

# Secondary Course Calendar 2026-2027



*Thy Word is a lamp unto my feet, and a light unto my path.  
Psalm 119:105*

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*Providing an academic education that: glorifies God and is founded on Biblical truths; requires the integration of those truths into all areas of life; encourages the development of the whole person; and, nurtures students to be discerning and responsible citizens of the community*

# **Oxford Reformed Christian School Secondary Course Calendar 2026 – 2027**

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## INTRODUCTION

As a parent-run school, Oxford Reformed Christian School (ORCS) seeks to work in conjunction with the home and church to provide a Reformed, Biblical education that teaches students foundational truths, and spurs them on to continue their studies, whether that be at a personal or post-secondary level. A Reformed education also requires the integration of those truths into all areas of life; encourages the development of the whole person; and, nurtures students to be discerning and responsible citizens of the community.

This calendar is intended to facilitate the course selection process for all students and their parents or guardians in our high school. This year's calendar contains a general overview of high school requirements; and contains a section on student expectations. As you will notice, the course options have increased since last year.

Students, we encourage you to prayerfully reflect on your courses of study, carefully considering how you are to use the gifts God has given you. May He give you the wisdom you need to know yourselves, the eyes you need to see Him, and the heart you need to serve Him. It is our prayer that Oxford Reformed Christian School may serve this purpose, as we join hands with our families and churches in preparing you for the future.

Parents, we appreciate your continued support as we continue to educate your children. If you have any questions about the material in this document, please contact the school office. The government curriculum documents, or the school course outlines are available for you to view at the school.

## OVERALL GOALS AND PHILOSOPHY

It is the intention of our high school program to provide education that is a continuation of the elementary program by providing a core of academic and university level courses, with several applied, college, open and locally developed courses, that will serve as a platform for students who wish to go on to university, college or enter the working world. It is our intent to go forward in a manner consistent with the overall goals found in the parent handbook, and the requirements for granting credits on behalf of the Ontario Ministry of Education.

The curriculum of Oxford Reformed Christian School reflects the priorities of the Reformed Christian community. To that end, the curriculum will seek to develop in students a love for God and their neighbor, a passion towards learning and the creation, and a lifestyle that reflects those priorities. The curriculum will be designed to allow students to recognize the connections between these categories, and the way God impacts every dimension of the world. Since all aspects of creation are worthy of study, ORCS desires a balanced program of academic disciplines.

## PREPARING FOR YOUR FUTURE

Your time in secondary school is a journey. All journeys include preparation and thought about the destination and things to be seen and done along the way. Your time in secondary school requires the same kind of planning, and as a school we wish to help you with this.

The information in this calendar is important. Consider it the travel guide. It could be dull and useless information but sometimes reading and considering the travel guide provides a more rewarding journey. You are encouraged to do your own research about your secondary, post-secondary, and career options.

But include your family, and consult with the school staff, to prayerfully consider your four (or five!) years here at ORCS. Some thoughts to remember:

**You are not alone.**

It is important to understand the value of completing your secondary education. Every student in Ontario must meet the same basic requirements in earning an OSSD. ORCS is committed to helping every student achieve a successful outcome from the secondary school experience. Every student here at ORCS makes decisions about the same issues you do. More importantly, your parents and the staff have made similar choices, and are committed to helping you make positive, informed choices. Above all, God knows and sees you, and you can seek His will and help in making your decisions.

**Student support services program**

One of the main roles of the Guidance Office is to provide academic guidance to students. This primarily involves assisting students in evaluating their skills and interests, exploring career pathways, and assisting with the transition from secondary school to either post-secondary studies or the workplace.

One aspect of the ORCS Statement of Purpose states that our school also ‘encourages the development of the whole person, and nurtures students to be discerning and responsible citizens of the community.’ The following Student Support Services plan is directly connected to this statement.

Recognizing our limitations as a school, and respecting the spheres of home, church, and state, we endeavour to support our students beyond their academics by providing Scriptural guidance and godly counsel to nurture the social, emotional, and spiritual needs of our students.

**Level 1 – Staff-Student Relational Emphasis**

All staff are expected to demonstrate care and concern towards all students. One way to do this is by being intentionally relational through meaningful and purposeful conversations. The goal is to nurture students in all areas of life, and to provide godly counsel in ‘smaller’ matters that do not necessarily have to be dealt with by the Guidance Department.

**Level 2 – Academic Guidance & Student Support**

This level will provide specific academic guidance as well as additional support for students requiring greater levels of emotional, spiritual, and mental care. Guidance Department personnel will provide academic guidance and this level of student support. Their experience at ORCS over the past years has allowed them to already make connections with our high school students. At a minimum, they will be available to meet with any student to discuss whatever is weighing on them. For complex, needy situations that require even more care than this level can provide, referrals will be made to the parents for a variety of external services.

**Level 3 – Referral to External Counselling Services**

Some difficult situations may warrant more help than we can offer at ORCS, and it would be best to utilize the services of others who have greater training and/or experience in the counselling field. Guidance Department personnel will assist in facilitating meetings with the student and/or parent(s) and the external counselling/medical provider.

**Use your gifts.**

Each person has been given unique gifts and interests, and secondary school is an opportunity to explore and develop some of these. You ought not to be in school just because you must be. You ought not to be in school just so you can get a better job. Develop your skills and interests and expand them into new areas.

**University / College Admission.**

Most university programs require 6 grade 12 U or M courses as a minimum standard to be considered for admission. Most science, engineering, design, and math programs have additional, specific requirements. Some arts programs require portfolios. Research on specific programs is important.

Many college and apprenticeship programs have specific admission requirements as well. Again, your research is vital.

The secondary guidance office has a growing collection of admission handbooks and course calendars from various colleges and universities and would be happy to share that information with you.

**Co-operative Education**

ORCS offers Cooperative Education in the second semester of every school year. Students need to plan carefully if they want to take Co-op and still meet university or college program admission requirements. Remember that Co-op can take up to two periods in your daily schedule.

**Graduation**

It is the students' responsibility to know what the diploma requirements are. Essentially, you need 17 compulsory and 13 optional credits, along with 40 community hours, and a successful literacy test and successful financial literacy test to meet OSSD graduation requirements. To achieve the ORCS Diploma, there are several additional requirements. Know what these are.

**Scholarships**

Through the contributions of generous individuals, ORCS offers a scholarship program. Scholarships do have monetary value and are presented at the time of graduation. Refer to the information elsewhere in this document.

# DIPLOMAS AND CERTIFICATES

## Ontario Secondary School Diploma (OSSD)

In order to earn an Ontario Secondary School Diploma, a student entering grade 9 in the fall of 2024 or after, students must complete a minimum of 30 credits, *including*:

- ◆ 17 compulsory credits
- ◆ 13 optional credits
- ◆ 2 online credits (O.R.C.S. students are exempt)
- ◆ 40 hours of community involvement activities
- ◆ A passing mark on the provincial secondary school literacy test.
- ◆ A mark of 70% or higher on the provincial financial literacy test.

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as opportunities to acquire specialized knowledge and skills needed to succeed in their chosen post-secondary education.

### ◆ Credits

Credits are granted in recognition of the successful completion of courses. The Ministry of Education defines credit as the successful completion of a course for which a minimum of 110 hours has been scheduled. The principal grants credits for courses that have been developed or approved by the Ministry of Education.

### ◆ Compulsory Credits (total of 17)

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- ◆ 4 credits in English (1 credit per grade)
- ◆ 1 credit in French as a Second Language
- ◆ 3 credits in Mathematics (at least 1 credit in grade 11 or grade 12)
- ◆ 2 credits in Science
- ◆ 1 credit in technological education (grade 9 or 10)
- ◆ 1 credit in Canadian History (grade 10)
- ◆ 1 credit in Canadian Geography (grade 9)
- ◆ 1 credit in The Arts
- ◆ 1 credit in Health and Physical Education
- ◆ 0.5 credit in Civics and Citizenship
- ◆ 0.5 credit in Career Studies
- ◆ 1 credit from the STEM-related course group

### STEM-related course group

*Of the 17 compulsory credits, you must complete 1 from the following group:*

- ◆ Business Studies
- ◆ Computer Studies
- ◆ Cooperative Education
- ◆ Mathematics (in addition to the 3 compulsory credits currently required)
- ◆ Science (in addition to the 2 compulsory credits currently required)
- ◆ Technological education (in addition to the 1 compulsory credit required)



♦ **Optional Credits (total of 13)**

In addition to the 17 compulsory credits, students must earn 13 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

♦ **Community Involvement Requirements and Procedures**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their four years in high school. This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging within these communities, and recognize the positive affects they can have on their communities. A *Minister's Certificate of Recognition for Community Involvement* will be awarded for students who earn 50 or more community involvement hours with distinctions for bronze (50-99 hours), silver (100-199 hours) and gold (200+ hours)

Community involvement must occur outside of scheduled instructional time that is part of the normal school day and may include a broad range of "unpaid" activities. These activities may be completed at any point of their four years in secondary school, beginning in the summer before entering grade nine. It is the students' responsibility to collect the appropriate forms from the school and to ensure proper completion of them. The school will record all submitted forms that have been approved by the principal on the school information system and later record them on the OST and OSSD.

♦ **Ontario Secondary School Literacy Test**

Students will be required to complete the Grade 10 Literacy Test, which is based on language and communications expectations of the curriculum up to and including grade 9. This test has been designed by the Provincial Education Quality and Accountability Office (EQAO). Students will be able to retake the test the following year if they are unsuccessful. Successful achievement of this test will be recorded on the Ontario Student Transcript.

For students who have not successfully completed the Literacy Test, the Ontario Secondary School Literacy Course (OSSLC) is available which meets the equivalent requirements of passing the test. At the principal's discretion, a student may take the course after only one unsuccessful attempt, if the principal determines that it is in the best interest of the student to do so.

Although Oxford Reformed Christian School will not be offering the Literacy Course, we will assist students in registering at a summer school, night school or through private study, to attain successful completion of this course. With proper school documentation, we will recognize and record its successful completion on the OST.

