



Where Faith and Learning Meet Life

## London District Christian Secondary School

24 Braesyde Avenue, London, ON N5W 1V3  
T: 519-455-4360 | F: 519-455-4364 | E: office@ldcss.ca  
[www.ldcss.ca](http://www.ldcss.ca)

Lord, in your light, we see light  
Psalm 36:9b

2017-2018  
**Course Calendar**  
Grades 9-12



Welcome to London District Christian Secondary School for the 2017–2018 school year.

The Board and Staff of London District Christian Secondary School (LDCSS) are happy to present this Course Calendar to you, our current and prospective students, and to your parents. It is designed to inform you about London District Christian Secondary School, its educational creed, its mission and purpose statement, the basis for its policies, its diploma requirements, its academic affairs, its program of studies and its services.

London District Christian Secondary School first opened its doors in September, 1965. LDCSS was founded by members of the Christian community who believe that the education of young people is a parental responsibility and that such education must be Christ-centred. Thus the school society seeks to provide facilities where the teachers and students can dedicate themselves to the communal task of teaching and learning of the curriculum in the light of God's threefold revelation of Himself through the Scriptures, through Jesus Christ and through His creation.

We believe that the Scriptures, the Old and New Testament, are the Word of God. With them as our basis, we seek to help you develop your knowledge of God, of yourself as God's creature, and of the universe as God's creation.

Through the study of God's Word and works, we will help you develop your God-given capabilities and realize your potential as image bearers of God. We try to develop your capacity to enjoy the world as God's creation and our work in it in all its cultural richness.

You and your parents should read the Course Calendar thoroughly to enable you to make intelligent choices about the program of studies that will be best for you. If you have any questions about matters not covered in this calendar, please feel free to contact the school.

It is our hope and prayer that we may help you to become a co-worker and servant of God, His faithful witness and well-oriented member of society, serving the Kingdom of God in the family, the church, the community, the nation, and the world.

On behalf of London District  
Christian Secondary School Society,

T. Bentum,  
Principal

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## EDUCATIONAL CREED

The Supreme Standard of the Corporation shall be the Scriptures of the Old and New Testaments, the Word of God.

We believe that the Lord God, by graciously giving us the Scriptures, has revealed to His people ordering principles intensely relevant to education and that He mandates His people to bring the whole word of God to bear in all its power upon education, and therefore the directors and members of the Corporation confess that:

1. **Life:** That human life in its entirety is religious, since God created men and women to serve Him everywhere. This requires us to educate our children for His service.
2. **Bible:** The Bible as the written Word of God is the Truth by which the Holy Spirit enlightens our understanding of God, ourselves, and the world, and is the infallible authority by which He directs and governs all our activities, including the education of our children.
3. **Creation:** We can understand the world rightly only in its relationship to God, because the world, in its origin, gracious preservation, and ultimate restoration, is the work of the Triune God, and that the glorification of His Name is its purpose.
4. **Humanity:** We were created in the image of God to enjoy covenantal fellowship with our Creator and to reflect in our person and our works the excellencies of our Maker, and were instructed to exercise dominion over the world in strict and loving obedience to God and to interpret all reality in accordance with His design and law.
5. **Sin:** Sin is disobedience to God's law and that humankind, by sinning, forsook its office and task, became estranged from God and neighbour, and brought God's curse upon creation. As a result, we have become corrupt in heart and blind to the true meaning of life and repress and misuse the knowledge of God which confronts us in creation and in Scripture.
6. **Jesus Christ:** Through our Savior Jesus Christ, there is renewal of our educational enterprise, because He is the Redeemer of, and the Light and the Way for, our human life in all its range and variety. Only through Him and the work of His Spirit are we guided in the truth and recommitted to our original calling.
7. **The Kingdom of God:** The Kingdom of God is His present and future, righteous and universal reign through Jesus Christ. The reign of grace and power makes education possible and meaningful. In obedience to Christ, we submit in every area of life to His commandment to love the Lord with all our heart and mind.
8. **Purpose of Education:** The purpose of Christian education is to direct and guide the child to commit his or her heart to Christ the Truth, to attain understanding, wisdom, and righteousness, and to perform his or her competent and responsible service of the Lord in every aspect of life.
9. **Parents:** God has given parents the responsibility to nurture and educate their children. Therefore, parents and fellow Christians should establish and maintain Christian schools.
10. **The Student:** The student as child is entrusted to parents by God, needs direction, correcting, and instruction. Children of the Christian home share in the promises and demands of the Gospel. Hence, they ought to receive Christian education.
11. **The Teacher:** Christian teachers, both in obedience to God and in cooperation with parents, have a unique pedagogical responsibility while educating the child in the school.
12. **The Christian School:** The Christian school established and controlled by a society of Christian believers, in accordance with legitimate standards and provisions, possesses the freedom to function in total and voluntary submission to Christ, the King.

# **LDCSS PURPOSE, MISSION, VISION**

## **STATEMENT OF PURPOSE**

London District Christian Secondary School provides students with a secondary education that integrates Christian faith, learning, and living, for a life of service.

## **MISSION STATEMENT**

Supported by a Christian community, London District Christian Secondary School provides high school students with quality Christian education through a variety of academic and extracurricular programs.

## **VISION STATEMENT**

The vision of London District Christian Secondary School is to enhance the education of a diverse student body through expanding programs, growing resources, and broadening support from the Christian community.

## **LDCSS GOALS**

### **CHRISTIAN FAITH**

LDCSS strives to:

- a) open students to the reality of God's claim on them as His own;
- b) challenge students to develop their relationship to Jesus Christ in reliance on the Holy Spirit and the Bible;
- c) lead students to respond in faith and love to God and neighbours.

### **LEARNING**

LDCSS strives to:

- a) reveal to students the wonders, intricacies, and patterns of God's creation, in both nature and society;
- b) encourage students to explore and evaluate the diversity of human knowledge and experience in science, the arts, literature, language, social sciences, applied technologies and physical activity;
- c) enable students to develop both creativity and discipline in full utilization of their gifts.

### **LIVING**

LDCSS strives to:

- a) point students towards a life of Christian discipleship;
- b) stimulate students to develop a desire for service;
- c) prepare students to live out their Christian commitment in all areas of life, as participants in God's redemptive work.

## AFFILIATION

London District Christian Secondary School is an interdenominational school with a number of churches represented on staff and in the student body.

London District Christian Secondary School is also a member of Christian Schools International (CSI) which has its headquarters in Grand Rapids, Michigan ([www.CSionline.org](http://www.CSionline.org)) and a member of Edifide.

The following statement outlines the OACS's goals of Christian education (October, 1984).

Our school is a member of the Ontario Alliance of Christian Schools ([www.oacs.org](http://www.oacs.org)), a Christian school service organization based in Ancaster, Ontario. The OACS represents over 68 schools (elementary and secondary) with 800 teachers and 10,500 students throughout the province.

The primary goal of the Christian Day School is to help each student to grow into an independent person who serves God according to His Word and is able and willing to employ every talent to the honour of God and for the well-being of all fellow creatures, in every area of life.

The central goal will guide each student to:

- Develop a deeper commitment to love God.
- Mature as a Christian person in relation to self, others, and the environment.
- Discover and develop particular gifts and talents.
- Develop abilities of perception and judgment in moral and ethical matters.
- Follow the norms for good health and physical fitness.
- Develop the knowledge and understanding necessary to fulfill a God-given calling effectively in modern society.
- Develop awareness as a learner able to adapt knowledge, skills, and attitudes to the ordinary tasks of life.
- Acquire competencies for responsible living as an adult, especially the sensitivity and skill necessary for effective communication.
- Train and discipline those skills and attitudes necessary for satisfaction and productivity in the world of work and/or advanced levels of schooling.
- Acquire appreciation for the customs, habits, and beliefs of other faith communities, ethnic groups, and cultures.

## ORGANIZATION OF SCHOOL YEAR

### A. SEMESTER SYSTEM

London District Christian Secondary School operates on a two-semester system. Students generally take four courses from September to January and another four from February to June.

### B. DAILY SCHEDULE

Mondays, Tuesdays, Thursdays and Fridays are four period days. Most Wednesdays are five period days including an Advisory period. Advisory is a time for a variety of clubs, leadership groups and special interest projects to meet together.

Monday, Tuesday, Thursday, Friday	
Block 1	9:04 - 10:23
Block 2	10:28 - 11:47
Lunch	11:47 - 12:15
Block 3	12:15 - 1:34
Block 4	1:38 - 2:57

Wednesday	
Block 1	9:04 - 10:09
Block 2	10:14 - 11:19
Advisory	11:23 - 12:13
Lunch	12:13 - 12:42
Block 3	12:42 - 1:47
Block 4	1:52 - 2:57

## SCHOOL POLICIES

### A. BASIS

In the school, as in any other community, teachers and students bear the responsibility of living together in a Christian manner. To work out this responsibility in an orderly and meaningful way, definite guidelines or rules are necessary. In general, rules are needed:

- to be safe and to feel safe in our school in compliance with the Ontario Safe Schools Policy
- to let all concerned know their privileges and responsibilities
- to share time, space, and resources efficiently
- to provide an up-building school environment
- to protect the rights of others
- to do the school's task efficiently

LDCSS policies provide a framework for our living as a Christian community.

### B. STUDENT RESPONSIBILITIES

It is our calling to conduct ourselves in such a way that our behaviour shows that we are trying to live as Christians. All of us represent both Christ and this school

of which we are a part. Specific expectations for achievement, attendance and behaviour are listed in our Student Handbook which is issued to students in September.

### C. STUDENT-STUDENT RELATIONSHIPS

The relationship between students must reflect the Biblical directive to "love your neighbour as yourself" and the knowledge that each person is made in God's image. Loving your neighbour and imaging God should be the basis for student relationships at LDCSS. Thus your words and deeds should always be those that give encouragement; demonstrate sensitivity, respect and love; and promote a sense of community.

### D. STUDENT-TEACHER RELATIONSHIPS

The relationship between students and teachers must reflect the Biblical directive that encourages mutual respect. Each must respect the other in keeping with the unique task of each other.

You, as the student, are called to learn as well as you can under the guidance of the teachers, and to help others to learn as well. You can fulfil this responsibility by respecting the teachers, by co-operating with them, and by sharing your knowledge with other students in appropriate ways.

## STUDENT SERVICES

### A. GUIDANCE

Student Services is committed to offering individual assistance to students in a wide variety of areas. It is staffed by two part-time counsellors.

Our counsellors and other teachers are available to help students find answers to questions about:

- a) **course selection** and education goals, study methods and optimum achievement,
- b) **vocational choices** including both information about careers and an understanding of oneself in relation to career possibilities,
- c) **educational opportunities** and requirements for post-secondary education (community college, university, apprenticeship),
- d) **inter-personal relationships**,
- e) **personal concerns**,
- f) **any other education**, vocation and/or personal issues presented by a student or a parent.
  - While our counsellors attempt to see all



students once a year, they depend on student requests to enable them to be of assistance when they are most needed. As part of the Individual Pathways Plan, each student is provided access and training to [www.myBlueprint.ca](http://www.myBlueprint.ca).

