10)

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. *Prerequisite: None*

Drama, Grade 10, Open (ADA20)

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama and will analyse and reflect on the experience. *Prerequisite: None*

Drama Production, Open (ADD2O)

This half-credit course provides opportunities for students to explore dramatic conventions and techniques specifically connected to drama production. Students will assume responsibility for decisions made in the creative and collaborative processes, specifically related to the production of the school's mainstage show and will reflect on their experiences. *Prerequisite: None*

Drama Music Theatre, Open (ADB2O)

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 results. *Prerequisite: None*

Drama in the Community, Open or University/College (ADC3M)

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. *Prerequisite: ADA1O*

Drama, Improvisation, Open or University/College (ADG3M)

This course explores the fundamentals of improvisation. Students will learn the craft of acting without scripts. Using their minds, voices and bodies as tools for expression students will grow as actors both individually and in ensemble. Students will reflect on their experiences in a variety of ways. Class time includes a heavy emphasis on performance with live audiences weekly, hands-on workshops, and numerous improvisational competitions. *Prerequisite: ADA1O*

Drama, Grade 11, Open (ADA3M)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. *Prerequisite: Dramatic Arts, Grade 9 or 10, Open*

Drama, Grade 12 University/College Preparation (ADA4M)

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

Music, Grade 9, Open (AMI10)

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

Music, Grade 10, Open (AMI20)

Students continue to develop their technique and ability with an instrument of their choice. They learn fine musicianship both as individuals and as parts of an ensemble. Students develop a thorough understanding of the language of music, including its elements, terminology, and history. (*Note: Students should achieve at least 70% in grade 9 music and be able to read music.*)

Music, Grade 11, Open (AMI3M) and Guitar, Grade 11, Open (AMG30)

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. (Students who take AMG30 will use guitars as their instruments.) *Prerequisite: Music, Grade 10 Open or permission of the teacher*

Music, Grade 12, University/College Preparation (AMI4M)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. *Prerequisite: Music, Grade 11, University/College Preparation*

Instrumental Music – Concert Band/Repertoire (AMR10/20)

These half-credit courses provide opportunities for the motivated instrumentalist to explore concert band repertoire on a broader scale. The emphasis in this course is on technique, ensemble playing, and interpretation. A large part of the course and course time hinges on performances where students use their skills and abilities outside the classroom. Students have the opportunity to improve and grow in their musical abilities during their high school careers. *Prerequisite: None*

Music - Vocal/Choral – Concert Choir (AMV10/20)

This half-credit course is based on the belief that we all have voices which can be trained to sing well. Students need no musical background, only a love for singing in order to participate in the choir. In this course students will learn the fundamentals of vocal and performance technique and acquire a sensitivity toward choral music. Choir practices take place twice every week during school time and work toward performances, which are a necessary and important component of this course. *Prerequisite: None*

Visual Arts, Grade 9, Open (AVI10)

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

Visual Arts, Grade 10, Open (AVI20)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. *Prerequisite: None*

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

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

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

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

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

Visual Arts – Photography, Grade 11, University/College Preparation (AWQ3M)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through photography, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. *Prereq: Visual Arts, Grade 9 or 10, Open*

Visual Arts – Photography, Grade 12, University/College Preparation (AWQ4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using photography. Students will use the critical analysis process to deconstruct photographic works and explore connections between photography and society. The studio program enables students to explore a range of photographic processes and techniques that can be applied in their own photographic production. Students will also make connections between various photographic works of art in personal, contemporary, historical, and cultural contexts. *Prerequisite: Visual Arts, Grade 11, University/College Preparation*

Business Studies

God calls us to live with honesty and integrity. The application of business principles helps us to be honest and accountable to one another not only in our financial dealings, but in our extended community as well. Business studies and economic theory are included in our confession of God's rule over all human affairs. To that end, the business courses at TDChristian contribute to preparing students to find their way in the world.

We strive to be good stewards, faithful servants and to cultivate positive relationships in our personal financial activities, business activities, government dealings, and in our role as an employee and/or employer. Issues of wealth, generosity, stewardship, environmental impact, equality in the workplace, and ethical business decisions are explored in the TDChristian business course as we acquire skills and knowledge for interacting in the business community.