The school will provide remedial assistance for students who have not successfully completed the Literacy test after the first attempt. Literacy test accommodations and deferrals are available for students with Individual Education Plans (IEPs) and are determined on an individual student basis.

Accommodation may include the following:

- ♦ adjustments to the environment in which the test is administered;
- ♦ adjustments in the time allowed for the test;
- ♦ changes/adjustments to the format of the test (e.g., alternative forms of print);
- ♦ changes/adjustments to the format of responses

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student. Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Deferrals may also be granted in situations where students are unable to write the test due to illness, injury, or other extenuating circumstances. Exemptions from the Literacy Graduation Requirement may be granted to students whose IEP includes documentation supporting the exemption as well as documentation indicating that the student is not working towards an OSSD.

◆ **Learning to Age 18**

As of December 20, 2006, under the *Education Amendment Act, Learning to Age 18*, all students under 18 years of age in Ontario are required to be in attendance at school unless they have graduated, or are otherwise excused from attendance at school. Legal reasons for being absent from school (e.g., receiving satisfactory instruction at home or elsewhere) continue to apply. Students whose birthdays are between September and December are required to stay in school until the last school day in June of the year that they turn 18. Students whose birthdays are during the rest of the year must stay in school until their 18th birthday. This legislation is designed to encourage more students to graduate and fewer to leave school without being adequately prepared for work or further learning.

◆ **Online Learning Graduation Requirement**

It is the O.R.C.S. administration's opinion that the online learning graduation requirement strongly conflicts with the religious and educational mission of the school, and therefore the principal has decided to exempt all O.R.C.S. students from the online learning requirement. Part of the mission of O.R.C.S. is to integrate Biblical truths into all areas of life; encourage the development of the whole person; and nurture students to be discerning and responsible citizens of the community. It is the principal's opinion that online learning conflicts with these goals in at least the following ways:

1. Online learning decreases the level of student engagement, the level of understanding, as well as the breadth and application of content students receive.
2. Student- staff, and peer-peer relationships are not fostered in the same way online as they are in person.

Furthermore, while online learning may develop digital literacy and other important transferable skills, in-person learning will foster these skills to a higher degree. Our mission supports an in-person educational platform where curriculum is infused with a Reformed Christian worldview and taught by teachers who share our core religious values. Finally, while there are no online courses offered by boards/institutions/instructors which align with our religious and educational values nor match the quality of the program offered at O.R.C.S., all students of O.R.C.S. will be exempt from the online learning requirement.

◆ **Financial Literacy Graduation Requirement**

Starting in the 2026–2027 school year, students who began Grade 9 in the 2025–2026 school year or later, must meet a financial literacy graduation requirement to earn their high school diploma. This will be completed as part of the Grade 10 Career studies (GLC2O) course. The requirement consists of learning modules and test questions developed by TVO and provided to schools to administer. The requirement assesses core financial literacy concepts from the Grades 1 to 9 curriculum and supports the Grade 10 Career Studies course.

To meet the requirements, students:

- ◆ have up to 2 attempts during the course

- ♦ must earn at least 70% on the modules

Once a student meets the graduation requirement, it will be recorded on their Ontario Student Transcript.

Results from the modules account for 5% of the students' final grade in the Grade 10 Career Studies course. If a student completes more than one attempt, the highest mark counts toward their final grade in the Grade 10 Career Studies course. If a student has already met the requirement (for example, in a previous attempt) or is exempt, 5% is not included in their final course mark. There may be some exceptions, such as a student who took a locally developed Grade 9 Mathematics course.

## **Ontario Secondary School Certificate**

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must 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 *or* Computer Studies

- ♦ **Optional credits (total of 7)**

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credit also apply to the Ontario Secondary School Certificate.

## **The Certificate of Accomplishment**

Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful way to recognize achievement for students who plan to take certain kinds of further training or find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan, a copy of the plan may also be included.

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

## **Oxford Reformed Christian School Diploma**

For students who achieve the following list of requirements, Oxford Reformed Christian School issues an additional diploma. The requirements for this diploma go beyond any and all requirements for the

Ontario Secondary School Diploma, and include the completion of additional courses and community hours:

#### **Additional Courses**

- **Four religious studies credits** (HRE13, HRE23, HRE33, HRE43)
- **One** additional Science (SBI3C, SBI3U, SPH3U, SCH3U, SBI4U, SCH4U, SPH4U)  
**OR** additional Math (MHF4U, MCV4U, MAP4C)
- **One** of World History (CHW3M, CHY4U)  
**OR** Social Science (HHS4U, HSB4U)  
**OR** Media Studies (IDC3O)

#### **Additional Community hours**

Students must complete an additional 20 hours of community service. Of the 60 community hours, at least half must be outside church or school organizations.

\*Exceptions to these requirements may be considered under special or unique circumstances.

# GENERAL COURSE INFORMATION

## Compulsory Credits / Substitution of Compulsory Credits

Compulsory credits are those secondary school credits, prescribed by Ministry of Education policy, which a student must earn in order to satisfy the requirements for an Ontario Secondary School Diploma. There are seventeen compulsory credits.

In the case of a student whose educational interests would best be served by the substitution of a compulsory credit, the principal may make such a substitution of up to three compulsory credits to be replaced by additional courses from the compulsory list. Such substitutions are made in consultation with the parents and the student during the time of course selection. Requests for substitution can be initiated in writing by the parent, or an adult student, or the principal after consultation with the appropriate staff. The decision as to whether a substitution is allowed rests with the principal and will be in accord with the Ministry of Education Guidelines. When such substitutions are made, the student is still eligible for the OSSD. Each substitution will be noted on the student's transcript.

## Courses of Study

All courses taught at Oxford Reformed Christian School are developed according to the requirements of the Ontario Ministry of Education. Outlines of all courses are kept on file in the school and are available for perusal.

## Course Coding Information

Courses are identified by 3 letters followed by a number and a letter. For example, 'ENG2D' means English for grade 10 students, an academic course.

The first character indicates the subject area:

|                                        |                                   |
|----------------------------------------|-----------------------------------|
| A - Arts                               | I - Computer Studies              |
| B - Business Studies                   | L - Classical Studies             |
| C - Canadian and World Studies         | M - Mathematics                   |
| E - English                            | P - Health and Physical Education |
| F - French                             | S - Science                       |
| G - Guidance and Career Education      | T - Technological Studies         |
| H - Social Sciences and the Humanities |                                   |

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

e.g. **CGC** - Geography of Canada or **CHC** - Canadian History Since WW1

The first number indicates the grade level of the course

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

The letter or number following the first number indicates the nature of the course or the level of difficulty:

|                                    |                        |             |               |
|------------------------------------|------------------------|-------------|---------------|
| W - De-streamed                    | D - Academic           | P - Applied | O - Open      |
| U - University                     | M - University/College | C - College | E - Workplace |
| 3 and L - Locally developed course |                        |             |               |

A 6<sup>th</sup> digit is used when necessary to distinguish between courses offered at the same grade level.

## Courses Offered in Grades 9 and 10

Oxford Reformed Christian School offers De-streamed and Locally Developed courses at the grade 9 level. Academic, Applied, Open and Locally Developed courses are offered at the grade 10 level. The categories “academic” and “applied” are types of courses, and each has equally demanding achievement levels. One is not “easier” than the other. Both types set high expectations that prepare students for further study in the senior grades. They are defined as follows:

- ◆ Academic Courses (D) – focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop the student’s knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts, while incorporating practical applications as appropriate.
- ◆ Applied Courses (P) – focus on the essential concepts of the discipline. Applied courses develop the student’s knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.
- ◆ Open Courses (O) – are designed to provide students with a broad educational base that will equip them for active and rewarding participation in society.
- ◆ Locally Developed Courses (3 or L) – are Ministry approved credit courses that are developed to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.
- ◆ De-streamed Courses (W) – are Ministry approved credits offered in a de-streamed classroom environment.

## Courses Offered in Grades 11 and 12

As the secondary school program is developed, it is the intention of Oxford Reformed Christian School to offer students, University, University / College, College, Open, Workplace and Locally developed courses at the grades 11 and 12 levels.

- ◆ University Courses (U) – are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university students. Teaching and learning will focus on the theoretical aspects of the course content but will also include concrete applications.
- ◆ University / College Courses (M) – include content that is relevant for both university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.
- ◆ College Courses (C) – are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical-thinking and problem-solving skills.
- ◆ Open Courses (O) – are designed to provide students with a broad educational base that will equip them for active and rewarding participation in society.

- ◆ Workplace Courses (E) – are designed to equip students with the knowledge and skills they need for direct entry to the workplace or for admission to apprenticeship programs and other training programs offered in the community. Teaching and learning will emphasize workplace applications of the course content but will also explore the theoretical material that underlies these practical applications.
- ◆ Locally Developed Courses (3 or L) – are Ministry approved credit courses that are developed to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.

## Co-operative Education

At ORCS, the co-op experience is designed to allow students to participate in valuable learning experiences that help them prepare for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace. It is a program that allows students to earn secondary school credits while completing a work placement in the community. A student's co-op program consists of the co-op education course, which is monitored by a co-op education teacher, and the related Ministry approved curriculum courses in any discipline. This program consists of a classroom component and a placement component.

The classroom component includes 15 to 20 hours of:

- ◆ *pre-placement instruction*, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety,
- ◆ *classroom sessions held at various times during and after the placement*, which provide opportunities for students to reflect on and reinforce their learning in the workplace.

The placement component:

- ◆ normally involves one placement but may have two different placements
- ◆ Includes a Student Cooperative Education Learning Plan (SCELP), which shows how the student's related curriculum course is being applied at his or her coop placement.

Co-op placements are arranged for students by the school and will follow Ministry of Education policy and guidelines. While the co-op experience is designed for grade 12 students, grade 11 students will be considered for placement in a co-op setting after consultation with the principal. Such placement will be decided based on previous attitude and work habits, as well as the general maturity of the student. Transportation of the student to and from the placement site is the responsibility of the student.