- Students may request an appointment with the counsellors or any teacher of their choice.
- Parents are invited to contact our guidance counsellors at 519.455.4360.

## **B. THE LEARNING COMMONS**

Assisting students with their unique learning needs is the focus of the Learning Commons. The following services are examples of what is offered: study skills, organizational skills, specific task assistance, special test and exam assistance, transition planning, individual education plans and other intervention strategies for student success. In order to obtain assistance in the Learning Commons, requests should be made through Student Services. Requests can be made by parents, students, teachers, or administration. Each request will be treated individually and confidentially.

## **C. STUDENT ASSISTANCE**

Subject teachers will be available to provide additional tutorial assistance to students at a mutually agreed upon time.

## **D. ENGLISH LANGUAGE LEARNERS (ELL)**

There are a variety of supports in place to help students whose first language is a language other than English. Academic support, career counselling and other referrals to assist ELL students are available through Student Services.

## **E. COMMUNITY RESOURCES**

The following community organizations work closely with our school:

- Pathways for Children and Youth
- Various Municipal Health Units
- Children's Aid Society
- Canadian Mental Health Association
- Tragic Events Response Team
- Canadian Red Cross

# **ACADEMIC INFORMATION**

## **A. HOMEWORK**

The number of hours that an individual student may spend upon homework will vary, depending upon study periods available in your daily schedule and your

course workload. Take for granted, however, that you will require more study time as you progress from grade to grade. Grade 9 students should schedule approximately 1 hour each week night for home study, and to increase that schedule up to 2 - 2.5 hours in Grade 12.

## **B. CULMINATING ACTIVITY**

All courses have a culminating activity which may consist of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Exams are written for most courses at the end of each semester. Exams are scheduled for the morning and afternoon. Time-frame and obligations will be posted one week prior to exams.

## **C. ASSESSMENT AND EVALUATION PROCEDURES**

All students will receive a course overview outlining expectations, content, and assessment and evaluation procedures for each course at the beginning of each semester. Assessment tools include quizzes, tests, essays, projects, notebooks, daily assignments, and exams.

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

- Seventy per cent of the grade will be based on evaluations conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of a culminating activity (final exam, performance, essay, and/or other method of evaluation) based on the course expectations and administered towards the end of the course.

## **D. REPORT CARDS**

Report cards are issued four times a year. Parent-teacher interviews are scheduled once each semester. The June report card is mailed to the home.

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills and work habits.

Learning Skills and Work Habits
E-Excellent; G-Good; S-Satisfactory; N-Needs Improvement
<b>Responsibility</b> <ul style="list-style-type: none"> <li>Fulfils responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon time-lines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>
<b>Independent Work</b> <ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>
<b>Initiative</b> <ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>
<b>Organization</b> <ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates and uses information, technology, and resources to complete tasks.</li> </ul>
<b>Collaboration</b> <ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>

The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The

percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding provincial level of achievement.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100%	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79%	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69%	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59%	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.	
IEP - Individual Education Plan	
FRENCH – The student receives instruction in French for the course.	
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)	
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	

## E. CREDIT SYSTEM

London District Christian Secondary School is registered as a private school with the Ontario Ministry of Education and is authorized to issue the Ontario Secondary School Diploma. The school curriculum is organized along the lines of the credit system as are all the Public and Roman Catholic Separate High Schools in Ontario. The credit system is a means of promotion based on achievement in individual subjects rather than on overall achievement in a grade. A credit is earned for successful completion of a course of study consisting of a minimum of 110 hours. A course is successfully completed if the student obtains a final mark of 50% or better in that course. Similarly a 1/2 credit is earned for a course of 55 hours.

## F. COURSE TYPES

The Ontario Curriculum was implemented in September, 1999 for students beginning grade 9. It introduced new course types for Grades 9 – 12. They will keep options open for students in the earlier grades and will prepare students in senior grades for their future destinations.

### Grades 9 and 10

Students take some open courses and choose others from two types of courses: academic and applied.

Students in Grades 9 and 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests and needs.

**Open courses** in Grades 9 and 10 are courses for all subjects other than those offered as academic and applied. An Open course in a subject has one set of expectations for that subject at the Grades 9 and 10 levels and is appropriate for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and help prepare them for their role in society.

**Academic courses** focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

**Applied courses** focus on essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Both academic and applied Grade 9 courses focus on the essential concepts. Grade 10 Academic and Applied courses will prepare students for Grade 11 courses. Courses in Grades 11 and 12 may have specific prerequisites.

### Grades 11 and 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals.

**University preparation courses** are designed to provide students with the knowledge and skills they need to meet the entrance requirements for university programs.

**University/college preparation courses** are designed to provide students with the knowledge and skills they need

to meet the entrance requirements for specific programs offered at universities and colleges.

**College preparation courses** are designed to provide students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

**Workplace preparation courses** are designed to provide students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. LDCSS provides the opportunity to take some workplace preparation courses through the Independent Learning Centre (correspondence courses).

**Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12.

## G. LOCALLY DEVELOPED COURSE(S) OF STUDY

LDCSS offers the following locally developed course which was developed by the Ontario Alliance of Christian Schools: Bible, Grade 10, Open – HRE 23.

Approval for the teaching of this course is regularly obtained from the Ministry of Education and Training.

## H. ACCESS TO OUTLINES OF COURSES OF STUDY

Up-to-date copies of the outlines of all the courses of study for courses offered at LDCSS are available for parents and students to examine.

Parents and adult students (18+ years old) wishing to examine those outlines and/or Ministry of Education and Training curriculum policy documents should request access from the principal.

Provincial curriculum documents can also be accessed via the Ministry of Education and Training's website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

## I. REVISION OF A STUDENT'S PROGRAM

Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of

mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may:

- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take;
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

## J. COURSE CODES

All names of courses conform to the common course codes which are used by all schools in Ontario. Each subject is designated by a five-character code. Each character has its own significance.

The first three characters of the course code are assigned by the Ministry of Education and represent the discipline, the subject and the course, e.g. Biology – SBI 3U.

The fourth character refers to the grade:

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

In grades 9 and 10 the fifth character refers to course types: D – Academic P – Applied O – Open

In grades 11 and 12 the fifth character refers to course types:

U – University preparation  
M – University/College preparation  
C – College preparation  
E – Workplace preparation  
O – Open

## K. RECORDS AND TRANSCRIPTS

An Ontario School Record (OSR) is established for each student when he/she enters school in Ontario. The record is maintained until the student retires from school.

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

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

For grade 9 and 10 courses, the Ontario Student Transcript (OST) will record only courses which are successfully completed.

Sometimes there are circumstances which require a student to withdraw from a course. Withdrawals from grade 9 and 10 courses are not recorded on the OST.

Since September 1999, there is full disclosure of all grade 11, 12/OA courses taken. A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which you have withdrawn. If you take a course a second time to improve your mark, both attempts will be recorded with the marks, but you will receive only one credit.

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first report card in a semestered or a non-semestered school, 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.

## L. ALTERNATIVE WAYS OF EARNING CREDITS TOWARDS THE ONTARIO SECONDARY SCHOOL DIPLOMA

### 1. Music Programs Taken Outside the School

A maximum of two credits may be awarded to students taking music programs outside the school through the following processes:

- For music programs completed by students outside the school, the principal of a secondary school may award a maximum of two university / college preparation credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in school may be counted towards the secondary school graduation diploma. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university / college preparation credit. See the guidance counsellor for details. Reference: OS, 2016, 7.3.4.
- Students may be awarded a maximum of two Grade 10 to 12 music credits through the Prior Learning Assessment and Recognition (PLAR) challenge process.

### 2. E-Learning

Students are able to take E-Learning courses toward credit. These courses are available in consultation with the Student Services department.

### **3. Independent Learning**

In special situations you may be permitted to earn credits through night school programs, summer school programs, the Independent Learning Centre (correspondence education) and on-line courses offered by other boards of education. See a guidance counsellor for details.

### **4. Prior Learning Assessment and Recognition (PLAR)**

In a few cases, students may be eligible to earn credits for courses in which they already know the knowledge and skills. Students who have never left school may earn up to four credits in grade 10 to 12 courses, with no more than two in one subject area, by demonstrating through formal tests and other assessments that they have already achieved the expectations of the course. Students may challenge for credit only for Grade 10, 11 and 12 courses in provincial curriculum policy documents. See the principal or guidance counsellor for details. Reference: OS, 2016, 7.2.5 and Ministry of Education Policy / Program Memorandum 129: PLAR: Implementation in Ontario Secondary Schools (July 6, 2001).

## **M. DIPLOMA AND CERTIFICATE REQUIREMENTS**

Students enrolled at LDCSS are expected to select courses which fulfill the credit requirements for the London District Christian Secondary School Diploma. Upon completing these they will also have earned a diploma from the Ministry of Education.

### **N. LONDON DISTRICT CHRISTIAN SECONDARY SCHOOL DIPLOMA (LDCSS)**

For students entering grade nine after August, 1999, a London District Christian Secondary School Diploma is granted to those who successfully complete the credit requirements approved by the Board of London District Christian Secondary School Society in 1999. By setting these requirements we hope to give students a knowledge of the Bible, a core perspective on Christian living in society, and a certain breadth of knowledge and skills. See chart on page 14 for a summary of these credit requirements.

### **O. ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)**

All students entering high school after August 1999 will earn this 30-credit diploma. It includes 18 compulsory credits. Students are encouraged to take more than the minimum 30 credits to broaden their range of knowledge. See chart on page 14 for a summary of these credit requirements.

### **P. ADDITIONAL DIPLOMA REQUIREMENTS**

In addition to the credit requirements, students beginning Grade 9 after August 31, 1999 must complete the following additional diploma requirements:

### **1. Community Involvement**

As part of diploma requirements, students must complete 40 hours of volunteer service in their communities. This requirement reflects our belief that we are called by God to work, not only for our own good but also in the service of others. Activities may be completed at any time during a student's years at high school. These activities may take place, outside of normal instructional hours, in a variety of settings, including non-profit organizations and public sector institutions. Students may not fulfill this requirement through regular course activities. The guidance department administers the records for community involvement. Students are expected to obtain the necessary forms and information there. Student progress towards achieving this requirement will be updated regularly through procedures developed and monitored by the Student Services Department. Reference: OS, 2016 and Ministry of Education Policy / Program Memorandum 124a.

### **2. Literacy Test**

The Provincial Test of Reading and Writing is written by all grade ten students and it is based on the expectations of the curriculum to the end of grade nine. The successful completion of this test is a requirement for graduation. If students do not complete the test successfully in grade ten, they will be provided with remedial assistance and with the opportunity to retake the test at a later date or they may take the course prescribed by the Ministry of Education (OLC40) as meeting the requirements of the literacy test. Under special circumstances, accommodations, deferrals and exemptions may be provided for some students. All students who currently have an Individual Education Plan are entitled to the accommodations outlined in the IEP. Parents, students, and/or student services may initiate any request for accommodations or deferrals. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. The test is normally scheduled for the end of March.