Launching and Leading a Business, Grade 10, Open (BEP20)

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production. *Prerequisite: None*

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

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

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

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. *Prerequisite: None*

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. *Prerequisite: None*

Canadian and World Studies

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

Issues in Canadian Geography, Grade 9, Destreamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. *Prerequisite: None*

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. *Prerequisite: None*

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

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. *Prerequisite: None*

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

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. *Prerequisite: None*

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

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. *Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied*

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

This course traces major developments and events in world history since approximately 1450 CE. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*

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

This course explores key developments and events in world history since approximately 1450 CE, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world. *Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities*

Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about economic trade-offs, growth, and sustainability and related economic issues. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*



English

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

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

English, Grade 9, Destreamed (ENL1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. *Prerequisite: None*

English Essentials, Grade 9 (ENG1L)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace and in the Grade 10 LDCC Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. This course is developed from the LDCC Project, 2005. *Prerequisite: None*

English, Grade 10, Academic (ENG2D)

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

English Essentials, Grade 10 (ENG2L)

In this course, students focus on extending their literacy, and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized into strands that extend listening and talking skills, reading and viewing skills and writing skills. In all strands, the

focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing and thinking, and reflect regularly upon their growth in these areas. This course is developed from the LDCC Project, 2005. *Prerequisites: A Grade 9 English credit.*

English, Grade 10, Applied (ENG2P)

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

English, Grade 11, College Preparation (ENG3C)

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

English, Grade 11, University Preparation (ENG3U)

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

English, Grade 12, College Preparation (ENG4C)

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

English, Grade 12, University Preparation (ENG4U)

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

Prerequisite: English, Grade 11, University Preparation

Ontario Secondary School Literacy Course, Grade 12 (OLC4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. *[Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take OLC4O. (Students who have already met the provincial literacy requirement may take the course under special circumstances, at the principal's discretion.)]*

Studies in Literature, Grade 12, University Preparation (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*

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

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

The Writer's Craft, Grade 12, College Preparation (EWC4C)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing, use a workshop approach to write a variety of works, and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *Prerequisite: English, Grade 11, College Preparation*

English as a Second Language

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

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

English as a Second Language, ESL Level 1, Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short, adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

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

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

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

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

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

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

English as a Second Language, ESL Level 5, Open (ESLEO)

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



French

Language is a rich and vital part of God's creation by which we communicate. This communication leads to an understanding, an appreciation, and a respect for those who are different from us. Our identity, as living beings created in the image of God, is connected very closely to our culture. By learning about another culture, we not only gain knowledge and appreciation of their way of life, but we learn a great deal about who we are.

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

Core French, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. *Prerequisite: Minimum of 600 hours of French instruction, or equivalent*

Core French, Grade 10, Academic (FSF2D)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. *Prerequisite: Core French, Grade 9, Academic or Applied*

Core French, Grade 11, University Preparation (FSF3U)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. *Prerequisite: Core French, Grade 10, Academic*

Core French, Grade 12, University Preparation (FSF4U)

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

Guidance & Career Education

Guidance and Career Education plays an important role at TDChristian as students are encouraged to discover and develop their gifts so that they can effectively learn, grow, and serve at TDChristian and in the world beyond.

Through a process of self-discovery, they are encouraged to better understand themselves as image-bearers of Christ. Students are taught to identify their strengths and weaknesses and are taught strategies for time management, organization, developing good work habits, positive communication skills required for school and the workplace, and many other skills necessary for success in high school and in future careers.

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10/GLE10)

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

Prerequisite: For GLS10 – None. For GLE10 - Recommendation of Principal.

Career Studies, Grade 10, Open (GLC20)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. *Prerequisite: None.*

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

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. *Prerequisite: None*

Health and Physical Education

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

Physical and health education can make an important contribution to the development of Christian habits and commitments. On the personal level these include self-knowledge, self-respect, perseverance, integrity, and stewardship.

On a social level these include cooperation, competition, responsibility, fair play, and respect. To respond at either a social or personal level students must know their opinions, make choices, and have opportunities to commit themselves to courses of action.

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

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. *Prerequisite: None*

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

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. *Prerequisite: None*

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

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. *Prerequisite: None*

Healthy Living and Outdoor Activities (PAD30)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities,

with a focus on physical activity in outdoor settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. *Prerequisite: None*

Healthy Living and Outdoor Activities (PAD4O)

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

Healthy Active Living Education, Grade 12, Open (PPL4O)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. *Prerequisite: None*

Recreation and Healthy Active Living Leadership, Grade 12, College Preparation (PLF4M)

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

Introductory Kinesiology, Grade 12, University Preparation (PSK4U)

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 sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. *Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education*

Mathematics

Mathematics is an inventive, creative way of modeling the order and disorder in God's world. God created the world for us to understand, study, and enjoy in countless ways. In mathematics, we seek to understand some of these ways as stewards of Creation. Students are taught that mathematics is an art, that mathematics and mathematics-related careers are legitimate tasks for Christians, and that an understanding of mathematics has limits in interpreting situations in everyday life. We can and will serve God through mathematics.