Cooperative education credits may be used to meet up to two of the 17 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD). Students must also earn 13 optional credits for the OSSD. There is no limit on the number of optional credits that may be earned through cooperative education courses.

## Course Change Information

Students should select elective courses appropriate to their abilities and career plans. If a student is having difficulties, a change of subject may be required through consultation with the guidance counsellor. A change may be approved after consultation with parents / guardians if done within the first five days of the semester. In this case, nothing will be recorded on the OST.

If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of the first midterm report card, the withdrawal will not be recorded on the transcript. If a student withdraws from a course after five instructional days following the issue of the midterm report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

**Course Selection Information** - The following applies to all courses offered at Oxford Reformed Christian School:

- ◆ Students under the age of 18 require parental approval for all decisions on course choices. Students who are 18 years of age or older may accept responsibility for their own course choices;
- ◆ The courses offered at Oxford Reformed Christian School are developed according to the requirements of the Ontario Ministry of Education;
- ◆ Courses will only be offered if there is enough interest shown that year. Not all courses in the secondary course calendar are offered every year.

### **Credits for Music Lessons**

1. A maximum of one Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
  - ◆ Grade VII Practical and Intermediate Rudiments of the Royal Conservatory of Music, Toronto
  - ◆ Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
  - ◆ Collegial I Practical and Collegial I Theory of any conservatory of music in Quebec
  - ◆ Grade V Practical and Grade III Theory of Trinity College London, England
  - ◆ Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
  - ◆ Grade VIII Practical and Advanced Rudiments of the Royal Conservatory of Music, Toronto
  - ◆ Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
  - ◆ Collegial II Practical and Collegial II Theory of any conservatory of music in Quebec
  - ◆ Grade VI Practical and Grade IV Theory of Trinity College London, England
  - ◆ Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

- ◆ The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- ◆ The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.
- ◆ These credits may not count towards the compulsory arts credit.

### **Assessment and Evaluation of Student Achievement**

Assessment is a systematic process of collecting evidence from a variety of sources that accurately reflects student progress towards meeting specific learning goals (Where am I going?) using clearly stated success criteria (How am I going?) for the purpose of improving student learning.

Students will be evaluated in a variety of ways in order to give an accurate picture of what they have learned, and how they have progressed. Assessments **AS, FOR and OF learning** will include methods to assess Knowledge/ Understanding, Thinking/ Inquiry, Communication and Application (KICA), within the context of Conversations, Observations, and Student Products (COP).

When doing assessment **FOR** learning, teachers collect a wide range of data so that they can take steps to modify the instruction in the class for the increased learning by the students. Students will also engage in assessment **AS** learning by personally monitoring what they are learning and so make adjustments in how they learn to learn. Assessments **OF** learning are based on the achievement of the learning expectations, as outlined in the courses of study.



Updates to Ontario's assessment policy provide a more consistent approach to assessment and evaluation for students in Grades 9 to 12, supporting students to reach their full potential and prepare them for post-secondary pathways, and continue to enable teachers to exercise their professional judgement. Beginning with the 2026-27 school year, most secondary courses will require written exams as a [percentage](#) of the final course mark.

The following courses are exempt from mandatory written exams. In these courses, student learning will be assessed through in-class culminating tasks (e.g., projects, presentations, and portfolios):

Exempt by Course Type

- Grades 9 and 10 Locally Developed Compulsory Credits (LDCC)
- Grades 11 and 12 Workplace Level Courses (E courses)
- Grades 11 and 12 Open Level Courses (O courses)

Exempt by Subject Area

- Guidance and Career Education
- Co-operative Education
- Interdisciplinary Studies
- American Sign Language as a Second Language

### Levels of Achievement

The Ministry of Education has published benchmark levels of achievement in an attempt to standardize grading across the province. The levels of achievement associated with percentage grades are as follows:

**Level 4** - 80-100% - A thorough to outstanding level of achievement. Achievement is above the provincial standard.

**Level 3** - 70-79% - A considerable level of achievement. Achievement is at the provincial standard.

**Level 2** - 60-69% - Some level of achievement. Achievement is below but approaching the provincial standard.

**Level 1** - 50-59% - A limited level of achievement. Achievement is below the provincial standard.

0 - 49% - There is insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

### Attendance and Participation Requirements for Secondary Students

Students' final grades will also reflect their attendance and participation in class, in recognition of the significant impact these have on achievement. Excused absences will not negatively affect a student's mark. Examples of excused absences include, but are not limited to, illness, appointments with a health professional, ORCS athletic participation, ORCS class trips, music lessons and events, funerals and bereavement days, weddings and other major family events.

Unexcused absences include, but are not limited to, working at a part-time job, vacations, unreported absences, skipping class, attending sporting events as a spectator (including ORCS sports teams), shopping, recreation, uniform infractions absence.

Teachers will have progress meetings with the students regarding their participation and attendance, a minimum of twice each semester.

- In Grades 9 and 10, a student's final mark will be based on:
  - 65% classroom work
  - 20% final evaluations
  - 15% attendance and participation
- In Grades 11 and 12, a student's final mark will be based on:
  - 65% classroom work

- 25% final evaluations
- 10% attendance and participation

Classroom work includes daily work, tests, assignments, projects, essays, and so on. A final evaluation component could take the form of a special project and an examination. It will not include an exam if the course is exempt (see above).

Each student receives a syllabus including an evaluation outline for each course, at the beginning of the semester. These are also distributed to parents / guardians.

### **Guidance and Career Education**

All students are required to take the compulsory half-credit guidance course, GLC2O. In addition, students from grade 8 and upward will meet with the guidance counselor each year regarding their career direction and the courses they need to select to meet those goals. A guidance file will be kept for each student to aid in this process.

### **Health and Physical Education Credits**

Current Ministry of Education policy allows students to take more than one Healthy Active Living Education course in grades 9, 10, 11, and 12. Currently, ORCS offers two credits in Healthy Active Living Education.

### **Individualized Learning and Remedial Opportunities**

Individualized learning and remedial opportunities can be made available for students when necessary. Some instances would be if a student needs to repeat a course, has timetable conflicts, or requires courses that Oxford Reformed Christian School does not offer. If the need is legitimate, a meeting will be set up with the parents and the guidance counselor.

The two possible options include completing a course through independent study, or private study, provided Oxford Reformed Christian School has appropriate resources and available teachers. For all students who desire extra remedial assistance, it is their responsibility to meet with the teacher at a time convenient to both parties.

These can only be for courses that are not on the timetable for that particular year. Students will also be assisted in pursuing night school and summer school options as appropriate.

Students who are participating in alternative learning and remedial options are still responsible for following all school policy, including the attendance policy.

#### **◆ ESL and ELL Assistance**

Students that have difficulty with the English language will be assisted through the Guidance Office or through the Special Education department, as it will meet their needs best.

#### **◆ Independent Study**

An independent study is a course of study that a student would complete on his or her own. This would generally be a course that is not offered on Oxford Reformed Christian School option sheets, but that the student needs or desires to prepare more sufficiently for a career or for post-secondary entrance requirements. It may also be an area of special interest and relevance for the student.

An able and willing teacher, from Oxford Reformed Christian School staff, would supervise the work of the student. The supervising teacher of the course will be responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring the total work involved is equivalent to that expected in the time scheduled for the course.

The curriculum coordinator would prepare the course outline and basic structure of the course. The format would be a large project or assignment for each unit of the regular course, and would meet all

expectations for that course, as outlined in the appropriate Ontario Ministry of Education course document. This course will be worth one credit and would be taken during a student's "spare" period.

The student would also be required to pay for textbooks and supplies that may be required if these are not available at the school.

A student who wishes to apply for an independent study must submit an "Application for Independent/Private Study" at the same time as the option sheets are handed in for the upcoming year. Should the faculty approve the application; an associate teacher will be assigned. The associate teacher will monitor student progress, grade, and record student work, and prepare the report card. The student will complete all work assigned in the appropriate semester and maintain an accurate time log. The principal will record the student's standing on the student's transcript.

#### ◆ Private Study

A student may be permitted to take one or more courses through private study when one of the following two circumstances prevails: the student is deemed to have a valid reason for not attending classes, or if the school does not offer the course. Students may only take courses that are approved by the school administration.

Oxford Reformed Christian School will monitor the student's progress. The course material will come from the Ontario Virtual School (OVS) or other approved and accredited on-line course suppliers (ILC or Virtual High School).

A student who wishes to apply for private study should submit an "Application for Independent/Private Study" as early as possible. This should be as early as the end of the previous semester, or no later than the first school day in September for a course to be completed by the end of January, or no later than the first day of the second semester for a course to be completed by the end of June. The student will complete the application, and hand it in to the guidance office.

If the student must take the course because of unsuccessful completion of a course offered at ORCS or withdraws from the course, or fails to successfully complete the course, they must reimburse all associated costs of the course to the school.

The principal of the sending school will communicate in writing to the principal of ORCS of the mark obtained in the course. Upon receipt, the principal will record the student's standing on the student's transcript.

#### ◆ Special Education

Personnel in the Special Education Department will assist in developing Individualized Education Plans (IEP) for students with recognized learning difficulties. Students on an IEP can have appropriate modifications made to their courses and program. Suitable accommodations can also be made in the classroom setting. Strategies could include things such as where the student sits and who they work with in groups. As well, instruction and assessment accommodations can be implemented. Such strategies could include more frequent checks for accuracy, speech to text software, narrated audio books, detailed study guides, oral testing, scribing, scaffolding the writing process with prompts, chunking of assignments, additional time etc. These will be implemented by the classroom teachers for maximum student success.

### Library

A library is available for student use. Regular additions are being made to the non-fiction section of the school library to accommodate the high school curriculum.

### Ontario Secondary School Literacy Course

The Ministry of Education has developed a Grade 12 Ontario Secondary School Literacy Course. This credit course is designed to support at-risk students in improving their language skills and provide them

with an alternative way of demonstrating these skills. Students who have been unsuccessful at their first Literacy Test attempt and have been eligible to write the test twice, are eligible to take the course. The successful completion of this course will satisfy the literacy requirement for graduation. Oxford Reformed Christian School will not be offering the Literacy Course but will recognize its successful completion in a summer school, night school program or private study, with the proper school documentation.

