



SECONDARY
COURSE
CALENDAR
2017 - 2018

Jordan Christian School is passionately committed to providing our students with a quality, God-glorifying Christian education, while nurturing a desire to continually seek knowledge and be contributing members of our society.

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GLOSSARY

OVERALL GOALS AND PHILOSOPHY

Completing secondary education provides skills and background necessary to become successful individuals. It is a necessary pathway in continuing education, and its value can be seen in an increase in job opportunities. This Secondary Course Calendar is intended to facilitate the course selection process for students in our high school. It contains everything needed to be successful in high school, including descriptions and information for all courses offered at JCS, as well as student expectations and code of conduct.

Students are encouraged to prayerfully choose their courses of study, carefully considering how they can best use the gifts God has given them. We trust this calendar will provide the necessary guidelines for practical course selection, in light of the talents and interests they have. It is our prayer that JCS may serve the purpose of shaping the lives of our students, as we join hands with our families and churches in preparing them for the future.

The secondary program at JCS offers a core of academic courses, which serves as a platform for students who wish to pursue college or university degrees. Overall, our secondary program reinforces a Reformed Biblical worldview in all areas of study as we follow the Ministry of Education requirements for secondary education in Ontario. It is our intent to meet the requirements for granting credits on behalf of the Ontario Ministry of Education.



Jordan Christian School is passionately committed to providing our students with a quality, God-glorifying Christian education, while nurturing a desire to continually seek knowledge and be contributing members of our society.

STUDENT EXPECTATIONS

“And Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself. On these two commandments hang all the law and the prophets.”
 Matthew 2:37-40

In order to foster and support a responsible educational climate, students of JCS are expected to behave with dignity, discernment, courtesy, and responsibility at all times.

-  Students are expected to put forth their best efforts in their studies, conduct themselves responsibly, and participate in class activities to the best of their abilities.
-  Daily class attendance, without interruption, is expected from every student. Participation in all assigned classes is compulsory.
-  Proper respect must be shown to all teachers, bus drivers, other adults, and students. Teasing, bullying, or negative peer pressure will not be tolerated.
-  Respectful and proper language must be used at all times.
-  Respect for the property of the school and of others must be shown. Careful use of all school equipment and facilities is expected.
-  Students are expected to use the school hallways and other student areas in a quiet and orderly manner. Students are not allowed in the hallways and washrooms during classes except with the permission of their teacher.
-  Students must not enter supply rooms, staff rooms, work area, furnace room, or offices without permission.
-  Students may play in designated areas only during appropriate recess or break times. When using the gym, students are expected to use proper, non-marking running shoes. Snow throwing is not permitted at school.
-  Students shall observe all other policies regulating behaviour in the classroom and the school context in an obedient and willing manner.
-  In all matters of discipline, students shall submit themselves to whatever corrective action is deemed necessary by the teacher and/or principal.
-  Students are required to remain in secondary school until he/she has reached 18 or obtained an OSSD or OSSC.

STUDENT ACHIEVEMENT

It is essential to make God the key part of your day. Go to Him in prayer before you begin, bringing Him your difficulties and challenges. He is willing to aid in all your needs so trust Him to uphold you. Honour God with all your successes and thank Him for His faithfulness and care.

-  Good organization is important to success.
-  Note important events and dates in a personal planner.
-  Record all projects, essays, seminar, and test dates in your planner as they are assigned. Don't trust your memory!
-  Complete all homework daily. Ask for help with any homework problems prior to leaving the class.
-  Allow yourself enough time to prepare for all tests and assignments.
-  Come prepared to every class – this means with course materials, laptop, and frame of mind to learn.
-  Keep your notes organized. Before you leave school, be sure to take home the necessary materials.
-  Be consistent in attendance. Take the initiative to catch up on any missed work.

ACADEMIC CONCERNS

Students that are struggling academically will have mandatory lunch-time sessions scheduled with teachers to receive additional support. Students that are also showing less than Satisfactory Learning Skills and Work Habits will also receive mandatory lunch-time study hall sessions on a weekly basis until improvement is evidenced by staff. Parents will be made aware of any academic concerns and are to be involved in supporting their child(ren).

ACADEMIC HONESTY

All forms of academic dishonesty are strictly prohibited, including cheating and plagiarism. Plagiarism is the most serious academic offense; it is stealing another person's ideas or work, and passing it off as your own. Students must be aware of what constitutes plagiarism, as pleading ignorance will not exempt them from the consequences.

-  Students will do their own thinking, and their own work.
-  Students will properly reference/cite another author's words and ideas when used in their assignments. This includes words or ideas that have been rewritten into the students' work. Citations and bibliographic references are necessary.
-  Students may not copy someone else's work and hand it in as their own. They may also not allow another student to copy their work, as that student may also be penalized.
-  The use of notes or other resources in tests and examinations (unless specified by the teacher), or any attempt to communicate in any manner with another student is strictly prohibited.
-  Cheating is also strictly prohibited and will be dealt with on case by case basis by the teacher or administration of the school.