Mathematics, Grade 9, Destreamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. *Prerequisite: None*

Mathematics Essentials, Grade 9 (MAT1L)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem solving skills and to continue developing their skills in reading, writing and oral language through relevant and practical math activities. This course is developed by the LDCC Project, 2005. *Prerequisite: None.*

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

Foundations of Mathematics, Grade 10, Applied (MFM2P)

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

Functions, Grade 11, University Preparation (MCR3U)

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

Mathematics Essentials, Grade 10 (MAT2L)

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. This course is developed by the LDCC Project, 2005. *Prerequisite: A Grade 9 Mathematics Credit*

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

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied*

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

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

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

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

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

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

Advanced Functions, Grade 12, University Preparation (MHF4U)

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

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

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

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

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. *Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation*

Religious Studies (or Perspectives)

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

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

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

Introduction to the Story of Redemption (HRE23)

The course explores the place of the Bible in human history as a document that tells the Story of Redemption. By looking at the Creation, humankind's Fall into sin, God's promise of redemption through the Hebrew people and fulfilled in Jesus Christ for all people, students will be exposed to the hope of Jesus' return to make all things new. Students will examine scripture broadly as an historical document and the sacred text for Christians. Students will learn how to read and interpret scripture through an historical-redemptive approach that will allow them to understand the Story of Redemption. Certain passages and books are studied in depth so that students can discover and share key themes and issues and learn the principles of biblical interpretation and apply them in their learning. The overall theme is for students to understand the Story of Redemption and their place in it. (This is a locally-developed course approved by the Ministry of Education.) *This course is compulsory for Grade 10 students. Prerequisite: None*

Continuing the Story of Redemption (HRE33)

This course provides students with opportunities to explore the Story of Redemption against the backdrop of other world religions and belief traditions, starting with the coming of Jesus Christ. The gospel of Matthew reveals the fulfillment of the Jewish prophecies in the Old Testament and the continuous Story of Redemption. The book of Acts outlines the initial work of Jesus' Spirit-filled disciples, the conversion of Paul, and his teaching for the early Christian church. Paul's letter to the church at Ephesus outlines God's kingdom plan of redemption. The pastoral letter of James speaks to the issue of how a genuine and living faith is expressed in daily life. Other worldviews and life philosophies are explored as the topics arise, but the thrust of the course will be an examination of the Christian faith. Students will develop knowledge of the terms and concepts relevant to this area of study and develop research and inquiry skills related to the study of human expression of belief. (This is a locally developed course approved by the Ministry of Education.) *This course is compulsory for Grade 11 students. Prerequisite: None*

Science

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

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

Science, Grade 9, Destreamed (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. *Prerequisite: None*

Science, Grade 10, Academic (SNC2D)

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

Science, Grade 10, Applied (SNC2P)

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

Biology, Grade 11, University Preparation (SBI3U)

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

Biology, Grade 11, College Preparation (SBI3C)

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

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. *Prerequisite: Biology, Grade 11, University preparation.*

Chemistry, Grade 11, University Preparation (SCH3U)

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

Chemistry, Grade 12, University Preparation (SCH4U)

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

Chemistry, Grade 12, College Preparation (SCH4C)

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. *Prerequisite: Science, Grade 10, Academic or Applied*

Physics, Grade 11, University Preparation (SPH3U)

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

Prerequisite: Science, Grade 10, Academic

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. *Note: Usually SPH4U is scheduled as part of Physics Block (see Block Courses). Prerequisite: Physics, Grade 11, University Preparation*

Physics, Grade 12, College Preparation (SPH4C)

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. *Prerequisite: Science, Grade 10, Academic or Applied*

Earth and Space Science, Grade 12, University Preparation (SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. *Prerequisite: Science, Grade 10, Academic*



Computer Studies

Every part of this creation belongs to God and is under the Lordship of Jesus Christ. People are to be good stewards of it. By extension, Christians are called to see and use technology as a way and means to benefit others and honour God. Technology cannot be viewed as neutral or as just a tool to be used for the benefit of the highest bidder. The pervasiveness of technology in our society means it is important for students to learn about, understand, develop, and employ it. That's the aim of computer studies.