It should be noted that the Ontario Secondary School Literacy Course does not meet the minimum admission requirements for colleges or universities.

## **Prerequisite Courses**

These are courses that students must complete before enrolling in certain other courses. Prerequisite course requirements are clearly listed after the course description. Prerequisite courses listed are in accordance with the Ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. A student lacking a prerequisite must speak with the principal to determine if equivalent standing exists.

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

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways outside secondary school. Students may have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum documents in order to earn credits toward their diplomas. All such procedures are carried out under the direction of the principal, with appropriate documentation, in accordance with Ministry Requirements.

The PLAR process involves two components: *'challenge'* and *'equivalency'*. The *'challenge'* process refers to the process whereby a student's prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

For a student with prior education credits from other jurisdictions, the principal will determine the total credit equivalency. The number of compulsory and optional credits still to be earned will be in accordance with Ministry requirements.

At present, Oxford Reformed Christian School will not offer a *'challenge'* process for assessment and recognition of prior learning.

### **◆ Placement of New Students**

For students entering ORCS for the first time, placement will be determined based on the recommendation of the previous school and a review of the student's academic file. For students entering Grade 10, 11, 12, credit equivalencies and diploma requirements will be determined according to Ministry of Education policy, and documented proof of previous courses of study.

## **Recording and Reporting Procedures**

### **◆ Report Cards**

Report Cards will be used to provide information regarding academic progress and the development of learning skills and work habits, in a consistent way throughout all Ontario schools.

There are four marking periods. Progress Reports will be issued at the end of the first and third marking periods. These will provide progress grades for the year-long courses, and mid-term grades for the semestered courses. Report Cards are issued at the second and fourth marking periods. These will reflect whether the student has completed the courses the student is enrolled in and will disclose the final grades for the course.

Parents/guardians are asked to read all reports carefully, as soon as possible. They are encouraged to feel free to contact the school if there are any questions regarding their child's report card. Questions about specific courses should be referred to the course teacher, while questions about the report in general may be referred to the principal.

♦ **Ontario Student Record**

The Ontario Student Record (OSR) is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is authorized by the Education Act.

The information in an OSR is available to supervisory officers and the principal and teachers of the school only, for the purpose of improving the instruction of the student. All students and the parents / guardians of students under 18 years of age have the right to examine the OSR upon request.

♦ **Ontario Student Transcript**

As students earn credits in Grades 9-12, their personal achievement for each course is recorded on the Ontario Student Transcript (OST). The OST provides a comprehensive record of a student's overall achievements in high school.

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

♦ **Full Disclosure**

– **Withdrawal from a course**

**Grades 9 and 10**

Withdrawals from grade 9 or grade 10 courses are not recorded on the OST. Only successful courses are recorded on the OST.

**Grades 11 and 12**

If a student withdraws from a grade 11 or grade 12 course within five instructional days following the issue of the first mid-term report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the midterm report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

– **Repetition of a course**

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

## **Organization of the School Year**

All secondary courses, except the Musical-Vocal/Choral courses (Choir) are offered to students in a semester system. Students will begin and complete four academic credits in the period from September to January and another four credits from February to June.

## **Timetable for a School Day and Week**

A typical high school schedule is structured as follows:

| Regular High School Course Time Schedule<br>Monday, Tuesday, Thursday, Friday |                                   | High School Choir Course Time Schedule<br>Wednesday |                                   |
|-------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------|-----------------------------------|
| 8:50-9:00                                                                     | Morning Devotions                 | 8:50-9:00                                           | Morning Devotions                 |
| 9:02-10:20                                                                    | Period #1                         | 9:02-10:20                                          | Period #1                         |
| 10:20-10:25                                                                   | <i>Transition between classes</i> | 10:20-10:25                                         | <i>Transition between classes</i> |
| 10:25-11:45                                                                   | Period #2                         | 10:25-11:25                                         | Period #2                         |
| 11:45-12:35                                                                   | Lunch                             | 11:25-12:35                                         | Concert Choir Practice            |
| 12:40-1:55                                                                    | Period #3                         | 12:40-1:55                                          | Period #3                         |
| 1:55-2:00                                                                     | <i>Transition between classes</i> | 1:55-2:00                                           | <i>Transition between classes</i> |
| 2:00-3:15                                                                     | Period #4                         | 2:00-3:15                                           | Period #4                         |
|                                                                               |                                   | 3:30-5:00                                           | Ensemble Choir Practice           |

# COURSE DESCRIPTIONS

## Access to the Curriculum Documents

- ♦ Access to the ORCS course of study outlines, are available through the school's office.
- ♦ Access to the Ontario Curriculum Policy Documents can be had through the Ontario MOE web site at: <https://www.dcp.edu.gov.on.ca/en/>

## The Arts

### ♦ ALC20 – Integrated Arts, Grade 9 or 10, Open

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

*Prerequisite: none*

### ♦ AMV10a - Music – Vocal / Choral – Part I, Grade 9, Open (half-credit course)

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 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.

*Prerequisite: none*

*Recommended Preparation: A demonstrated interest in, and foundational understanding of choral music will be determined by submitting a short essay and performing a short placement audition prior to securing a position in the choir. As well, signing a commitment agreement will be required.*

*ORCS additional description and requirements:*

*This course is offered as a focus course in choral music. Students sing a variety of repertoire ranging from Renaissance to contemporary, both sacred and secular. This course will provide students with several performance opportunities and larger community involvement. Students will also develop listening skills and will be able to critique music they hear and listen to.*

### ♦ AMV10b - Music – Vocal / Choral – Part II, Grade 9, Open (half-credit course)

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 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.

*Prerequisite: none*

*Recommended Preparation: A demonstrated interest in, and foundational understanding of choral music will be determined by submitting a short essay and performing a short placement audition prior to securing a position in the choir. As well, signing a commitment agreement will be required.*

*ORCS additional description and requirements:*

*This course is offered as a focus course in choral music. Students sing a variety of repertoire ranging from Renaissance to contemporary, both sacred and secular. This course will provide students with several performance opportunities and larger community involvement. Students will also develop listening skills and will be able to critique music they hear and listen to.*

♦ **AMU2O – Music – Grade 10, Open**

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

*Prerequisite: none*

*Recommended Preparation: A demonstrated interest in, and foundational understanding of music theory*

*ORCS additional description and requirements: This course emphasizes music appreciation. Students will learn about the development of Western music by studying the music and composers from the late-Renaissance, Baroque, Classical, and Romantic periods all the way to folk, jazz, and contemporary music. Student learning will include participating in creative activities and listening perceptively to music. Students will also be required to develop a thorough understanding of the language of music, including the elements, theory, terminology, and history.*

*This is a very different course than the choir courses and takes a more chronological and musical styles approach. Students will not have to sing.*

♦ **AMV2Oa - Music – Vocal / Choral – Part I, Grade 10, Open (half-credit course)**

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

*Prerequisite: none*

*Recommended Preparation: A demonstrated interest in, and foundational understanding of choral music will be determined by submitting a short essay and performing a short placement audition prior to securing a position in the choir. As well, signing a commitment agreement will be required.*

*ORCS additional description and requirements:*

*This course is offered as a focus course in choral music. Students sing a variety of repertoire ranging from Renaissance to contemporary, both sacred and secular. This course will provide students with several performance opportunities and larger community involvement. Students will also develop listening skills and will be able to critique music they hear and listen to.*

♦ **AMV2Ob - Music – Vocal / Choral – Part II, Grade 10, Open (half-credit course)**



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

*Prerequisite: none*

*Recommended Preparation: A demonstrated interest in, and foundational understanding of choral music will be determined by submitting a short essay and performing a short placement audition prior to securing a position in the choir. As well, signing a commitment agreement will be required.*

*ORCS additional description and requirements:*

*This course is offered as a focus course in choral music. Students sing a variety of repertoire ranging from Renaissance to contemporary, both sacred and secular. This course will provide students with several performance opportunities and larger community involvement. Students will also develop listening skills and will be able to critique music they hear and listen to.*

♦ **AVI20 - Visual Arts, Grade 10, Open**

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.

**\*There is a \$50.00 supply fee for this course.**

*Prerequisite: none*

♦ **AEA30 – Exploring and Creating in the Arts – Grade 11, Open**

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

*Prerequisite: Any Grade 9 or 10 arts course*

♦ **AMV30a – Music – Vocal Choral – Part I, Grade 11, Open (half-credit course)**

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

*Prerequisite: None*

*Recommended Preparation: A demonstrated interest in, and foundational understanding of choral music will be determined by performing a short placement audition prior to securing a position in the choir. Also, signing a commitment agreement will be required.*

*ORCS additional description and requirements:*

*This course is offered as a focus course in choral music. Students sing a variety of repertoire ranging from Renaissance to contemporary, both sacred and secular. This course will provide students with several performance opportunities and larger community involvement. Students will also develop listening skills and will be able to critique music they hear and listen to.*

♦ **AMV3Ob – Music – Vocal Choral – Part II, Grade 11, Open (half-credit course)**

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

Prerequisite: None

*Recommended Preparation: A demonstrated interest in, and foundational understanding of choral music will be determined by performing a short placement audition prior to securing a position in the choir. As well, signing a commitment agreement will be required.*

*ORCS additional description and requirements:*

*This course is offered as a focus course in choral music. Students sing a variety of repertoire ranging from Renaissance to contemporary, both sacred and secular. This course will provide students with several performance opportunities and larger community involvement. Students will also develop listening skills and will be able to critique music they hear and listen to.*

## **Business Studies**

♦ **BAF3M - Financial Accounting Fundamentals, Grade 11, University/College Preparation**

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

Prerequisite: none

♦ **BDI3C - Entrepreneurship: The Venture, Grade 11, College Preparation**

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

Prerequisite: none

## **Canadian and World Studies**

♦ **CGC1W - Geography of Canada, Grade 9**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics

such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

*Prerequisite: none*

♦ **CGW4U - World Issues: A Geographic Analysis, Grade 12, University Preparation**

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*

♦ **CHC2D - Canadian History Since World War I, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

*Prerequisite: none*

♦ **CHV2O - Civics and Citizenship, Grade 10, Open (half-credit course)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

*Prerequisite: none*

♦ **CLU3M - Understanding Canadian Law, Grade 11, University/College Preparation**

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.