See the principal or guidance counsellor for further details. (Reference OS, 2016, Appendix 3).

### **Q. THE ONTARIO SECONDARY SCHOOL CERTIFICATE**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

**Compulsory credits** (total of 7)

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

**Optional credits** (total of 7)

7 credits selected by the student from available courses  
The provisions for making substitutions for compulsory credits (described in OS, 2016 section 6.2: Substitutions for Compulsory Credit Requirements) also apply to the Ontario Secondary School Certificate.

**R. 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 is a 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.

**S. SUBSTITUTIONS FOR COMPULSORY CREDIT COURSES FOR THE OSSD**

In exceptional circumstances, with student services and the parents of a student may request that a substitution be made of one compulsory credit course for another. The principal, in consultation with the parents, will decide if such a substitution should be made. To meet individual students' needs, the principal may replace up to three compulsory credit courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.

**GENERAL INFORMATION****A. COOPERATIVE EDUCATION**

The cooperative education program allows the senior student an opportunity to earn a maximum of six credits through "on the job" work experiences.

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the

student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

Placements provide students with opportunities to apply and extend the knowledge, and practise and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Senior students apply to take a cooperative education course during the course selection process. An interviewing process determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

Once a cooperative work placement has been established, the student is required to remain with that placement for the entire semester.

Further assistance regarding possibilities or options and procedures can be obtained from the Student Services department or the Cooperative Education Coordinator.

**B. LIBRARY**

The library helps students and staff access relevant and reliable information that supports curricular and general research needs. We are committed to providing a balanced collection including print and electronic resources. The library space allows for collaboration and creativity for student work. Students are encouraged and supported to take responsibility for their own learning in order to enhance their academic achievement. A solid collection of various genres of literature fosters a love of reading.

**C. COMPUTERS**

Computer technology permeates our daily lives, both at home and at work and school is no exception. At LDCSS, we provide students with a variety of ways to access information and develop their own ideas using technology. We have the equivalent of four computer labs for classroom and individual use. Students receive an account to use any of these computers which all have Internet access. In order to receive a school account (which includes a school email address and access to Google Apps), students must first sign a statement that they will comply with the LDCSS

Acceptable Use Policy. A parent signature is also required. Limited wifi access is provided for students to use with their own devices. We enforce content filtering for all Internet use at the school.

## **EXTRA-CURRICULAR ACTIVITIES**

Students have many opportunities to become involved in extra-curricular activities at LDCSS. However, students should realize that these activities require a great deal of time and effort in addition to that required for daily school work. Students should carefully assess the time and effort required before committing themselves to an extra-curricular activity. Some students who participate in extra-curricular activities will have their academic work monitored by the staff. If participation hinders academic achievement, staff may be forced to limit or curtail student participation.

## **SCHOOL EXPECTATIONS**

### **A. ATTENDANCE**

Attending classes is a privilege and a responsibility. Attendance at classes is important and crucial for success in a course. The classroom experience cannot be duplicated.

At the beginning of their courses, the subject teachers will inform the students about individual policies regarding absences for a test or project due date.

Students are considered to be absent if they are not present for a scheduled class and not gone for a school related activity (field trip, school sporting events). If more than 15 classes are missed in a course, it may be difficult for a student to achieve the course expectations. Hence, the course credit may be in jeopardy.

### **B. LATENESS**

Students must arrive at school on time for the daily activities, and must be in class on time. At the sound

of the warning bell, students should go to their classrooms and prepare for class to begin.

If students arrive at school part way through the school day, they must first report to the office.

### **C. ABSENCES**

If students are absent for part or all of the day, their parent(s) should contact the school before 9:00 a.m. No student who is ill or injured should leave school without the knowledge or permission of the office staff.

If students need to leave the school during regular classes for any reason other than illness, they must bring a parental note to the office, or have a parent phone or email the office.

Students eighteen years of age or older may sign themselves out of classes or study periods provided that the student has been given parental permission to do so. There must be a letter on file in the office stating that the parent(s) give written permission for the student to sign out.

### **D. MISSED WORK**

Students are responsible for any work missed during an absence. Tests and quizzes which are missed for legitimate one or two day absences will be written on the first day back to school unless other arrangements have been made with the subject teacher.

If students expect to be absent (including field trip, drama, club, or sports activities), it is their responsibility to find out in advance from the subject teacher the assignments the class will be receiving and to have these completed for the next class.

### **E. LATE WORK**

Our goal is to encourage students to be accountable and take responsibility for their work. Students are expected to complete assignments by the due date. Individual teachers will communicate their expectations regarding due dates and consequences for late work in writing in the course outline distributed at the beginning of each course.

# AWARDS & SCHOLARSHIPS

## Ontario Co-operative Education Association Awards

They are presented to two students annually. The criteria for these awards are set by the OCEA. The selections are made by the co-operative education coordinator.

## Most Improved Student Awards

They are presented to one student in each of the grades 9 - 11 who demonstrate the greatest academic improvement over the previous school year. The selection is made upon recommendation by student services.

## Honour Student Awards

They are presented to each student who achieves an average of 80% or more for the school year.

## Lieutenant Governor's Community Volunteer Award

The award recognizes an exemplary volunteer among the graduating students of each high school in Ontario. The graduating student selected for this award has demonstrated exemplary community contribution or outstanding achievement through volunteer activity. The selection for this award is made in April of each year.

## Racheal VanMeekeren Memorial Award

This award has been established in memory of Racheal VanMeekeren. It is presented annually to the graduating student who best exemplifies Christ-like caring, and displays our annual school year theme to the student body of LDCSS.

## Jordan Hiemstra Memorial Scholarship

This award was established in memory of Jordan to inspire graduates to use their God-given talents and abilities to raise awareness and solve issues related to Mental Health.

## Governor General's Academic Medal

A bronze medal is presented to the student who achieves the highest academic standing in the graduating class. The average includes all grade 11 and grade 12 courses (Secondary IV and V in Quebec) as listed on the student's official Transcript of Grades issued by the Ministry of Education. The average cannot be anticipated; it must be calculated based on final results after provincial/territorial examinations, where the Ministry of Education requires final exams.

There is no differentiation between "academic" and "vocational" types of courses; all those courses taken which directly result in the obtaining of a secondary school diploma, should, for obvious reasons, be included in the calculation. However, as stipulated in the Directives: "Courses taken after graduation to upgrade marks are not to be included".

## Walter Langeveld Memorial Award

This award has been established in memory of Walter Langeveld. It is presented annually to the graduating student who has shown the greatest improvement during his/her four years at LDCSS. The selection is made by the teachers.

## Poort-Wynands Memorial Service Awards

These awards have been established in memory of John Poort and Neil Wynands. They are presented to the two graduating students (boy and girl) who have rendered the greatest amount of service to the student body and the school during their years at LDCSS.

## Samuel Lee Bos Memorial Award

This award has been established in memory of Samuel Lee Bos. It is presented annually to the graduating student who has shown a genuine love and concern for others, someone who loves without judgement, places others before himself/herself, and someone who has shown great joy because of Christ living within him/her.

## Athletic Awards

The athletic awards are presented to the best graduating male and female athlete. The selections are made by the coaches and physical education teachers.

## Thorndale Farm Supplies Agricultural Scholarship

Thorndale Farm Supplies annually awards a scholarship to encourage and assist graduating students of LDCSS to pursue the study of agriculture. Graduating students may apply for this scholarship during the month of May. Application forms are available in the school office.

## Dr. Jerry Heerema Health Sciences Scholarship

Dr. Jerry Heerema annually awards a \$1,000 scholarship to recognize academic achievement and to encourage graduating students to pursue a career in the health sciences field. Graduating students may apply for this scholarship during the month of May. Application forms are available in the school office.

## Ontario Scholar Award

A student may be designated an Ontario Scholar if he or she satisfies both of the following requirements:

- He or she obtains an aggregate of at least 480 marks in any combination of ministry-approved courses listed below that provide a total of six credits, as defined by *Ontario Schools, Kindergarten to 12: Policy and Program Requirements, OS, 2016*.
- He or she has been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year.

Ministry-approved courses include any Grade 12 university preparation courses and/or university preparation/college preparation courses and/or college preparation courses and/or workplace preparation courses and/or open courses authorized under OS, 2016. The following conditions will apply:

- A candidate's mark in any course shall be multiplied by the credit value of the course.
- Where a student obtains more than six credits in any combination of courses in Grade 12 university, university/college, college courses, workplace, open, dual credit, and/or OACs, the highest marks will be used.
- Standing in *either* English for English-language schools *or* English for French-language schools (i.e., anglais/English under OSIS, English for French-language schools under OSS or OS 2016) may be counted, but not both.
- Standing in *either* French as a second language *or* français may be counted, but not both.
- A student previously designated an Ontario Scholar is not eligible for a second award.
- A student need *not* complete the courses in one school year in order to be designated an Ontario Scholar.
- Standing obtained at a conservatory or school of music – as outlined in section 2 of Policy/Program Memorandum No. 133, "Music Certificates Accepted for Credits", January 5, 2004; in section 2 of appendix 4 of OSS; section 7.3.4 of OS, 2011 or OS 2016, or in section 2 of appendix C of OSIS – may be considered for the purposes of the Ontario Scholar award.

## Certificate of Business Training:

Students who successfully complete a minimum of three (3) business credits will receive the certificate at the time of graduation.

## The Sun Light Foundation Award for Business Excellence:

This certificate, started in 2012, is awarded to the student who has completed a minimum of three (3) business study credits and has achieved the highest academic level in these courses. In addition, this certificate includes a \$1000 award.

## Other Scholarships

Other scholarships are available to graduating students from the colleges and universities. See the guidance office for information.



## PLANNING YOUR PROGRAM OF STUDIES

When selecting your courses of study, the following information should be kept in mind:

1. Make sure that you are fulfilling the diploma requirements.
2. Consider carefully your vocational goals and the educational requirements necessary to achieve them. Then select the courses that will enable you to reach these objectives.
3. It is generally to your advantage, both at school and for the future, to choose course types in which you can expect to be successful. However, honestly assess your abilities and willingness to work.
4. Plan your program as far as possible. Many subjects such as mathematics, science and language should be taken in a continuous sequence.
5. Many courses are built upon skills learned the previous year, and these courses should be selected in the proper sequence. In other words, prerequisites constitute a background which is vital if success is to be achieved in a particular subject.
6. Certain courses may not be offered if there is insufficient demand. Other courses may have to be limited to a maximum number of students because of limited classroom space and facilities. Therefore it is essential that course selections be as accurate and firm as possible. Consult the teachers or the guidance office if there are any questions regarding prerequisites, course types, and course requirements.
7. Know who you are, your unique characteristics, and the abilities with which you have been entrusted; plan a program that will help develop your talents. Decide how you can best serve in God's Kingdom, and prepare and equip yourself to that end.
8. Students planning to continue their education after grade 12 should be aware of the changing requirements for post-secondary educational institutions. These students are strongly advised to consult calendars of post-secondary institutions to make sure that their secondary school courses are in line with post-secondary requirements. See the student services staff for assistance.
9. The ultimate approval of the optional subjects selected by the students is with their parents provided the prerequisites are met.