Consequences for violations will be determined by the teacher and principal, and may include:

-  A conference with parents/guardians
-  A resubmission of the assignment or an alternative assignment
-  Grade reduction up to and including the full value of the assignment
-  A loss of credit for repeated offences in the same course
-  A note on the student's OSR

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.

For a student to be absent or to leave early, a signed and dated note, or a phone call to the office from the parent/guardian is required.

-  Students not attending without a parental note will be deemed to be skipping class.
-  For safety reasons, a phone call will be made to the family home if JCS is not notified of the student's absence.
-  Students coming late from home or returning to school are to sign in at the office and bring a Late Slip to their teacher. This includes those with Private Study Courses.
-  Students with a spare at the beginning of the day are to sign in at the office.
-  Students with a spare who leave before the end of the day are to sign out at the office.
-  Students are responsible for punctually completing all work missed in their absence.
-  To protect the integrity of the credit hours, and to ensure continued student success with the course material, please be advised that after 10 absences in any course, students' grade will be docked 1% per class missed. Students are given a warning after 6 absences.
-  Students involved in school-related activities (sports tournaments, class trips) are considered absent from the classes missed, even if they are gone for (part of) the day, however it does not count towards the tally of ten absences.

AWARDS AND HONOUR ROLL

Student awards are given to graduate students based upon merit in their secondary years. The following awards are available each year:

Subject Area Awards

These awards, worth \$250 each, are given to the student with the highest average over 85% in each subject area. They are based on the best two or three grade 11 and grade 12 university, university/college, or college preparation courses.

- | | |
|--|---|
|  JCS Arts and Humanities Award (2 courses) |  JCS English Studies Award (2 courses) |
|  JCS Business and Technological Studies Award (2 courses) |  JCS French Studies Award (2 courses) |
|  JCS Canadian Studies Award (2 courses) |  JCS Mathematics Award (3 courses) |
| |  JCS Science Award (3 courses) |

JCS Global Awards

These awards, worth \$500 each, are given based on the following criteria:

-  JCS Religious Studies Award: in recognition of the highest average above 85% in both grade 11 and 12 Religious Studies courses.
-  JCS Scholastic Award: for the highest overall average of all grade 12 courses (a minimum of six grade 12 credits).
-  JCS Citizenship Award: in recognition of a student who shows an exemplary positive contribution to the school overall, in participation, involvement, attitude, and volunteer work. Students who wish to be considered for a Citizenship Award are required to submit an application including their school participation and volunteer experiences.
-  JCS Diligence Award: in recognition of excellent scholastic effort when there is a student who shows interest, aptitude, and effort, but does not achieve an academic award.

Rubrics for Diligence and Citizenship Awards are available from the guidance counsellor.

Ontario Scholar Award

A student is eligible to receive an Ontario Scholar Award if the following requirements are met:

-  The student is receiving an OSSD in the present school year, or has received one in the previous school year, and
-  The student has achieved a total of 480 marks or more in the highest six grade 12 credits during their high school years. Eligible credits are:
 - any grade 12 university preparation, university/college preparation, college preparation, workplace preparation, and/or open courses authorized under OS;
 - co-operative education courses related to any of the above courses.

For purposes of calculation, the marks in any course are multiplied by the credit value of the course.

A student is eligible for only one Ontario Scholar Award.

Honour Roll Recognition

The JCS Honour Roll is recognition of outstanding academic and/or character performance. These are calculated and reported at the end of each school year. Calculations for qualifications are determined according to the following criteria:

- ✎ All courses shall be used for grade 9 and 10 students.
- ✎ A minimum of 6 courses are required for grade 11 and 12 eligibility.
- ✎ Co-op courses shall not be eligible for grade average calculations.
- ✎ Only university preparation, university/college preparation, and college preparation level courses are eligible for grade 11 and 12 average (including AMDEC/ILC, or JCS independent study courses).
- ✎ All courses which report Learning Skills and Work Habits are eligible to be used for the diligence record.

Diligence Record:

- ✎ Based on the Learning Skills and Work Habits section of the final report cards.
- ✎ Eligible students will have achieved only Good and Excellent evaluations.
- ✎ Students must achieve an average score of 25 points or higher per course (out of 30), based on applying the following scale to the six regulated Learning Skills and Work Habits:

Excellent = 5 Good = 3

Honour Roll:

- ✎ For students who have an average of 80% (not rounded) or higher with no grades below 70%.

Principal's List:

- ✎ For students who have achieved the Diligence Record, *and*
- ✎ Who have an average of 90% (not rounded) or higher, with no grades below 80%.

BICYCLE USE

Secondary students are permitted to bicycle to school by meeting the following conditions:

- ✎ The student's parents/guardians have signed a Bicycle Permission Form each new school year indicating that the student may bicycle to school, and that the school will not be held liable, should an accident occur. This consent form will be kept on record in the school office.
- ✎ Bicycles are to be locked up along the north fence (in the church parking lot) 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/guardians 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.