*Prerequisite: Canadian History since World War I, Academic or Applied (CHC2D or CHC2P)*

♦ **CHW3M - World History to the End of the Fifteenth Century, Grade 11, University/College Preparation**

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 (CHC2D or CHC2P)*

♦ **CHY4U - World History Since the Fifteenth Century, Grade 12, University Preparation**

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*

## **Computer Studies**

♦ **ICS3U - Introduction to Computer Science, Grade 11, University Preparation**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

*Prerequisite: None*

♦ **ICS4U - Computer Science, Grade 12, University Preparation**

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

*Prerequisite: Introduction to Computer Science, Grade 11, University Preparation. (ICS3U)*

## **Cooperative Education – linked to a related course(s)**

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their

education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. *Prerequisite: None*

Note: This course is offered as a one-credit option to grade 11 and as a two-credit option to grade 12 and with special considerations. A cooperative education course linked to a related course or courses does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term “(Co-op)” inserted after the course name.

## English

### ♦ ENL1W - English, Grade 9

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

*Prerequisite: none*

### ♦ ENG1L - English, Grade 9, Locally Developed

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 essentials English (ENG2L). This course is organized by strands that develop the listening and speaking skills, reading and viewing skills and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

*Prerequisite: None*

### ♦ ENG2D - English, Grade 10, Academic

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

*Prerequisite: English, Grade 9*

### ♦ ENG2L - English, Grade 10, Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English, Grade 11, Workplace Preparation course. The course is organized by strands that extend listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and

accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in speaking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas.

*Prerequisite: English, Grade 9, Locally Developed (ENG1L)*

♦ **ENG2P - English, Grade 10, Applied**

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

*Prerequisite: English, Grade 9 (ENL1W)*

♦ **ENG3C - English, Grade 11, College Preparation**

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

*Prerequisite: English, Grade 10, Applied (ENG2P)*

♦ **ENG3E - English, Grade 11, Workplace**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

*Prerequisite: English, Grade 10, Applied or Essentials (ENG 2P or ENG 2L)*

♦ **ENG3U - English, Grade 11, University Preparation**

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

*Prerequisite: English, Grade 10, Academic (ENG2D)*

♦ **EPS3O - Presentation and Speaking Skills, Grade 11, Open**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual

and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

*Prerequisite: English, Grade 10, Academic or Applied (ENG2D or ENG2P)*

♦ **ENG4C - English, Grade 12, College Preparation**

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

*Prerequisite: English, Grade 11, College Preparation (ENG3C)*

♦ **ENG4E - English, Grade 12, Workplace**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

*Prerequisite: English, Grade 11, Workplace (ENG3E)*

♦ **ENG4U - English, Grade 12, University Preparation**

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

*Prerequisite: English, Grade 11, University Preparation (ENG3U)*

♦ **EWC4U - The Writer's Craft, Grade 12, University Preparation**

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

*Prerequisite: English, Grade 11, University Preparation (ENG3U)*

♦ **OLC4O - The Ontario Secondary School Literacy Course (OSSLC)**

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.*

*Note: ORCS does not offer the OSSLC, but will recognize its successful completion upon submission of proper paperwork.*

## **French as a Second Language**

### **♦ FSF1D - Core French, Grade 9**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop the skills necessary to become life-long language learners.

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

## **Guidance and Career Education**

### **♦ GLS10 - Learning Strategies I: Skills for Success in Secondary School – Grade 9, Open**

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

*Prerequisite: none*

### **♦ GLC20 - Career Studies, Grade 10, Open (half-credit course)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their post-secondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

*Prerequisite: None*

Note: Starting in the 2026-2027 school year, students who enter Grade 9 in the 2025-2026 school year and onwards must meet a Financial Literacy Graduation Requirement to earn an Ontario Secondary School Diploma (OSSD). Students will complete this requirement as part of their compulsory Grade 10 Career Studies course. The requirement consists of learning modules and assessment questions developed by TVO and provided to schools to administer. The Financial Literacy Graduation Requirement assesses core financial literacy concepts found in the Grades 1 to 9 curriculum and complements the Grade 10 Career Studies course.



## Health and Physical Education

### ♦ PPL1O - Healthy Active Living Education, Grade 9, Open

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*

### ♦ PPL3O – Healthy Active Living Education, Grade 11, Open

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*

### ♦ PLF4M – Recreation and Healthy Active Living Leadership, Grade 12, University/College Preparation

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*

## Interdisciplinary Studies

### ♦ IDC3O - Interdisciplinary Studies: “Worldview and Media”, Grade 11, Open

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studies, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

*Prerequisites: none*

*IDC3O - ORCS additional description:*

*This course examines the worldviews that go into the creation of various media, and how in turn those media influence the worldviews of the viewers. Students will use comparative and systematic approaches to investigate and research*

significant themes in, and philosophical questions raised by media works. They will examine the history behind various philosophical questions and apply that knowledge in their analysis of media works. Students will learn to work individually and in communal groups to contribute to effective analysis; and to apply their analytic skills to produce reviews of various media works for specific audiences.

## **Mathematics**

### **♦ MAT1L - Mathematics, Grade 9, Essential, Locally Developed**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 essential course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

*Prerequisite: none*

### **♦ MTH1W – Mathematics, Grade 9**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

*Prerequisite: none*

### **♦ MAT2L - Mathematics, Grade 10, Essential, Locally Developed**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 and Grade 12 Mathematics Workplace Preparation courses. The course is organized by three major strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

*Prerequisites: Any Grade 9 Mathematics Credit*

### **♦ MFM2P - Foundations of Mathematics, Grade 10, Applied**

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 (MTH1W)*

### **♦ MPM2D - Principles of Mathematics, Grade 10, Academic**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning.

Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: Mathematics, Grade 9 (MTH1W)*

♦ **MEL3E - Math for Everyday Living, Grade 11, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*Prerequisite: Mathematics, Grade 9 (MTH1W) or a ministry-approved locally developed Grade 10 mathematics course (MAT2L)*

♦ **MBF3C - Foundations for College Mathematics, Grade 11, College Preparation**

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

*Prerequisite: Foundations of Mathematics, Grade 10, Applied (MFM2P)*

♦ **MCR3U - Functions, Grade 11, University Preparation**

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 (MPM2D)*

♦ **MAP4C - Foundations for College Mathematics, Grade 12 College Preparation**

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

*Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, (MBF3C) or Functions and Applications, Grade 11, University/College Preparation (MCF3C)*

♦ **MEL4E - Mathematics for Work and Everyday Life, Grade 12 Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs,

create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation*

#### **MCV4U - Calculus and Vectors, Grade 12, University Preparation**

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

#### **♦ MHF4U - Advanced Functions, Grade 12, University Preparation**

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 (MCR3U), or Mathematics for College Technology, Grade 12, College Preparation (MCT4C)*

### **Science**

#### **♦ SNC1W - Science, Grade 9**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

*Prerequisite: none*

#### **♦ SNC2D - Science, Grade 10, Academic**

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

*Prerequisite: Science, Grade 9 (SNC1W)*

♦ **SNC2P - Science, Grade 10, Applied**

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

*Prerequisite: Science, Grade 9 (SNC1W)*

♦ **SBI3C - Biology, Grade 11, College Preparation**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. *Prerequisite: Science, Grade 10, Academic (SNC2D) or Applied (SNC2P)*

♦ **SBI3U - Biology, Grade 11, University Preparation**

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

*Prerequisite: Science, Grade 10, Academic (SNC2D)*

♦ **SBI4U - Biology, Grade 12, University Preparation**

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

*Prerequisite: Biology, Grade 11, University Preparation (SBI3U)*

♦ **SCH3U - Chemistry, Grade 11, University Preparation**

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

*Prerequisite: Science, Grade 10, Academic (SNC2D)*

♦ **SCH4U - Chemistry, Grade 12, University Preparation**

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

*Prerequisite: Chemistry, Grade 11, University Preparation (SCH3U)*

♦ **SPH3U - Physics, Grade 11, University Preparation**

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 application of physics on society and the environment.

*Prerequisite: Science, Grade 10, Academic (SNC2D)*

♦ **SPH4U - Physics, Grade 12, University Preparation**

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.

*Prerequisite: Physics, Grade 11, University Preparation (SPH3U)*

## **Social Sciences and the Humanities**

♦ **HFN2O - Food and Nutrition – Grade 10, Open**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. **\*There is a \$50.00 supply fee for this course.**

*Prerequisite: none*

♦ **HFC3M - Food and Culture – Grade 11, University/College Preparation**

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. **\*There is a \$50.00 supply fee for this course.**

*Prerequisite: none*

♦ **HLS3O – Housing and Home Design – Grade 11, Open**

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

*Prerequisite: none*

♦ **HRE13 - Religious Education - The Ministry of Christ, Grade 9, Open, Locally Developed**

This course covers an historical overview of the life and ministry of Christ, the Son of God, as found in the New Testament gospel books of Matthew, Mark, Luke, John, and the first chapters of Acts. The purpose of this course is not to retell the Bible stories, because these are well known to the students at this stage in their intellectual development, but rather to point out the significance of passages, explain the difficult parts in them, and to draw out practical applications for the lives of teenagers today.

In a Christian school, we are not only concerned about the mental, social, and physical development of the student, but we are concerned about the spiritual development as well. The source of knowledge and guide for this spiritual development is the infallible Word of God, and in the Reformed creeds which are founded upon the Word of God. It is therefore of utmost importance that the students be instructed in the Word, and in the application of that Word to daily living so that the students would grow in the knowledge of God in all His attributes and learn how to live in His ways. The Ministry of Christ is the first course in Religious Studies for students at the high school level.