## DIPLOMA REQUIREMENTS

Students enrolled at London District Christian Secondary School must select courses which fulfill the credit requirements for the LDCSS Diploma. The LDCSS Diploma is designed to ensure that its recipients receive a well-rounded education. Upon completing the LDCSS Diploma requirements, students will automatically complete the requirements for the Ontario Secondary School Diploma.

What do you need to graduate from high school?				
18 compulsory credits				
Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma		Both diplomas require one (1) credit from each of the following groups:	Students must earn the following compulsory credits to obtain the London District Christian Secondary School Diploma	
OSSD		OSSD/LDCSS	LDCSS	
4	credits in English (1 credit per grade)*	<b>Group 1:</b> <ul style="list-style-type: none"> <li>English or French as a second language**</li> <li>a Native language</li> <li>a classical or international language</li> <li>social sciences and the humanities</li> <li>Canadian and world studies</li> <li>guidance and career education</li> <li>cooperative education ***</li> </ul> <b>Group 2:</b> <ul style="list-style-type: none"> <li>health and physical education</li> <li>the arts</li> <li>business studies</li> <li>French as a second language **</li> <li>cooperative education ***</li> </ul> <b>Group 3:</b> <ul style="list-style-type: none"> <li>science (Grade 11 or 12)</li> <li>technological education</li> <li>French as a second language **</li> <li>computer studies</li> <li>cooperative education ***</li> </ul>	4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)		3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science		2	credits in science
1	credit in Canadian history		1	credit in Canadian history
1	credit in Canadian geography		1	credit in Canadian geography
1	credit in the arts		1	credit in the arts
1	credit in health and physical education		1	credit in health and physical education
1	credit in French as a second language		1	credit in French as a second language
0.5	credit in career studies		0.5	credit in career studies
0.5	credit in civics		0.5	credit in civics
			2	1 Bible and 1 World Religions
			<b>Group 3 (additional requirements)</b>	
			1	senior history
		1	Media Studies or Families in Canada	
In addition, students must complete: <ul style="list-style-type: none"> <li>√ 12 optional credits</li> <li>√ 40 hours of community involvement</li> <li>√ the provincial literacy requirement</li> </ul>				
* 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.				

## GRADE 9 - 12 COURSE OFFERINGS

	Grade 9	Grade 10	Grade 11	Grade 12
<b>THE ARTS</b>				
Dramatic Arts	Pt. 1 ADA 101	Pt. 1 ADA 201 Pt. 2 ADA 202 ADD 20	ADA 3M	ADA 4M
Music - Instrumental	Pt. 1 AMU 101	Pt. 1 AMU 201	AMU 3M	
- Vocal/Choral	Pt. 1 AMV 101			
Visual Arts	Pt. 1 AVI 101	Pt. 1 AVI 201	AVI 3M	AVI 4M
<b>BUSINESS STUDIES</b>				
Introduction to Business		Pt. 1 BBI 201 Pt. 2 BBI 202		
Information Technology and Communication in Business		Pt. 1 BTT 201 Pt. 2 BTT 202		
Financial Accounting Fundamentals			(o) BAF 3M	
Marketing: Goods, Services, Events			(e) BMI 3C	
Entrepreneurship: Venture Planning in an Electronic Age				(o) BDV 4C
<b>CANADIAN &amp; WORLD STUDIES</b>				
Civics and Citizenship		▪ CHV 20		
Analysing Current Economic Issues				(e) CIA 4U
Issues in Canadian Geography	▪ CGC 1D/P			
Forces of Nature: Physical Processes and Disasters			(o) CGF 3M	
The Environment and Resource Management				(e) CGR 4M
World Issues: A Geographic Analysis				CGW 4U
Canadian History Since World War I		▪ CHC 2D/P		
World History since 1900: Global and Regional Interactions World History to the End of the 15 <sup>th</sup> Century World History since the 15 <sup>th</sup> Century			1 of ▪ CHT 30 ▪ CHW 3M ▪ CHY 4U	
Understanding Canadian Law			(o) CLU 3M	
<b>ENGLISH</b>				
English as a Second Language	ESLAO ESLBO	ESLCO ESLDO	ESLEO	
English	▪ ENG 1D/P	▪ ENG 2D/P	1 of ▪ ENG 3U ▪ ENG 3C	1 of ▪ ENG 4U ▪ ENG 4C
Canadian Literature			(e) ETC 3M	
Media Studies			▪ EMS 30	
The Writer's Craft				(o) EWC 4U
Ontario Secondary School Literacy Course				OLC 4O
<b>FRENCH AS A SECOND LANGUAGE</b>				
Core French	▪ FSF 1D/P/O	FSF 2D	FSF 3U	FSF 4U

<b>GUIDANCE AND CAREER EDUCATION</b>					
Learning Strategies I: Skills for Success in Secondary School	GLE 10	GLE 20			
Advanced Learning Strategies: Skills for Success After Secondary School			GLE 30		GLE 40
Career Studies		GLC 20			
Leadership and Peer Support			GPP 30		
Co-operative Education			CO-OP		CO-OP
<b>HEALTH AND PHYSICAL EDUCATION</b>					
Healthy Active Living Education	PPL 10	Pt. 1 PPL 201 Pt. 2 PPL 202	PPL 30		
Introductory Kinesiology				(o)	PSK 4U
Recreation & Healthy Active Living Leadership				(e)	PLF 4M
<b>MATHEMATICS</b>	<b>1 of</b>	<b>1 of</b>	<b>1 senior math</b>		
Principles of Mathematics	MPM 1D	MPM 2D			
Foundations of Mathematics	MFM 1P	MFM 2P			
Functions			MCR 3U		
Functions and Applications			MCF 3M		
Foundations for College Mathematics			MBF 3C		MAP 4C
Advanced Functions					MHF 4U
Calculus and Vectors					MCV 4U
Mathematics of Data Management					MDM 4U
<b>SCIENCE</b>					
Science	SNC 1D/P	SNC 2D/P			
Biology			SBI 3U SBI 3C		SBI 4U
Chemistry			SCH 3U	(e)	SCH 4U SCH 4C
Physics			SPH 3U	(o)	SPH 4U SPH 4C
<b>SOCIAL SCIENCES AND HUMANITIES</b>					
Bible		HRE 23			
<b>Family Studies</b>					
Food and Culture			HFC 3M		
Raising Healthy Children			HPC 30		
<b>General Social Science</b>					
Families in Canada					HHS 4U
<b>World Religions</b>					
World Religions and Belief Traditions in Daily Life			HRF 30		
<b>TECHNOLOGICAL EDUCATION</b>					
Exploring Technologies	TIJ 10				
Computer Technology		TEJ 20			
Construction Technology		Pt. 1 TCJ 201 Pt. 2 TCJ 202	TCJ 3C		TCJ 4C
Communication Technology			TGJ 3M		
<ul style="list-style-type: none"> <li>▪ Compulsory courses for LDCSS diploma requirements</li> <li>(e) taught even years (September 2018)</li> <li>(o) taught odd years (September 2017)</li> </ul>		<p>Note: Courses are offered only if there is sufficient enrolment and available staff. Students will select the equivalent of 8 credits in grade 9 and 10 and 8 credits in grade 11 and 12</p>			

## DESCRIPTION OF PROGRAMS AND COURSES

Note: In this section the information in regular print represents that which we are required to print verbatim by the Ministry of Education and Training. The italicized print is additional information provided by London District Christian Secondary School.

### THE ARTS

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*“Art is the signature of man. Art declares the unique identity of people as creatures made in the image of God.” G. K. Chesterton*

*The Bible reveals God as first and foremost the Creator of all that exists. Creation itself testifies to God’s creativity and aesthetics. The amazing thing is that God chooses to share that aspect of Himself with humans. Of all His creatures, He blesses humans with an aesthetic capacity that includes not only a sensitivity to appreciate the variety, intricacy and underlying harmony of His creation, but also the ability to act creatively in response to our relationships with our Creator, the creation and other people.*

*Our curriculum gives expression to this God-inspired area of human communication through drama, music and visual art. By offering our students the opportunity to explore these areas of artistic creativity, we are obeying a creation norm (something that God intends for His people) which brings praise to our Creator.*

#### **D**RAMA

*Drama offers a unique opportunity for the student to explore and hone important life skills. Using both real and imagined situations drama creates a safe, controlled environment to learn more about ourselves and all types of relationships. By striving for artistic excellence, constantly challenging creativity, and learning to give and accept positive criticism, our human understanding grows enormously. Drama enhances communication skills, problem solving and presentation techniques, both written and oral while developing self-confidence and spontaneity. Using both individual and group work to complete the curriculum, students can expect stimulating and enriching courses.*

#### **Dramatic Arts, Grade 9**

##### **Part 1, Open**

**ADA 101**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, 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

#### **Dramatic Arts, Grade 10**

##### **Part 1, Open**

**ADA 201**

##### **Part 2, Open**

**ADA 202**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating

through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite:** None

#### **Dramatic Arts, Grade 10, Open**

**ADD 20**

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. *COURSE NOTE: This is not a regular day-class; this is an out-of-timetable class that meets outside of the school day.*

**Prerequisites:** none

#### **Dramatic Arts, Grade 11,**

##### **University/College Preparation**

**ADA 3M**

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 (students need to complete the equivalent of 1 full credit of drama).

#### **Dramatic Arts, Grade 12,**

##### **University/College Preparation**

**ADA 4M**

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:** Dramatic Arts, Grade 11, University/College Preparation or Open

## MUSIC

### Instrumental Music, Grade 9, Open

#### Part 1

AMU 101

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

*This course focuses on the performance of music using band instruments.*

**Prerequisite:** None

### Instrumental Music, Grade 10, Open

#### Part 1

AMU 201

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

*This course focuses on the performance of music using band instruments.*

**Prerequisite:** Instrumental Music - Part 1, Grade 9, Open

### Instrumental Music, Grade 11, University/College Preparation

AMU 3M

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals

and communities. They will explore how to apply skills developed in music to their life and careers.

*This course focuses on the performance of music using band instruments.*

**Prerequisite:** Instrumental Music, Grade 9 and 10, Open (1 credit)

## VOCAL/CHORAL MUSIC

*Choir is a unique experience at London District Christian Secondary School since it is the only accredited course open to students from all grades at the same time.*

*Basically the purpose of choir is to praise God by singing.*

*This is done at church services in our school's supporting communities, at public events, and also at formal performances throughout the year.*

*New registrants may expect to have a vocal/choral interview. Selection will be based on how well students meet the following criteria: vocal range, music literacy (rhythmic and sight reading skills), and ear training (ability to reproduce pitches, stay on pitch, sing successive pitches).*

### Vocal/Choral Music, Grade 9, Open

#### Part 1

AMV 101

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

*This course focuses on choral music.*

**Prerequisite:** None

## VISUAL ARTS

*As image-bearers of our Creator, people have been making visual art since the beginning of human history, wherever they had lived in God's world, for a diversity of communal and individual purposes that tie into their understanding of life and the world. The visual arts courses offer an opportunity to provide students with faith foundations on the philosophical nature of artistic activity; introduce students to aesthetic concerns through the study and application of the elements of principles of design; expose students to the characteristics and cultural significance of portions of western, world and Canadian art history; teach students methods of analysis and criticism that reflect a thoughtful Christian mind; challenge students to explore and become competent in the expressive qualities of a range of materials (media), processes, techniques and styles; encourage students to find and develop a visual voice by which they can communicate and consider how they might use their artistic gifts in the service of the Kingdom of God.*

**Visual Arts, Grade 9, Open, Part 1** **AVI 101**

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, Part 1** **AVI 201**

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** **AVI 3M**

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 and 10, Open (Students need to complete a full credit of art prior to taking the grade 11 course.)