Introduction to Computer Science, Grade 11, University Preparation (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*

Computer Science, Grade 12, University Preparation (ICS4U)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. *Prerequisite: Introduction to Computer Science, ICS3U*



Social Sciences & Humanities

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

Intro to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. *Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)*

Philosophy: The Big Questions, Grade 11, University/College Preparation (H2B3M)

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy. *Prerequisite: None*

World Cultures, Grade 12, University/College Preparation (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. *Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies*

Philosophy: Questions and Theories, Grade 12, University Preparation (H2T4U)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. *Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies*

Families in Canada, Grade 12, University Preparation (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. *Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies*

Families in Canada, Grade 12, College Preparation (HHS4C)

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada. *Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies*



Technological Education



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

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

Technology and the Skilled Trades, Grade 9, Open (TAS10)

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. *Prerequisite: None*

Exploring Technologies, Grade 9, Open (TDJ10)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. *Prerequisite: None*

Exploring Communications Technology, Grade 9, Open (TGJ10)

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and post-secondary pathways leading to careers in the field. *Prerequisite: None*

Communications Technology, Grade 10, Open (TGJ20)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. *Prerequisite: None*

Communications Technology, Grade 11, University/College Preparation (TGJ/TGG/TGV3M)

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and will explore college and university programs and career opportunities in the various communications technology fields. *Prerequisite: None*

Communications Technology, Grade 12, University/College Preparation (TGJ/TGG/TGV4M)

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. *Prerequisite: Communications Technology, Grade 11, University/College Preparation*

Green Industries, Grade 10, Open (THJ2O)

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors. *Prerequisite: None*

Green Industries, Grade 11, University/College Preparation (THJ3M)

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities. *Prerequisite: None*

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

This course focuses on more complex concepts and skills related to green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level. *Prerequisite: Green Industries, Grade 11, University/College Preparation*

Technological Design, Grade 10, Open (TDJ2O)

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

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

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

Technological Design, Grade 12, University/College Preparation (TDJ4M)

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills and will explore career opportunities and the postsecondary education and training requirements for them. *Prerequisite: Technological Design, Grade 11, University/College Preparation*



Block Courses

Block Courses challenge students and teachers to work together in exploring, uncovering, and discovering the world in its integrated wonder. They encourage students to make connections between subject areas, instead of separating content into separate period blocks as done in traditional education.

Rather than starting from abstract ideas or theory, these courses begin with real-life projects and problems that require a team approach to solve and complete. Beginning with large projects and moving towards the details and skills required to complete each one gives focus to each task, meaning to every part, and satisfaction in the finished product.

Since most projects include a variety of skills and abilities, the makeup of block classes is often a diverse mix of workplace, college, and university level students who each bring their talents and gifts in service to the class. Block classes consist of at least two consecutive periods.

Environmental Block (E-Block)

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

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

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

Successful students in the program earn credits in Grade 10 Green Industries THJ2O (1 credit); Grade 10 Civics and Citizenship CHV2O (0.5 credit); and Grade 10 Careers GLC2O (0.5 credit).

French and History Block

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

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

Successful students earn Grade 10 History Academic CHC2D and Grade 10 French Academic FSF2D.

Creating Opportunities through Co-op, Grade 11, Open (DCO3O)

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. *Prerequisite: None*

International Block

This one or two-credit program is scheduled for senior students. Students who are accepted into the International Block Program will go abroad for up to seven weeks in addition to classroom work before and after their trip. This program involves an application program and extra fees. To enquire about this program, contact the Guidance Office.

Internship Block

This semester project-based program allows students to relate what happens in the workplace to their learning in school. The block uses experiential learning in workplaces to highlight practical ways for students to learn to serve and work with others through their internships. Successful students earn two credits, each consisting of 110 hours, by attending school for three days (Monday, Wednesday, and Friday): usually these are English (ENG3C, 3U, 4C or 4U) and a mathematics credit. On Tuesdays and Thursdays, students earn two related cooperative education credits; each consists of 110 hours, through their approved Internship (or co-op) placement.

Physics Block

This block consists of Physics 12 (SPH4U) and an Interdisciplinary Studies course, Extended Physics (IDC4U – see below), each consisting of 110 hours. Students will learn how to apply the Physics learned in SPH4U through projects that involve designing, building and controlling machines from the simple to the complex. Students will be challenged in areas involving robotics, hydraulics, and levers. They will study gravity, motion dynamics, torque, energy, work, and momentum not only theoretically but experimentally.

Outdoor Education Block

This block can be taken in Grade 11 or 12. In Grade 11, students will earn a Healthy Living and Outdoor Activities credit (PAD3O) and an Interdisciplinary Studies credit (IDC3O). In Grade 12, students will earn a Healthy Living and Outdoor Activities credit (PAD4O) and a Physical Education Leadership credit (PLF4M). Students in this program will learn to interact collaboratively, to develop their ability to think critically and creatively, and to learn to lead healthy, active lives in the outdoors.

Interdisciplinary Studies, Grade 12, University Preparation (IDC4U)

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

Notes

1. To get a copy of a course outline, contact the teacher of the course.
2. Ontario Ministry of Education documents can be found at <https://www.dcp.edu.gov.on.ca/en/>.