*Prerequisite: none*

♦ **HRE23 - Religious Education – Bible Survey, Grade 10, Open, Locally Developed**

Grade 10 Bible Survey introduces students to various books of the Bible. Students learn an overview of these books such as the authorship, background, setting, historical and theological themes, outline and interpretive challenges. In this way, they gain a greater appreciation for God's Word and are better equipped to study and understand it in their personal, group and family Bible studies. Understanding the background to various books in God's Word will enable students to properly interpret Scripture in its historical and grammatical context. In this way, students are better grounded to understand God's Word and how it is to be understood and applied in their lives.

In a Christian school, we are not only concerned about the mental, social, and physical development of the student, but we are concerned about the spiritual development as well. The source of knowledge and guide for this spiritual development is the infallible word of God, and in the Reformed creeds, which are founded upon the Word of God. It is therefore of utmost importance that the students be instructed in the Word, and in the application of that Word to daily living so that the students would grow in the knowledge of God in all His attributes and learn how to live in His ways.

*Prerequisite: none*

♦ **HRE33 - Religious Education – The History of the Christian Church, Grade 11, Open, Locally Developed**

This course is a survey of the last 2000 years of the history of the Christian church. Students will trace and understand the emergence and development of the life and theology of the church. Special attention will be given to historical and cultural contexts; dealing with heresy and defending truth; the impact of individuals; and the relevance of the above to the Church today.

*Prerequisite: none*

♦ **HRE43 - Religious Education – Apologetics of the Christian Faith, Grade 12, Open, Locally Developed**

The Apologetics course will seek to provide the framework for the defense of the Christian faith and will give the students the ability to critique and evaluate all knowledge in the light of scripture. Additionally, the course will help students cultivate knowledge of God that pervades understanding of every endeavor and give them the ability to confute religious unbelief in its various forms. Students will also develop skills in dialogue, rational thinking, worldview analysis, and defensive writing.

*Prerequisite: none*

♦ **HHS4C - Families in Canada, Grade 12, College Preparation**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

♦ **HHS4U - Families in Canada, Grade 12, University Preparation**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

♦ **HSB4U - Challenge and Change in Society, Grade 12, University Preparation**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

## **Technological Education**

♦ **TAS1O – Technology and the Skilled Trades, Grade 9, Open**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

*Prerequisite: None*

♦ **TCJ2O – Construction Technology and the Skilled Trades, Grade 10, Open**

This hands-on course enables students to apply the engineering design process and other technological knowledge. 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*

♦ **TDJ2O - Technological Design and the Skilled Trades, Grade 10, Open**

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

*Prerequisite: None*

♦ **TGJ3M - Communications Technology, Grade 11, University/College Preparation**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and will explore college and university programs and career opportunities in the various communications technology fields.

*Prerequisite: None*

♦ **TWJ3E – Custom Woodworking, Grade 11, Workplace Preparation**

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

*Prerequisite: None*

♦ **TGJ4M - Communications Technology, Grade 12, University/College Preparation**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. **\*There will be a course fee of \$60 for student to gain access to programs on their personal computers.**

*Prerequisite: Communications Technology, Grade 11, University/College Preparation (TGJ3M)*

# STUDENT EXPECTATIONS

## Academic Honesty and Plagiarism Policy

Students must clearly understand that the work they complete and the assignments they submit for evaluation must be their own and that academic dishonesty and plagiarism will not be condoned.

Any action taken with the intention of obtaining credit for work, which is not your own, is considered academic dishonesty. This may include but is not limited to the following:

- ◆ Submitting another student's work as your own work or allowing another student to submit your work as his or her own
- ◆ Resubmitting work for which credit was already received, for credit to a different course
- ◆ Copying from another student's test or computer file, or allowing another student to copy during a test or from a computer file
- ◆ Using materials which are not permitted during a test
- ◆ Accessing restricted computer files without authorization
- ◆ Copying materials, in violation of the copyright law

### To remain academically honest:

- ◆ Do your own work, using you own God given talents
- ◆ Never let anyone copy your work on tests or assignments
- ◆ Know and follow copyright rules

## Plagiarism

Plagiarism is the most serious academic offense. It is the act of taking the writings of others and giving them out as one's own (*Webster's New Dictionary and Thesaurus*, 1990).

### Plagiarism includes:

- ◆ Quoting verbatim from a source without citing that source.
- ◆ Paraphrasing words from a source without citing that source.
- ◆ Using the ideas found in the writings of others without citing the source (i.e. an argument, a plot idea)
- ◆ Submitting the original, unpublished work of another person as one's own (one student has another student write an assignment for them)

### To avoid plagiarism:

- ◆ Always indicate where words, information or ideas came from, using a proper referencing style (APA, MLA, Chicago etc.).
- ◆ Avoid copying and pasting from the Internet or photocopying information from books, magazines, or journal etc. Instead, take notes and keep careful track in notes of where information is from, by tracking the source and page numbers.

## Detection of Academic Dishonesty and Plagiarism

In assessing student work, it is a responsibility of the teacher to distinguish original from dishonest or plagiarized work. Where either is suspected, the teacher should employ all reasonable means to clarify whether the student's work is original. Web-search or plagiarism checking software, or other means, should be regarded only as tools in assisting to make that judgment.

Tests and exams will be carefully proctored, and students reminded of their responsibility to demonstrate their own work.

## Consequences for Academic Dishonesty and Plagiarism

The school administrator will be notified of those who violate the provisions of the *Policy Statement on Academic Honesty and Plagiarism*, and a record will be kept of all these incidents. Students in violation of this policy may be subject to penalties, including one or more of the following, depending on the grade level and maturity of the student:

- ◆ A conference with parents or guardians
- ◆ Resubmission of the assignment or an alternative assignment
- ◆ Grade reduction up to and including the full value of the assignment
- ◆ Loss of credit for repeated offences in the same course
- ◆ A note on the student's academic transcript

## AI Policy

Purpose: To promote academic integrity and responsible use of Artificial Intelligence (AI) technologies, ensuring that all students engage in learning and assessment in a way that honors God and fosters intellectual honesty.

- ◆ Academic Integrity:
  - ◆ Original Work: All work submitted for grading must be the student's own, unless otherwise specified by the instructor. This includes essays, papers, presentations, and other assignments.
  - ◆ AI as a Tool: Students may use AI tools as a tool to assist in research, brainstorming, and drafting, but not as a substitute for their own critical thinking and writing.
  - ◆ Acknowledgement: If AI tools are used, students must clearly acknowledge their use in their work, including the specific AI tool and the purpose for which it was used.
  - ◆ Plagiarism: Using AI output without proper attribution or presenting it as one's own work is considered plagiarism and will result in disciplinary action.
- ◆ Responsible AI Usage:
  - ◆ Ethical Considerations: Students should be aware of the potential biases and limitations of AI and use it responsibly and ethically.
  - ◆ Privacy: Students should not share personal or confidential information with AI tools.
  - ◆ Critical Thinking: Students should not blindly accept AI outputs but should critically evaluate the information and use it to enhance their understanding and learning.
  - ◆ Purposeful Use: AI tools should be used to enhance learning, not to circumvent the learning process.
  - ◆ Respect for Others: Students should not use AI to create content that is harmful, offensive, or disrespectful to others.
- ◆ Examples of AI Use in the Classroom:
  - ◆ Research: Students may use AI to assist with research, gathering information, and summarizing findings.
  - ◆ Brainstorming: Students may use AI to generate ideas and explore different perspectives.
  - ◆ Drafting: Students may use AI to help with grammar, spelling, and sentence structure, but should not rely on AI to complete assignments entirely.
  - ◆ Feedback: Teachers may use AI to provide students with personalized feedback on their work.
  - ◆ Learning Platforms: AI-powered learning platforms can be used to enhance student engagement and learning.
- ◆ Consequences for Violations:
  - ◆ First Offense: Students will receive a warning and may be required to resubmit the assignment with proper attribution.
  - ◆ Second Offense: Students will receive a failing grade on the assignment and may face further disciplinary action.

- ◆ Third Offense: Students may face suspension or expulsion.
- ◆ Ongoing Review and Updates:
  - ◆ This policy will be reviewed and updated periodically to ensure its effectiveness and relevance in the ever-evolving landscape of AI technology.

## **Athletics Policy**

The ORCS athletic program is designed to provide students with opportunities to develop physical skills, teamwork, and personal character within a Christ-centered environment. While recognizing that spiritual growth is of primary importance, athletics serve as a platform for students to demonstrate discipline, perseverance, and sportsmanship, and to glorify God through their attitudes and actions.

Participation in athletics is a privilege and is contingent upon students meeting established expectations in academics, behaviour, attendance, and commitment. These are outlined in the Athletics Agreement which must be signed by their parents/guardians before joining the athletic teams.

### ***ORCS ATHLETICS AGREEMENT***

#### **Student Commitment**

- ◆ I will demonstrate Christ-like character, respect, and good sportsmanship.
- ◆ I will support my team and put team goals ahead of personal goals.
- ◆ I will respect coaches, officials, teammates, and opponents.
- ◆ I will give my best effort and attend all practices, games, and meetings.

#### **Academics**

- ◆ I will keep up with my schoolwork and I am responsible for missed work.
- ◆ I understand that incomplete work or poor effort may affect my eligibility to participate in sports tournaments.
- ◆ I understand that having a failing grade (50%) in any course means I am not able to attend tryouts, practices or tournaments for a particular sport.

#### **Behaviour**

- ◆ I understand that my attitude and effort in class must be positive and respectful to be eligible to participate in sports.
- ◆ I will use appropriate language and maintain a positive attitude at all practices and tournaments.
- ◆ I will not engage in bullying, taunting or disrespectful behaviour at all practices and tournaments.
- ◆ I understand that suspension from school may result in loss of eligibility to participate in sports for the remainder of the semester.

#### **Commitment & Responsibility**

- ◆ I will attend regularly and participate fully in team activities.
- ◆ I will report injuries and follow all safety guidelines.
- ◆ I will care for uniforms/equipment and return them in good condition.
- ◆ I will represent ORCS well at all events and during travel.
- ◆ Payments will be made by the student timely.
- ◆ I understand that failure to meet these expectations may result in suspension or removal from the team.
- ◆ I understand that all school rules and expectations also apply to sports practices and tournaments, and I agree to follow all ORCS policies and decisions.