**Visual Arts, Grade 12, University/College Preparation** **AVI 4M**

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

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

## BUSINESS STUDIES

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*The rationale for business education in a Christian school is found in Genesis 1:26, 28 where God mandates men and women to work and to be accountable for their work. In sin, that work often falls short of the aims and goals which we have for our work. But the Good News is that "in the Lord our labour is not in vain." (I Corinthians 15:58)*

*It is often through our work that we are able to love God and be of loving service to our neighbours. Our students, too, eventually will fulfill a variety of callings in the various professions, businesses, and services in the broader community. Their vocations, representing gifts which are given to them by God in trust, often are directly related to the aims, goals, and objectives set out in our Christian Business Education program. Even indirectly many of the principles of stewardship and the practical application found in the business world can be applied to our actions as consumers, taxpayers, homeowners, and investors.*

*Culture shaping probably is affected by business and the world of work more than any other human pursuits. Business changes the world more profoundly than any other human institution. Therefore, studying business, its effect on trade and commerce, invention and innovation, urbanization and globalization, economics and justice are explored by the LDCSS business student. To find one's calling in this great commission is a main aim.*

*With the advent of computers in the late twentieth century, technology has changed the character of the workplace. Yet our calling remains the same: to be of service to God and to his people. Through the gift of computer technology we can better explore and subdue God's creation by opening up the vastness of his universe, the order of his creation, and the majesty of his greatness!*

*To a large extent, computers are used in business; our place of work. Our call to stewardship here is great. It is our goal to seek appropriate responses to God's Word through Business and Computer Education. Specific objectives include: to encourage Christian values, to provide students with direction in career interests, to provide opportunity for post-secondary learning, and to become more Christ-minded in our perspective of life as we learn how to respond to Him. (P. Minnesma, 1984, 1997, 2014)*

## **Introduction to Business, Grade 10, Open**

**Part 1** **BBI 201**

**Part 2** **BBI 202**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. *Students will explore their place as Christians in the business world and explore how to bring Christian ethics, stewardship and cultural transformation to the world of work. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

## **Information Technology and Communication in Business, Grade 10, Open**

**Part 1** **BTT 201**

**Part 2** **BTT 202**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. *Students will also explore ways in which technology can help Christians respond to serving God. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

## **Financial Accounting Fundamentals Grade 11, University/College Preparation** **BAF 3M**

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 current issues and ethics in accounting. *It will be emphasized that we are accountable to God for our stewardly use of time and resources. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

## **Marketing: Goods, Services, Events, Grade 11, College Preparation** **BMI 3C**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. *Living in a materialistic world, students will be challenged to make lifestyle choices and consider stewardship from a Christian point of view. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

## **Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation** **BDV 4C**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website. *Creating business ventures (self-employment) and shaping culture through business are main aims. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

# **CANADIAN AND WORLD STUDIES**

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## **Civics and Citizenship, Grade 10, Open** **CHV 2O**

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.

*God created humans to live in community with Himself, each other and the creation. He established a covenant*



with humanity based on the words of the prophet Micah; “He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.” To that end, we have governments, we elect people to represent us, to act justly, love mercy and walk humbly before God and their neighbour. The Civics and Citizenship course establishes a biblical basis for community and leadership which takes the form of government and calls individuals to live as Kingdom citizens, to understand and see justice done, to live in meaningful and dignified relationships and to recognize the beauty in each person and in the institutions which provide us with freedom, stability and peace.

**Prerequisite:** None

## ECONOMICS

### **Analysing Current Economic Issues, Grade 12, University Preparation** **CIA 4U**

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. *Additional topics include the implications of the Greek term “oikonomia”, conservation, stewardship, justice and other Christian teachings. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

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

## GEOGRAPHY

*Christian education involves preparing students to lead a life of service to God. An integral part of this education includes the preparation of students for living responsibly as stewards of the creation. Students should gain an increased awareness of their living in relationship with the environment. The Biblical principles of stewardship and sustainability are applied to responsible living in relationship with the earth. Healing and restoration is considered where these relationship have been broken causing environmental pollution and degradation.*

*One of the ways the curriculum at LDCSS is viewed is as a tapestry of God’s grand story of salvation held together by interconnected threads. Each thread represents a curricular connection to the tapestry. We desire healthy*

*relationships, justice, beauty, and responsible citizenship. These four threads are woven throughout the Geography curriculum.*

### **Issues in Canadian Geography, Grade 9, Academic** **CGC 1D**

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Prerequisite:** None

### **Issues in Canadian Geography Grade 9, Applied** **CGC 1P**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

**Prerequisite:** None

### **Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation** **CGF 3M**

In this course, students will explore physical processes related to the earth’s water, land, and air. They will investigate how these processes shape the planet’s natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

**Prerequisite:** Issues in Canadian Geography, Grade 9, Academic or Applied

### **The Environment and Resource Management, Grade 12, University/College Preparation** **CGR 4M**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to

analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

### **World Issues: A Geographic Analysis, Grade 12, University Preparation CGW 4U**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

## **HISTORY**

*As Christians living in the post-modern western world, we face many challenges in responding to God's call to serve him and live for him. Believing that God is actively working in history to bring about his plan of redemption and renewal, our challenge as humans is to recognize the pain and brokenness experienced by many people today, both within our western culture and beyond, and to be God's agents of peace and healing. In our history courses, students are made aware of human cultural activities in areas such as politics, economics, social structures, arts, philosophy, etc. in particular settings of time and space. Through these studies, we become aware of the background to many of the issues our world faces today, to the changes that have occurred over time, to the development of a global community, and to the contributions groups and individuals have made for the benefit of fellow humans. We profess that all of human activity is done under the Lordship of Jesus Christ. A greater understanding of human cultural activities over time will equip us to fulfill our calling to live as Christians in the contemporary world.*

*The History curriculum at LDCSS is taught as a tapestry of God's grand story of salvation held together by interconnected threads. Each thread represents a curricular connection to the tapestry. In our History courses, we desire healthy relationships, justice, beauty,*

*and responsible citizenship. These four threads are woven throughout all History courses.*

### **Canadian History since World War I Grade 10, Academic CHC 2D**

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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 CHC 2P**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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 since 1900: Global and Regional Interactions, Grade 11, Open CHT 3O**

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

**Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

### **World History to the End of the Fifteenth Century, Grade 11, University/College Preparation CHW 3M**

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** **CHY 4U**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

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

## **LAW**

### **Understanding Canadian Law, Grade 11 University/College Preparation** **CLU 3M**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

*As Christians we are called to serve God in every area of life, including law. We recognize that, given the brokenness of our relationship to each other because of the fall into sin, the law is a gift from God which frees us as humans to attempt to live in harmony with each other.*

*In this course we will study various aspects of the Canadian legal system, its history, its structure, and of course, the law itself. We will wrestle with the concept of justice, how our society's sense of justice and God's sense of justice are distinct and how they are similar.*

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

## **ENGLISH**

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*While maintaining all Ministry standards and expectations, the English courses at LDCSS recognize that the world in its entirety – including human culture and institution – belongs to God and that humans are therefore fundamentally religious creatures.*

*Through the study of literature, students will become familiar with representative contemporary and classical works, and with various literary genres. They will become aware of, and come to terms with, some of the great issues and ideas of human history and culture, and achieve a heightened sensitivity to the many facets of creation. They will become aware of the craftsmanship of the writer in giving aesthetic embodiment to ideas and issues in an imaginative way. Literature exposes students to new ideas, new experiences and new worlds and thus can deepen their understanding of their own relationships.*

*The aim of the composition component is to increase the student's ability to communicate clearly, both orally and in writing. Communication is one of the greatest gifts God has given to human beings and strengthening this skill will increase the student's ability to communicate effectively in all areas of the curriculum as well as in life. Students will appreciate language as a gift of God for human enjoyment and enrichment, and see reading as a recreational and entertaining activity to exercise the whole mind, including the imagination. They also will understand the role of language in communication, and the various purposes for which it is used and misused.*

*Through the study of media, students will develop an appreciation and aesthetic understanding of the media; and the skills, knowledge and attitudes necessary to interpret the ways the media actively construct reality. Students will develop their research and critical skills in order to be able to make informed and discriminating judgements about ideas transmitted through the various media.*

*English courses encourage students to find and to value their own voices; and encounter literature which helps develop their growing awareness of personal growth and relationship, and responsibility to the world and its people as followers of Jesus Christ.*

## Compulsory Courses

### English, Grade 9, Academic

ENG 1D

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

*We have been created in the image of God, and are called to live a life of obedient response to our Maker in all our cultural activities. We have been given the gift of speech and written expression to be better able to fulfill our task in creation. The aim of education must be to so nurture the student that they are best equipped to take up their responsibilities and many-sided callings in life to the honour of God and the well being of their neighbours.*

*Part of the students' cultural responsibility is to understand their culture's literary history. In doing so, students enrich their own lives, benefit humanity and obtain a command of language all to the honour of God.*

**Prerequisite:** None

### English, Grade 9, Applied

ENG 1P

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

*This course focuses on appreciating language as a gift from God for communication, enjoyment and enrichment, further learning to use speech and written expression to honour God and be of service in the world in which students have been placed. The course provides a foundation for future high school English studies by studying the various literary genres concentrating on understanding authors' themes, ideas and values, and equipping students to make informed and discriminating judgments about ideas transmitted through the various media in light of Biblical teachings.*

**Prerequisite:** None

### English, Grade 10, Academic

ENG 2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills

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

*Students will learn to appreciate written and oral language as a gift from God for human benefit, enjoyment and enrichment. All units are designed to challenge students to explore beyond the immediate and obvious in order to explore others' views of this world, to compare them to Scriptural views of God's Kingdom, to examine their own beliefs and opinions, and to be able to express these views logically and coherently through writing and speech.*

**Prerequisite:** English, Grade 9, Academic or Applied

### English, Grade 10, Applied

ENG 2P

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.

*Students will learn to appreciate written and oral language as a gift from God for human benefit, enjoyment and enrichment. Considering the influence of literature and media in our society, an awareness of content, design, and production of literature and media works is addressed with the intent that students are provided with opportunity to practice analysis and discernment of literature and media in light of Biblical teachings and to acquire a basic knowledge of and appreciation for the craftsmanship and technology involved in literature media.*

**Prerequisite:** English, Grade 9, Academic or Applied

### English, Grade 11, University Preparation

ENG 3U

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. This course is intended to prepare students

for the compulsory Grade 12 university or college preparation course.

*This course helps students to fulfill their cultural responsibilities, within the context of a Christian worldview, by developing their command of language and their understanding of the English literary tradition.*

*Richard Rodriguez, author of Hunger for Memory and Days of Obligation, expressed in an interview the following on the subject of education:*

*“We used a lot of skills that came out of medieval faith.... The notion that education was not so much little Junior coming up with a new idea, but little Junior having to memorize what was already known. Education was not about learning something new. It was about learning something old.... There is enough in America on the street to convince Johnny that he’s the center of everyone’s universe.... What the classroom should insist on is that he belongs to a culture, a community, a tradition, a memory, and that in fact he’s related to all kinds of people he’ll never meet.... Part of the process of education is teaching you that you are related to people who are not you, not your parents.... that you are related to some continuous flow of ideas, some linkage, of which you are the beneficiary, the most recent link.”*

*This course will acknowledge and seek to understand those who have raised their voices and to answer them. If our answers “speak the truth in love” (Eph. 4:15), it will be evidence that we have received a Christian education. If our answers become part of the transforming vision, it will be through God’s grace.*

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

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

**ENG 3C**

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.

*This course looks at the place of individuals in community, particularly as we live in relationship with one another.*

*God has blessed us all with unique gifts to be used to strengthen community. Through literature students examine how community can be destroyed or built up and explore how Christians can have a positive impact.*

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

### **English, Grade 12, University Preparation**

**ENG 4U**

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.

*As a Christian secondary school we proclaim that Jesus Christ is Lord of all cultural activity. What this means in the context of this university preparation English course is that the literature, essay writing, and the examination of media need to be critiqued with care and critical scrutiny within the context of a Christian worldview. Since this course analyzes the roots of postmodernism and its influence on literature and media in the past 25 years, the students in this course will use critical thinking, communication skills, and the development of a discerning Christian mind in order to wrestle with the spirits of our postmodern, literary culture. Text analysis of modern and postmodern literary works, a study of literary criticism and theory in connection with those works, the study of postmodern film, and analytical essays in connection with the above are an integral part of the course.*

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

### **English, Grade 12, College Preparation**

**ENG 4C**

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 information 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.

*“Your kingdom is built on what is right and fair. Love and truth are in all you do.” Psalm 89:14*

### **Exploring Issues of Justice**

*Issues of justice are part of our lives as individuals, as a society, and worldwide. Literature and media forms can act as spectacles through which students further explore issues relating to how God’s kingdom is built on justice and love. As Christians we can further determine how our faith integrates with our living through delving into various issues related to justice particularly as they are depicted in novels, plays, essays, short stories, research, newspaper articles, and films. Students can increase their social consciousness through study of literary and media forms.*

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

## Optional Courses

### Media Studies, Grade 11, Open EMS 30

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

*Students are presented with many media forms every day that affect the way they think, dress, feel, and even what they believe about God. This course is a survival guide for the young Christian who will likely hear more messages from the media than any other source. It will help students understand and discern media messages, make wise choices concerning their relationship with the media, and participate in the media in a Christ-like manner. The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

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

### Canadian Literature, Grade 11, University/College Preparation ETC 3M

This course emphasizes the study and analysis of literary texts by Canadian authors for students with special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them. *Students will be given opportunities to appreciate the Canadian literary culture within the framework of their Christian faith and explore how their own writing might contribute to culture around them.*

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

### The Writer's Craft, Grade 12 University Preparation EWC 4U

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.

*"To speak a word, according to the Old Testament, is like dropping a stone into a pond. Its vibrant sound keeps on working - good or ill - like concentric ripples reach to the farthest shore. Words are deeds. Words are things that do something." - Calvin Seerveld*

*Words can bring blessing or brokenness (James 3); deceit or truth (Confucius). When we use language, enjoy words, or sculpt expression, we ought to keep in mind that words*

*are a gift and a responsibility. This course helps students to fulfil their cultural responsibilities, within the context of a Christian world-view, by developing their command of language.*

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

### Ontario Secondary School Literacy Course, Grade 12, Open OLC 40

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

**Eligibility requirement:** Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

#### Additional Information:

OLC 40 is a Grade 12 credit and can be used to meet either the Grade 12 compulsory English credit requirement or the Group 1 additional compulsory credit requirement. Beginning in September 2004, the OLC 40 can serve as either a Grade 11 or Grade 12 compulsory English credit requirement. However, it may not be accepted as the Grade 12 English entrance requirement for university or college programs.

# ENGLISH AS A SECOND LANGUAGE

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## **English as a Second Language (ESL) or English Literacy Development (ELD)**

Courses in ESL or ELD may be offered, depending on need. If a course is offered, it will be a course based on The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development, 2007.

Note: Students may count a maximum of three credits in English as a second language (ESL) or English literacy development (ELD) towards the four compulsory credits in English, but must earn the fourth compulsory credit in English at the *Grade 12* level. The courses that meet the compulsory credit requirement in Grade 12 are ENG4U, ENG4C, and ENG4E.

Policy/Program Memorandum No. 146, November 19, 2007

*LDCSS has an ESL program to help international students achieve fluency in English. The program also helps students make the transition to education and life in Canada. As Christian teachers, we hope to help students discern truth, experience God's love, recognize their gifts, and hear God's call on their lives. We want to encourage and inspire students to use their gifts and abilities to help others and make the world a better place.*

## **English as a Second Language, Open ESL Level 1**

**ESL A0**

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, Open ESL Level 2**

**ESL B0**

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 text 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, Open**

### **ESL Level 3**

**ESL C0**

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

## **English as a Second Language, Open**

### **ESL Level 4**

**ESL D0**

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, Open**

### **ESL Level 5**

**ESL E0**

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 AS A SECOND LANGUAGE

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*Foreign language study is an integral part of Christian education; it aims to provide students with insight and skills necessary for meaningful participation in contemporary society.*

*Communication skills are an important aspect of created reality. Through the study of French, as students learn to communicate in another language, they also gain a better understanding of language itself, its structure and its role. In today's "Global Village" it is imperative that students develop these skills.*

*The study of French also helps students to develop their awareness and knowledge of the diversity of expression among cultures. Language is the heart expression of a people, a symbol of a people's identity. In learning a second language, students, in a sense, make a commitment to that particular people and identify themselves with them. As well, they are confronted with a different way of seeing and experiencing the world in which we live. In that light, language study is a means of fostering respect and building community among different cultures around the world. It is an important part of fulfilling our calling as Christians to love and serve others beyond our own small community.*

## **Core French, Grade 9, Academic FSF 1D**

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

**Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

## **Core French, Grade 9, Applied FSF 1P**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

**Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

## **Core French, Grade 9, Open FSF 1O**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

**Prerequisite:** None

## **Core French, Grade 10, Academic FSF 2D**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

**Prerequisite:** Core French, Grade 9, Academic or Applied

## **Core French, Grade 11, University Preparation FSF 3U**

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

**Prerequisite:** Core French, Grade 10, Academic

## **Core French, Grade 12, University Preparation FSF 4U**

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

**Prerequisite:** Core French, Grade 11, University Preparation



# GUIDANCE AND CAREER EDUCATION

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*The purpose of life for a Christian is to serve our Creator and to be of service in His creation. The guidance and career education program consists of courses that are intended to help students develop self-awareness, learning and interpersonal skills, and to explore post-secondary educational options and careers.*

*One of the ways the curriculum at LDCSS is viewed is as a tapestry of God's grand story of salvation held together by interconnected threads. Each thread represents a curricular connection to the tapestry. We desire healthy relationships, justice, beauty, and responsible citizenship. These four threads are woven throughout the Guidance and Career Education curriculum where they apply.*

## **Learning Strategies 1: Skills for Success in Secondary School, Grade 9**

### **Open (by referral only) GLE 10**

*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:** Recommendation of principal

## **Learning Strategies 2: Skills for Success in Secondary School, Grade 10,**

### **Open (by referral only) GLE 20**

*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:** Recommendation of principal

## **Advanced Learning Strategies: Skills for Success After Secondary School,**

### **Grade 11, Open (by referral only) GLE 30**

*This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.*

**Prerequisite:** Recommendation of principal

## **Advanced Learning Strategies: Skills for Success after Secondary School**

### **Grade 12, Open (by referral only) GLE 40**

*This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.*

**Prerequisite:** Recommendation of principal

## **Career Studies, Grade 10 Open GLC 20**

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

**Prerequisite:** None

## **Leadership and Peer Support, Grade 11, Open (by referral only) GPP 30**

*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:** Career Studies, Grade 10, Open

## **Cooperative Education, Grade 11 & 12**

*The Cooperative Education Program provides senior students with an opportunity to receive academic credit through a planned learning experience that integrates classroom theory (labour law, ethical issues in the*

workplace, etc.) to achieve learning based on the curriculum expectations of a related course. The cooperative education course includes a classroom component, comprising pre-placement and integration activities, and a placement component. To join the Cooperative Education Program, students are required to arrange their placement for the course by May 15 for Semester 1 entry and November 15 for Semester II entry. Once a cooperative work placement has been established, the student is required to remain with that

placement for the entire semester. Only in exceptional circumstances will a student be permitted to enroll in the Cooperative Education Program once the semester has started.