## **Attendance**

Students are required to punctually attend all assigned classes. Student absences and late arrivals to class are recorded for each course on the report card at the end of each term.

- ◆ Should it be necessary for a student to be absent or to leave early a note from the parent / guardian is required.
- ◆ Students coming late from home or returning to school are to sign in at the office.
- ◆ Students are responsible for completing all work missed in their absence.
- ◆ Students are reminded that frequent absences or late arrivals have an indirect negative impact on their learning and performance.
- ◆ Students arriving late to class must go to the office for a late slip. If there is no good reason for being late, they will be considered illegitimately late “Illegitimate lates” will be tracked at the office and be reviewed a few school days before the end of each month.
  - ◆ A student who has too many “illegitimate lates” will spend a noon-hour making up for this lost-time.
  - ◆ What will be done during this time will be at the discretion of the principal.
  - ◆ At the beginning of each new month, every student starts over with 0 illegitimate lates.

## **Behaviour Policy**

Oxford Reformed Christian School students are expected to demonstrate God-honouring behaviour in all aspects of school and community life. It is expected that every student will allow and encourage every other student to learn effectively. Students are expected to be polite and respectful to all school staff members and guests. They will respectfully comply with the rules of the school and with teacher expectations. Students will be courteous and considerate in dealings with peers, staff, and guests. They will encourage one another to do their best.

Students will not be admitted to class if they are in violation of the uniform policy. Instead, students will miss their class and report to the secretaries. If the uniform violation is fixed, the students can be admitted in the next class.

Students who are late to class will report to the office for a late slip. Three illegitimate late slips will result in a detention.

Instances of vandalism need to be reported to the principal. In most cases, a vandalism invoice of \$100 (minimum) will be given to the student and/or cleaning duties may be assigned. Blatant misbehaviours (e.g. skipping class, disrespect to others, leaving school property,) and obscene conduct (e.g. fighting, swearing,) will be considered a major infraction. These could result in after-school or before-school detentions, suspensions, or other measures as determined by the principal.

Any student who is in possession of, or who uses alcohol, illicit drugs, tobacco, or immoral material during the school day may be suspended immediately.

This policy is subject to the full discipline policy as found in the Parent Handbook.

Students are reminded that inappropriate behaviour and subsequent discipline may have an indirect negative impact on their learning and performance. They are also reminded to be aware of the Make-Up Work Policy.

## **Bicycle Policy**

- ◆ Secondary students are permitted to bicycle to school by meeting the following conditions:
- ◆ The student’s parents have signed a consent form each new school year indicating that the student may bicycle to school, and that the school will not be held liable, should any accident occur. This consent form will be kept on record in the school office.
- ◆ Bicycles are to be locked up during the day. Students may access them only before and after school.

- ◆ The student is responsible for arriving on time for class each day. If a student is late twice because of bicycling, the parents will be notified that the student's bicycling privilege has been forfeited.
- ◆ The student must wear a helmet when bicycling to and from school and will follow all the laws regarding safe bicycle travel on roadways.
- ◆ If a parent requires that a student needs to use their bicycle to go somewhere at lunch time, a dated note from home must indicate where the student is permitted to go.
- ◆ Parents are to notify the bus driver that their child will be biking to school before the bus driver begins their daily bus route.

## **Computer Network Acceptable Use Agreement Check parent handbook**

### ***Policy***

Computers are changing the learning environment for our students and staff. Oxford Reformed Christian School is pleased to offer student and teacher access to a computer network and to the Internet, which will enable us to support research and education by providing access to extended resources. The use of the computer network and Internet resources must be in support of the educational objectives of ORCS.

To do this responsibly, a server will be used to manage the computers on the network, to store student information in individual accounts, and to monitor class and student activity on the network. For Internet control, ORCS has engaged the service of a filtering agent to ensure that, as much as is possible, objectionable sites are not available via school computers. However, it is the responsibility of the user to ensure these resources are used acceptably.

### ***User Privileges***

- ◆ Use of school computers in daily work and learning
- ◆ Use of the Internet to research ideas and information
- ◆ Use of a personal USB memory stick on the school computers
- ◆ Use of storage space on the server for files and assignments

### ***User Responsibilities***

- ◆ To use school computers only for educational purposes
- ◆ To use all computer-related equipment (and furniture) correctly and respectfully
- ◆ To respect copyright laws
- ◆ To respect the privacy of others.
- ◆ To not reveal your password to anyone other than the system administrator
- ◆ To follow basic computer etiquette (e.g., use appropriate language)
- ◆ To report violations to teachers or administration
- ◆ To use the Internet responsibly and safely and immediately leave any site that contains inappropriate content

### ***Unacceptable Uses***

- ◆ Bringing personal laptops or other technologies (other than a USB memory stick) to school. (Exceptions may be occasionally granted in unique circumstances)
- ◆ Deliberately damaging equipment and/or furniture
- ◆ Invading the privacy of another user
- ◆ Attempting to gain access to the network server
- ◆ Using language that is offensive or violating other basic computer etiquette
- ◆ Using school computers for unlawful purposes (commercial, personal, illegal activities)
- ◆ Using school computers to access or distribute inappropriate material

- ◆ Failing to leave an inappropriate Internet site
- ◆ Frivolous use of the network (e.g., game playing, social networking etc.)
- ◆ Downloading, uploading, transmitting, or duplicating any files without permission

#### ***Consequences of Unacceptable Use***

- ◆ All incidents will be recorded
- ◆ Loss of computer privileges for a length of time to be determined
- ◆ Fines for damaged equipment and/or time needed to restore the system
- ◆ Possible disciplinary actions through the ORCS Discipline Policy

### **Electronic Instrument Policy**

Cultural pressure to have a cell phone at a younger age continues to increase. Social Media pressures are also becoming stronger, as are other temptations that exist through these devices. Unfortunately, this pressure is also felt by our parents and young people. In order to assist parents and young people to deal with these pressures, and also to maintain the academic nature of the school by strengthening an instructional atmosphere of learning, and to encourage personal relationships among the student body, the following policy applies to all electronic instruments, and specifically cell phones:

- ◆ No student in Kindergarten through Grade 10 may use a cell phone (or other personal electronic instruments) while at school. Any electronic device is not to be seen or used by any of these students during the entire school day.
- ◆ Students in Grade 11 & 12 may not bring their phones to class. They are to be stored in the student's locker. During class change or noon hour, phones may only be quickly checked for personal reasons, and are not to be carried around or used for entertainment.
- ◆ The consequence for K-10 students using a phone at school, or for a grade 11-12 student bringing it to class, will be as follows:

Phone remains at the front office for one day. The phone will be returned to the student after 24 hours.

### **Exam Policy**

The following guidelines apply to all courses.

- ◆ All students must write the exam for all courses that have an exam.
- ◆ All exams must be written at the scheduled time. Vacation, employment and/or appointments must not be scheduled during the examination schedule. Missed exams will result in an exam mark of zero.
- ◆ Students who arrive late for any exam session must report to the office.
- ◆ If a student is ill and cannot write an examination, they must inform the school immediately. A signed doctor's note to explain why attendance was impossible will be required within 48 hours in order to reschedule the exam. Failure to do so may result in an exam mark of zero. The school may verify information on the doctor's notes.
- ◆ Final examinations for grade 9 and 10 courses are 2 hours in length. Final examinations for grade 11 and 12 courses are 2½ hours in length. Exams for Grade 12U courses may be up to 3 hours in length.

## **Homework, Late and Missed Assignments Policy**

Homework is an essential part of the school program at Oxford Reformed Christian School and is used to reinforce, enrich, and extend the learning initiated in class. Homework assignments will vary with the need of the class.

Significant portions of each secondary course include homework in their evaluation. It is the responsibility of the student to understand assignments clearly before leaving class, and to ensure that it is complete by the beginning of the class in which it is due.

In order to build effective study habits, and a proper attitude towards homework, students should expect to have homework every school night.

### **Late and Missed Assignments**

Students are responsible to provide evidence of their achievement of the overall course expectations within a time frame specified by the teacher, and in a form approved by the teacher. Teachers may do this in collaboration with the students, but the student must understand that there will be consequences for not completing assignments or for submitting assignments late.

In cases of missed daily work, students will be marked as needing improvement in the *Responsibility* section of the *Learning Skills and Work Habits Checklist*. If the assignment was to be evaluated, the student will receive a zero. Students are reminded that failing to complete daily work makes them unprepared for quizzes and class lectures and discussions in subsequent days. Teachers are encouraged to contact parents of students who are habitually not doing work.

In cases of larger projects and summatives, teachers will conference with the student to clarify the reason for not completing the assignment. In the conference, the teacher should take into consideration legitimate reasons for missed deadlines and address any time management issues. Students will be marked as needing improvement in the *Responsibility* section of the *Learning Skills and Work Habits Checklist*. As well, students are still expected to hand in the assignment, and five percent may be deducted per day up to and including the full value of the assignment.

If the teacher has marked and handed back the assignments to the other students, the student will receive a zero for that assignment. They will still be expected to hand in an assignment, but the teacher may request a new, alternative assignment be completed. If this is not completed by the assigned due date, they will receive a mark of zero. If students fail to hand in or complete core assignments or summatives (i.e., projects that are sole evaluations of certain Overall Course Expectations) by the end of the semester, they will not receive credit for the course. Exceptional circumstances may elicit flexibility on the part of teachers if in their professional judgment a mark deduction may misrepresent the student's actual achievement in the course.

## **Locker Policy**

Lockers are the property of Oxford Reformed Christian School. Students are to keep them clean and in good condition. The school reserves the right for teachers and administrators to inspect or search lockers at any time. Several school-wide locker clean-outs will occur during the school year.

Students must use their assigned locker and not share it with anyone else. The school will not be responsible for personal property that is lost, stolen, or damaged. Students are responsible for securing their own personal property in their assigned lockers. Students may access their lockers before and after classes, and when given permission by a staff member.