**Prerequisite:** Career Studies, Grade 10, Open

## HEALTH AND PHYSICAL EDUCATION

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*The objectives of health and physical education promote physical development and health fitness. They answer the question of how we are to use our divinely created bodies, the image of God, in His service. The aim is to develop in the student, responsible actions and reactions in everyday life. As part of this curriculum, physical education can be viewed as the study of the body in motion. The body is a priceless possession. We are "temples of the Holy Spirit" (I Corinthians 13: 16, 17, I Corinthians 6:15, 20, Romans 12: 1, 2). As a result, we should value our bodies as the temples we occupy while on earth. It is our duty to know how the body functions, and what we need to do to keep it functioning well. The temple must be kept "a sacrifice wholly acceptable to God." Therefore we have the goals of health fitness and body conditioning.*

*We must be careful not to make the "body beautiful" an end in itself. The body is not a separate entity, nor is it the private possession of an individual. God made us whole beings, body and soul. Our task with our whole being is to love God, and our neighbour. Therefore, health and physical education is crucial. A body kept fit and in good working order permits the whole person to serve God totally.*

### **Healthy Active Living Education (co-ed),**

#### **Grade 9, Open**

**PPL 10**

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 (co-ed)**

#### **Grade 10, Open**

##### **Part 1 – inside**

**PPL 201**

##### **Part 2 – outside**

**PPL 202**

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 (co-ed),**

#### **Grade 11, Open**

**PPL 30**

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

### **Introductory Kinesiology, Grade 12**

#### **University Preparation**

**PSK 4U**

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

**Recreation and Fitness Leadership,  
Grade 12, University/College Preparation PLF 4M**

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

**Prerequisite:** Any health and physical education course

## MATHEMATICS

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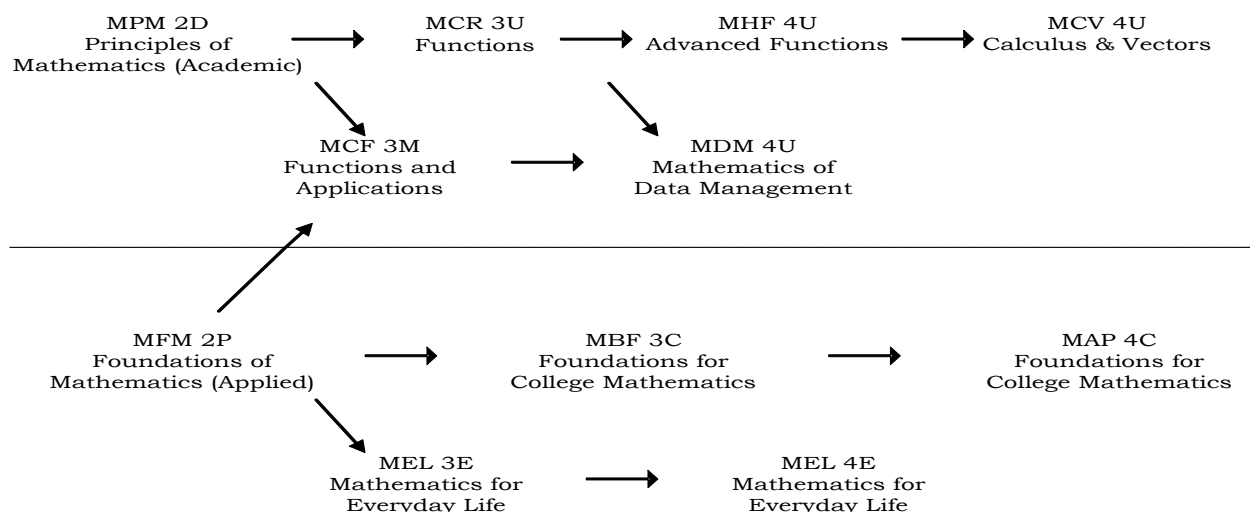
*Mathematics is a science which deals with two aspects of the creation namely number and space. Arithmetic and its extension into algebra deals mainly with the first aspect while geometry deals with the second. Some branches of mathematics, such as analytic geometry, trigonometry, and calculus cover topics which are both numerical and spatial.*

*In our technological society, mathematics plays an increasingly important role. It is foundational for understanding many of the sciences and for doing scientific work. Proficiency in some areas of mathematics, such as probability and statistics, are also required in some of the social sciences. Mathematics is a human endeavour which tries to explain relationships and laws in creation governing number and space. But not all things can be "quantified" and any attempt to do so would be reductionistic. Mathematics has a rightful, though limited, role to play in understanding God's creation. In our mathematics program we try to help our students see mathematics as a part of God's creation order. They will be required to learn the important concepts, and develop their abilities to use them to solve problems. These problems will be as concrete as possible in order to relate the subject with reality around us.*

*Students must understand that all the learning and use of mathematics is done in service to God for the purposes He most needs done in the world.*

*This overview provides a perspective for all mathematics courses taught at LDCSS. The content of the various courses is stated in the following course descriptions.*

### Prerequisites for Senior Mathematics Courses



**Principles of Mathematics,  
Grade 9, Academic**

**MPM 1D**

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

**Prerequisite:** None

Additional information:

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

**Foundations of Mathematics,  
Grade 9, Applied**

**MFM 1P**

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

**Prerequisites:** None

Additional information:

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (Note: Students who wish to take Principles of Mathematics, Grade 10, Academic [MPM2D] after completing this course must first satisfy the prerequisite requirement of Mathematics, Grade 9, Academic). Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

**Principles of Mathematics,  
Grade 10, Academic**

**MPM 2D**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore

relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** Mathematics, Grade 9, Academic

**Foundations of Mathematics,  
Grade 10, Applied**

**MFM 2P**

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:** Mathematics, Grade 9, Academic or Applied

**Functions, Grade 11,  
University Preparation**

**MCR 3U**

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

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

**Functions and Applications, Grade 11,  
University/College Preparation**

**MCF 3M**

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

**Foundation for College Mathematics,  
Grade 11, College Preparation**

**MBF 3C**

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:** Foundations of Mathematics, Grade 10, Applied

**Advanced Functions, Grade 12,  
University Preparation** **MHF 4U**

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** **MCV 4U**

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.

Note: The new Advanced Functions can be taken concurrently with or can precede Calculus & Vectors

**Mathematics of Data Management,  
Grade 12, University Preparation** **MDM 4U**

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

**Foundations for College Mathematics, Grade 12,  
College Preparation** **MAP 4C**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

**Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation

## SCIENCE

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*The inclusion of science in the Christian secondary school curriculum is important for the following reasons:*

1. *Scientific activities are a legitimate and important part of the Christian's task to explore and understand the creation.*
2. *A science program helps to advance the student's knowledge and understanding of the creation and of the Creator.*
3. *The North American culture has been greatly shaped by our scientific and technological activities; consequently, the student should be aware of how scientific work is done and how scientific worldviews influence society.*
4. *The student should understand the nature, characteristics and limitations of science, since science is only one way of knowing about the world.*
5. *As a steward of God's creation, the student needs an understanding and appreciation of the complex relationships within the creation and of our effects on these relationships.*
6. *To be a responsible Christian witness in areas having a significant scientific / technological dimension requires an understanding of the underlying scientific principles.*
7. *The study of science provides personal enrichment, enjoyment and satisfaction.*
8. *Many future careers for the students require a broad knowledge of science.*
9. *The study of science gives the student an appreciation for the many ways in which science has benefited people.*

*The study of the knowledge of science helps students to learn, to be reflective, critical and creative thinkers, as well as discerning believers who understand the theories of science and can apply them to the world around them yet make appropriate decisions in light of Biblical values for the good of their fellow human beings. Through the study of the techniques of science, particularly experimentation, students will learn to be collaborative contributors to an interdependent team, respecting the rights, responsibilities, and contributions of others. Overall, through our science courses, students will become more aware of the physical world as created reality and of their role as stewards of God's creation.*

### **Science, Grade 9, Academic**

### **SNC 1D**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. *Overall through this course, students will become more aware of the physical world as created reality and their role as stewards of God's creation.*

**Prerequisite:** None

### **Science, Grade 9, Applied**

### **SNC 1P**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. *Overall through this course, students will become more aware of the physical world as created reality and their role as stewards of God's creation.*

**Prerequisite:** None

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

### **SNC 2D**

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. *In this course students develop a deeper understanding of God as Creator as He reveals Himself to us through creation. They come to see that He is a God of order, patterns, relationships, and that He is worthy of praise.*

**Prerequisite:** Science, Grade 9, Academic or Applied

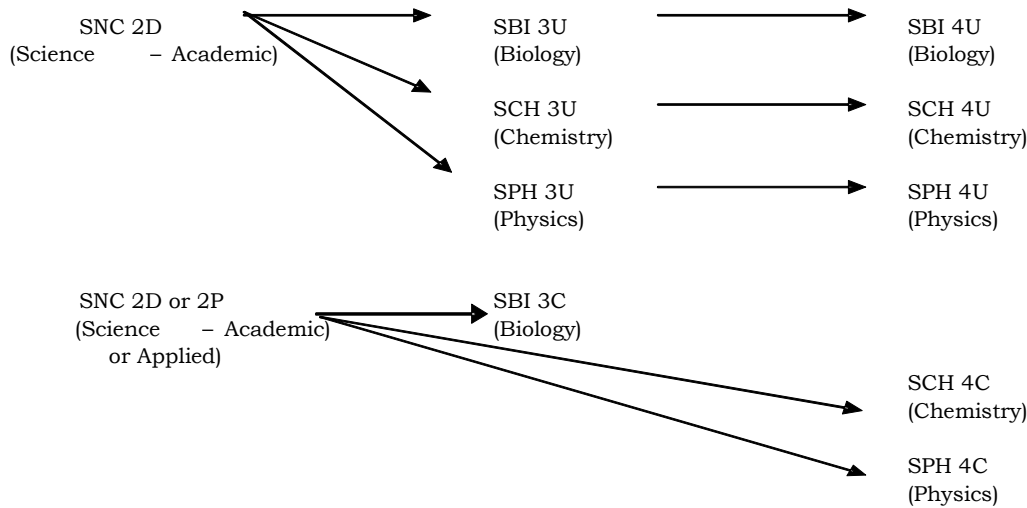
### **Science, Grade 10, Applied**

### **SNC 2P**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. *In this course students develop a deeper understanding of God as Creator as He reveals Himself to us through creation. They come to see that He is a God of order, patterns, relationships, and that He is worthy of praise.*

**Prerequisite:** Science, Grade 9, Academic or Applied

**Prerequisites for Senior Science courses:**



**Biology, Grade 11,  
University Preparation**

**SBI 3U**

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. *Students will learn that there is a diversity of understandings about creation, especially as they are informed by science, and that they are all a response to creation, but shaped by different worldviews.*

**Prerequisite:** Science, Grade 10, Academic

**Biology, Grade 11, College Preparation**

**SBI 3C**

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. *In this course, students will see how amazing God's creation is, by exploring the intricate details of what He has made.*

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

**Biology, Grade 12,  
University Preparation**

**SBI 4U**

This course provides students with the opportunity for in-depth study of the concepts and the 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. *In Biology SBI 4U, emphasis is placed upon the interrelationship between structure and function, providing clear evidence that God designed creation in wisdom. One of the prime ways to know God is through his works, the creation. Christians are called to serve God, to serve others, and to serve creation as part of our loving service to God.*

**Prerequisite:** Biology, Grade 11, University Preparation (SCH 3U is strongly recommended)

**Chemistry, Grade 11,  
University Preparation**

**SCH 3U**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. *The inter-relatedness of law structures in creation as they apply to Chemistry will be a recurring theme that will be explored throughout the course. There is also a theme of stewardship which will focus on our role as caretakers of God's good creation.*

**Prerequisite:** Science, Grade 10, Academic

**Chemistry, Grade 12,  
University Preparation**

**SCH 4U**

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. *The inter-relatedness of law structures in creation as they apply to Chemistry will be a recurring theme that will be explored throughout the course. There is also a theme of stewardship which will focus on our role as caretakers of God's good creation.*

**Prerequisite:** Chemistry, Grade 11, University Preparation

### **Chemistry, Grade 12, College Preparation SCH 4C**

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. *The inter-relatedness of law structures in creation as they apply to Chemistry will be a recurring theme that will be explored throughout the course. There is also a theme of stewardship which will focus on our role as caretakers of God's good creation.*

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

### **Physics, Grade 11,**

### **University Preparation SPH 3U**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. *This course helps the student to discover God and His wonderful creation in the many laws of physical science that God has built into His creation.*