## **Make-up Work**

**Due to absence:** Students who have been legitimately absent from school have the responsibility to obtain and complete all work missed during the time of their absence. Upon returning to school, the time limit for the completion of the work will be equivalent to the length of the absence. If students are absent for one day, they are expected to write missed tests the day they return. If students are absent for two or more days, they are expected to write all tests by the second day of their return. Extension of this time limit will be granted only at the discretion of the teacher involved. Work not made up by the given deadline will not receive credit.

**Due to truancy or skipping a class:** Students who are truant from school and / or skip a class will not receive credit for any work missed. There could be a significant risk of not successfully completing the credit when students choose to miss a class on purpose.

**Due to suspension:** Students who are suspended from regular school activities are expected to complete all assignments handed out in their class during the time of their suspension. At the time when the student returns to regular school activities, all work must be completed and handed in to the principal before the student will be permitted to return to class.

## **Public Display of Affection**

Students are reminded that their actions reflect on them personally. Wholesome friendships are encouraged at school, but students are to refrain from public displays of affection such as kissing or embracing, on school grounds and school-related activities.

## **Spare Class – Eligibility and Guidelines**

### **◆ Eligibility**

- ◆ Grade 9 and 10 students will only be considered for a spare if they have an I.E.P and work with the high school Special Education Office.
- ◆ Grade 11 students may be granted a spare if the student submits a letter signed by their parent(s)/guardian outlining several convincing reasons why a spare is deemed necessary. Only exceptional situations may lead to the Guidance Coordinator and Principal considering and approving this request.
- ◆ Grade 12 students may have one or more spares depending on their graduation requirements and post-secondary intentions.

### **◆ Guidelines to be followed if students have a spare:**

- ◆ Students are expected to work in an assigned room(s). Students must not be wandering through the hallways or be found in the gym or any unauthorized rooms.
- ◆ Students must only be working on school-related tasks. Wasting time is not acceptable.
- ◆ Use of technology during a spare must not violate the Computer Network Use Agreement or the Electronic Instrument Policy.
- ◆ Respect other students who may also have a spare by not distracting them.
- ◆ Grade 12 students may leave school property during this time but must sign out at the office each time. Returning to school on time for their next class is an expectation. One note indicating parental approval to leave school property during the spare must be submitted to the principal.

## **Student Code of Conduct**

It is expected that students will know and follow all of the student expectations of ORCS as they can be found in the Parent Handbook and the Student Agenda.

## **Student Dress Code**

Students must follow the Uniform Policy as outlined in the Parent Handbook. Students deemed to be unacceptably attired will be required to comply and fix the violation, if possible, before being admitted to class.

## **Student Parliament**

The Student Parliament is established to promote Christian behaviour, enthusiasm, school spirit and a sense of unity among the student body. The primary goals of the Student Parliament are to assist in meeting student needs, to assist in achieving the goals of Oxford Reformed Christian School and to serve others beyond our own community.

Student Parliament achieves its purposes through initiating and organizing appropriate activities in which the whole student body can participate. The individual members of Parliament should also serve as role models for other students.

The Parliament is composed of a cabinet that consists of a Prime Minister, Deputy Leader, Minister of Finance, and Secretary of State. Members of Cabinet must be from Grade 12 or 11. The Prime Minister must be from Grade 12. In addition to the Cabinet, each class will have one Member of Parliament. All members of the Student Parliament must be in good academic standing (maintaining at least 70% average in order to serve in the Student Parliament). In order to participate in planning major events, the members must have no outstanding assignments.

## **Vehicle Policy**

Students who are licensed drivers may receive permission to drive a vehicle to school. The following are required:

- ◆ The student obtains a vehicle form from the office, completes it, and returns it to school.
- ◆ The vehicle is parked in the designated student parking area, and is accessed only when arriving at, and leaving school.
- ◆ The student is responsible for arriving on time for class each day.
- ◆ The student only transports those passengers who have written parental permission to accompany him/her on file at the office. Student passengers must obtain a permission form from the office.
- ◆ If a parent requires that a student use their vehicle to go somewhere at lunchtime, a dated note from home must indicate where the student is permitted to go.
- ◆ Students assume all responsibility for their driving, will be accountable for the property and safety of others, and will not hold the school liable for any damage that may occur as a result of this vehicle use.
- ◆ No student will be allowed to drive a personal vehicle for any school related function. Any exception to this rule must be discussed with the principal.

# SCHOLARSHIPS

The Education Committee and School Board have approved an Awards and Scholarships Program to encourage and to reward student excellence. The following awards are to be handed out to grade 12 graduates at the closing program.

## Subject-Area Awards – (\$250 each)

- ◆ Given to the student with the highest academic standing for each area of study. Average must be over 80%.
- ◆ The standing is calculated on the three highest grades the student has achieved in the eligible grade 11 and 12 courses within that discipline. At least one course must be from each grade level. Courses taken at ORCS will take precedence.
- ◆ Courses must be C, M, or U courses.

**There are 6 subject area awards available:**

1. Mathematics Award
2. Science Award
3. Arts and Humanities Award
4. English Studies Award
5. Canadian and World Studies Award
6. Business and Tech Studies Award.

## Global Awards

1. **Religious Studies Award** (\$500): In recognition of the highest average above 80% over all four Religious Studies (HRE) courses.
2. **Scholastic Award** (\$500): Highest overall average of a student's Grade 12 courses (a minimum of six grade 12 credits (C, M, or U courses)
3. **Citizenship Award** (\$500): In recognition of exemplary positive contribution to the school overall, in participation, involvement, attitude and volunteer work over the four years as a high school student. This award will be given after discussion between all secondary teachers. (Exceptions may be made for students who transfer into the ORCS high-school program).
4. **Diligence Award** (\$500): In recognition of excellent scholastic effort over for the student who shows interest, aptitude, and effort, but does not achieve an academic award. This award will be given after discussion between all secondary teachers and consider the student's whole high school career.

## Other Academic Awards

1. **Ontario Scholar:** Achievement of an 80% average in six grade 12 credits. The courses must be College, University/College, or University courses recognized under OS. It is awarded in the year of completion of OSSD, or in the year after completion of OSSD.
2. **Governor General's Award:** Achievement of the highest averaged of all grade 11 and 12 courses. It is awarded in the year of completion of OSSD, or in the year after completion of OSSD.

3. **Freshman award:** This is awarded to one grade 9 student who has shown good adjustment to the secondary school routines and expectations, has contributed well both in and out of the classroom, and shows great leadership potential.
4. **Honour Roll:** Awarded to grade 9, 10, and 11 students who have achieved an 80% average on all the courses taken in both semesters. There must be no mark below 65%. Awards will be distributed at the beginning of the following school year at a high-school assembly.
5. **Progress Award:** Awarded to a minimum of one student after completing grade 10 and 11. This award will be given at the final high-school assembly of the year. This student(s) has shown significant improvement in attitude, effort, and academics compared to the previous year.

### Other Awards

1. **Sportsmanship Award (\$100)** – In recognition of exemplary positive coaching and leadership opportunities, athletic skills, participation at tournaments, and in intramurals. A male sportsmanship award and female sportsmanship award may be awarded.
2. **Fine/Performing Arts Award (\$100)** – In recognition of the student who displays exceptional talent in the fine/performing arts.

### Miscellaneous Awards

1. **Stubbe's Precast Planning and Development Scholarship (\$1000):** Any graduating grade 12 student who will be pursuing post-secondary studies in ACET, civil engineering, or architecture related programs is eligible to apply for this scholarship. An application form is available from the secondary guidance office. Applicants will be requested to submit a small write-up indicating their program of choice as well as outline the reasons they are pursuing this program. All applications will be reviewed by Stubbe's Precast and one student will be selected to receive this scholarship. Please see the secondary guidance office for more details.
2. **VanMar Construction Scholarship (\$2000):** Any graduating grade 12 student who will be pursuing post-secondary studies in the Architectural Technologist, CET (certified engineering technologist), or Urban Planning programs is eligible to apply for this scholarship. An application form is available from the secondary guidance office. Applicants will be requested to submit a small write-up indicating their program of choice as well as why they are pursuing this program. All applications will be reviewed by VanMar Constructors and one student will be selected. Please see the secondary guidance office for more details.
3. **Veldale Agricultural Scholarship (\$500):** Any graduating grade 12 student who will be pursuing an agriculture-related degree or diploma program at university or college, is eligible to apply for this scholarship. An application form is available in the secondary guidance office.
4. **Skilled Trades and Workplace Award (\$500 tool kit)** – This award is in recognition of outstanding effort for the student who shows interest, improvement, and a disposition towards growth in practical, hands-on, career-oriented traits. Any graduating Grade 12 student who has participated in the Coop program is eligible to apply for this award. Application forms are available from the Guidance Office.

5. **Schep's Aspiring Christian School Teacher Bursary (\$1000):** The purpose of this bursary is to encourage ORCS graduates to become qualified teachers devoted to Christian education, to provide financial assistance to ORCS alumni in their post-secondary teacher training, and to assist the ORCS community in their ongoing need for qualified, committed Christian school teachers. Who should apply: Grade 12 graduates who are strongly desirous of being a Christian school teacher, and have been accepted at a university or college with the intention of becoming a qualified teacher OR ORCS alumni with a general Bachelor of Arts/ Science who desire to continue their studies at an accredited teacher's college. An essay explaining personal beliefs about Christian education and the calling of being a Christian school teacher is required as part of the application. One recipient will be selected. Bursaries are available upon acceptance into a B.Ed. program, upon successful completion of first year of teacher's training, and upon successful completion of the final year of teacher training. Application forms are available from the Principal or guidance office, and the application deadline is May 15<sup>th</sup> of each school year.
6. **Caleb Averink Memorial Scholarship (\$500):** Any graduating grade 12 student who is pursuing undergraduate studies in English, History, Criminology, or Christian Service/Ministry, and was actively involved in choir throughout their high school years, is eligible to apply for this scholarship. To apply, students will upload a proper 5-paragraph essay answering this question: "How has your time at ORCS shaped you into a Christian scholar?"