**Prerequisite:** Science, Grade 10, Academic

### **Physics, Grade 12,**

### **University Preparation**

**SPH 4U**

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 relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. *This course helps the student to discover God and His wonderful creation in the many laws of physics that God has built into His creation.*

**Prerequisite:** Physics, Grade 11, University Preparation

### **Physics, Grade 12,**

### **College Preparation**

**SPH 4C**

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. *This course helps the student to discover God and His wonderful creation in the many laws of physical science that God has built into His creation and which they can apply.*

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

## **SOCIAL SCIENCES AND HUMANITIES**

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### **R**ELIGIOUS STUDIES

*The Religious Studies curriculum recognizes that the Bible is God's revelation and that it is wholly authoritative and trustworthy. Through it God communicates His gracious saving activity in the history of redemption. Through it God confronts human beings with the call: repent, believe, follow, obey. We will examine the variety of expressions with which people have responded to this call. At times the response is positive and obedient; at other times it is negative and*



*disobedient. Through it all, we see God's love for His people and his creation. We consider the Bible to be our primary and thus essential source of information about God's saving activity and, consequently, our basic rule for faith and life.*

*The goals of Biblical study have several dimensions.*

- *To explore and explain God's revelation of Himself to men and women throughout biblical history.*
- *To evaluate the obedient and disobedient response of faith to God's revelation in Scripture.*
- *To equip the student to render informed, obedient, creative service to God and other persons in school and contemporary society.*

### **Bible, Grade 10, Open**

**HRE 23**

Since we confess that the Word of God is our guide for faith and life, it is important to study it to understand what it teaches us. This course is a survey of the Old and New Testament which focuses on the highlights of salvation history. The story of the Bible can be called "*The Drama of Scripture*", (Craig Bartholemew and Michael Goheen). The first half of the course examines the Old Testament history, prophets and writings, while the second half concentrates on the New Testament, the life of Jesus, and the birth of the Church. Questions concerning the authority of the Bible and how to read and study it are considered as well.

This is a locally developed course. Approval for the teaching of this course was obtained from the Ministry of Education and Training.

**Prerequisite:** None

## **F**AMILY STUDIES

### **Food and Culture, Grade 11, University/College Preparation**

**HFC 3M**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

**Prerequisite:** None

### **Raising Healthy Children, Grade 11, Open**

**HPC 30**

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Prerequisite:** None.

## **G**ENERAL SOCIAL SCIENCE

### **Families in Canada, Grade 12, University Preparation**

**HHS 4U**

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.

*God created us to live in relationships. We were born into families, live with them as we grow, and usually create a family of our own. This course is a study of that relationship in an ever-changing society. HHS 4U seeks to develop a Christian perspective on growing up inside a family, establishing intimate relationships with others, and the ways in which those relationships can reflect dignity and beauty, justice and peace.*

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

## **W**ORLD RELIGIONS

### **World Religions: Belief Traditions in Daily Life, Grade 11, Open**

**HRF 30**

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

**Prerequisite:** None.

# TECHNOLOGICAL EDUCATION

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*Providing courses in technological education is in keeping with our belief that every area of life is sacred in God's eyes.*

*Technological education fosters an understanding and respect for technical gifts. It does not have vocational training as its goal. Instead, students are challenged to integrate their faith into all of their technical decision making and working. Hence, our goal is to lead students into allowing their faith in God to act as a foundation for all their decisions, especially those made in a technical environment.*

## **Exploring Technologies, Grade 9, Open** **TIJ 10**

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. *The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

## **Construction Technology, Grade 10, Open**

### **Part 1** **TCJ 201** **Part 2** **TCJ 202**

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

## **Computer Technology, Grade 10, Open** **TEJ 20**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

**Prerequisite:** None

## **Construction Technology, Grade 11, College Preparation** **TCJ 3C**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field. **Prerequisite:** None

## **Construction Engineering Technology Grade 12, College Preparation** **TCJ 4C**

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

**Prerequisite:** Construction Engineering Technology, TCJ3C

## **Communications Technology Grade 11, University/College Preparation** **TGJ 3M**

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. *The LDCSS curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.*

**Prerequisite:** None

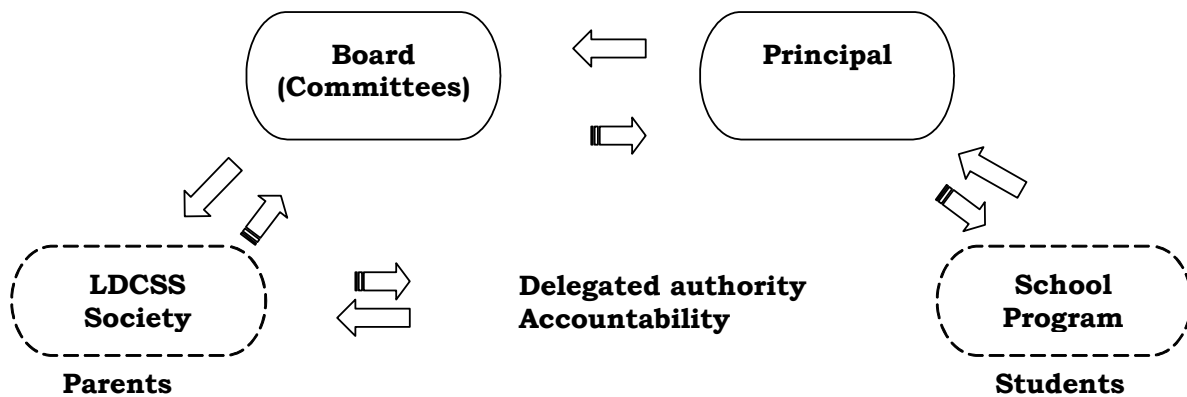


For parents, choosing a school is a very personal decision which requires taking ownership for the educational context and content they choose for their children.

London District Christian Secondary School is operated by a society (association) of Christian members and defined by a common understanding of the relationship between the Christian faith and structured learning. This common understanding is stated in our Statement of Purpose and Educational Creed.

## ORGANIZATIONAL STRUCTURE

The organizational structure is the bridge between the home and the school. Parents are encouraged to participate on the board, and on both direction-setting and non-directional committees, thereby having significant influence on the overall operation of the Christian school. It is through committees and boards that policies are developed to govern such things as choice of educational materials, student admission, hiring standards for teachers, and so on. It is also through these structures that the vision of the Christian school is articulated and translated into policies and procedures for implementation. There is no better opportunity for parents to participate in the formal education of their children. ([www.oacs.org](http://www.oacs.org))



**Parents and supporters** come together to form a society (association) which has as its main object the establishment and operation of a Christian school.

**The society**, through its voting members, acts in two ways: directly, by voting on resolutions at membership meetings; and indirectly, by delegating authority to the board of trustees which is elected from, and by, the members of the society.

**The board** directs the school by setting policies and hiring staff. The board is assisted by a number of standing committees, comprised of society members, which are necessary for the smooth operation of the school.

**The principal** is the executive officer of the board who directs the staff in the daily operation of the school according to board policies.

**The staff** presents the school program in the context of the mission statement and the board policies.

**The students** participate in the school program as appropriate for their age and abilities as determined by the staff according to the policies.

## LONDON DISTRICT CHRISTIAN SECONDARY SCHOOL IS PART OF A FAMILY OF CHRISTIAN SCHOOLS

Huron Christian School  
87 Percival Street, PO Box 658  
Clinton, ON, N0M 1L0  
519.482.7851  
[www.huronchristianschool.ca](http://www.huronchristianschool.ca)

Stratford and District Christian School  
190 Queensland Road  
Stratford  
519.393.5675  
[www.sdcs.on.ca](http://www.sdcs.on.ca)

Sarnia Christian School  
1273 Exmouth Drive  
Sarnia, ON N7S 1W9  
519.383.7750  
[www.sarniachristian.com](http://www.sarniachristian.com)

Woodstock Christian School  
800 Juliana Drive  
Woodstock, ON N4X 7W3  
519.539.1492  
[www.woodstockchristian.ca](http://www.woodstockchristian.ca)

John Knox Christian School  
4738 Confederation Line  
Wyoming, ON N0N 1T0  
519.845.3112  
[www.wyomingjkcs.com](http://www.wyomingjkcs.com)

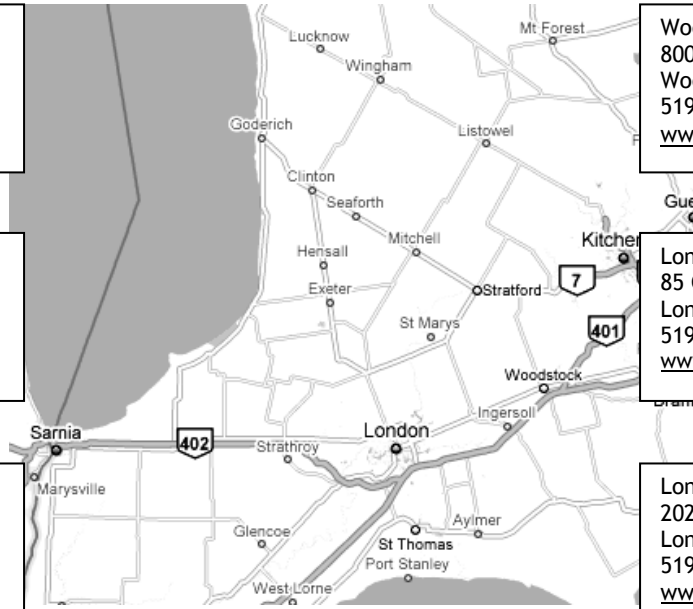
London Christian Academy  
85 Charles Street  
London, ON N6H 1H1  
519.473.3332  
[www.londonchristianacademy.ca](http://www.londonchristianacademy.ca)

Strathroy Community  
Christian School  
7880 Walkers Dr., RR#2  
Strathroy, ON N7G 3H4  
519-245-1934  
[www.sccs.ca](http://www.sccs.ca)

London Christian Elementary School  
202 Clarke Road  
London, ON N5W 5E4  
519.455.0360  
[www.londonchristian.ca](http://www.londonchristian.ca)

St. Thomas Community Christian School  
77 Fairview Avenue  
St. Thomas, ON N5R 4X7  
519.633.0690  
[www.stthomaschristian.org](http://www.stthomaschristian.org)

Immanuel Christian School  
75 Caverly Road  
Aylmer, ON N5H 2P6  
519.773.8476  
[www.immanuelchristian.net](http://www.immanuelchristian.net)



Christian schools ...

- confess that Jesus Christ is Lord of all
- want students to know the Bible because it will be a “lamp unto their feet”. We want them to know about God our Father, Jesus His Son and the Holy Spirit.
- teach students that faith in God and His Word are the foundations of their studies; whether Science (This is our Father’s world. He created it, sustains and maintains it); Geography (people interacting with the environment), History (the unfolding of His kingdom), Health and Physical Education (the body is a temple of the Holy Spirit); etc.
- work at accomplishing the task of Christian education with parents and the supporting Christian community
- develop an educational program which helps to lead young people to live as responsible Christian citizens in all areas of life.