BUSING

For safety and disciplinary purposes, a school bus is regarded as an extension of the classroom. Every student is responsible to the principal for his/her conduct while travelling on a school bus. The school bus driver is given supervisory responsibilities while students are on the bus. Bus transportation is a privilege, not a right, and may be withdrawn at the principal's discretion.

- ✎ Be at your bus stop on time, a minimum of 5 minutes early.
- ✎ Follow the instructions of the driver if it is necessary to cross the road.
- ✎ Board the bus in an orderly fashion, take your seat promptly, and remain seated while the bus is in motion.

- ✎ Do not throw items inside the bus or from the bus windows, or put your arms or head out of the bus window.
- ✎ A bus pass must be issued by the school office for any changes to be made to the student's assigned bus. Parental authorization is needed.

A comprehensive Bus Policy can be found in the Policy Handbook.

CELL-PHONE USE

We recognize that for safety reasons, parents/guardians may wish their children to have cell phones. For instructional purposes we cannot have them in the classroom. Any emergencies when the child is in school will be handled through the office.

- ✎ Students are permitted to use cell phones only during break times.
- ✎ Cell phones are not to be brought to class, but are to be turned off and stored in the student's locker.
- ✎ Students are expected to have calculators to assist with school work as approved by their current teacher – phones and iPods may not be used for this purpose.
- ✎ Cell phones will not be allowed to access the network or the internet via the school Wi-Fi connection.
- ✎ Cell phone violations will result in the phone being confiscated for the day, and the student will receive an infraction.
- ✎ Students may pick up a confiscated cell phone at the end of the day at the office. For subsequent violations the cell phone must be picked up by a parent/guardian.

CHAPEL AND DEVOTIONS

Chapel and Devotions are an integral part of JCS, evident in our school's motto, *'Pray and Work.'* We must give God all adoration and praise, confessing our sins before Him, beseeching His help and blessing, and thanking Him for all His benefits toward us. Chapel and Devotions must always be done in reverence and be seen as essential opportunities for worship and instruction.

Only the Authorized King James Version of the Bible is to be read in the school for devotions, chapel, and assemblies. In prayers, God is to be addressed as Thee and Thou. Our Reformed heritage must be promoted in any supplementary devotional material used.

Chapel

- ✎ Chapel is to be led in a weekly fashion, alternating between the local HRC pastor and a designated School Board member. Chapel sessions are 30 minutes in duration.
- ✎ Only Psalters are to be sung in chapel.
- ✎ Chapel leaders encourage student-involvement by asking students to orally participate in organized discussion and asking/answering questions.

Devotions

- ✎ Teachers must ensure that they offer prayers in the classroom to begin the school day, before lunch, and at the end of the day. Morning devotions should include Bible reading, prayer, and a purposeful discussion or meditation, and Scripture is to be read at noon as well.
- ✎ Teachers are to encourage student involvement by allowing students to orally read Scripture together and by asking for prayer requests; also, at the discretion of the teacher and upon the willingness of students, prayer may be led at the close of lunch by students.

DAILY SCHEDULE

Period 1	8:50 a.m. – 10:15 a.m.
Period 2	10:20 a.m. – 11:35 a.m.
LUNCH	11:35 a.m. – 12:25 p.m.
Period 3	12:25 p.m. – 1:40 p.m.
Period 4	1:45 p.m. – 3:00 p.m.

*5 minute breaks between periods

DRAMA

Drama may be used in the classroom as an educational tool to engage students in a unique form of communication that may require students to imaginatively create scenes, personify characters, and express their learning in visual form.

-  Teachers have the right to preview the performance before it is acted out in front of the other students.
-  Students must receive permission from the teacher for any props/costumes used in the set.
-  The drama must be used for educational purposes only, and it must complement the current curriculum.
-  There will be no allowance for re-enactment of any Biblical characters or Biblical scenes.

DRESS CODE AND UNIFORMS

School uniforms support the Biblical principles of dress concerning modesty. In addition, uniforms encourage certain qualities desirable for a positive school atmosphere.

Overall Dress Code Specifics

-  Revealing and indecent clothing is not permitted.
-  Clothing is to be appropriate to the gender of the student. Girls may not wear pants.
-  Earrings for boys, and body piercing for girls or boys (multiple piercings, pierced eyebrows, lips, etc.) are not permitted.
-  Any cosmetics must remain natural.
-  Students may not come to school with their hair dyed other than natural colours.
-  Tattoos are not permitted.

Girls

-  White blouse - long or short sleeves
-  White or burgundy golf shirt
-  Navy V-neck vest
-  Navy sweat top - quarter or full zip
-  Plaid kilt (knee length)
-  Navy, gray, or white socks, knee highs, tights, or leggings - no coloured pattern
-  Navy, gray, white or neutral pantyhose - no pattern

Boys

-  White shirt - long or short sleeves
-  White or burgundy golf shirt
-  Navy V-neck vest
-  Navy sweat top - quarter zip or full zip
-  Gray dress pants
-  Navy shorts
-  Navy, gray, or white socks - no pattern

Physical Education

-  Athletic shorts with JCS logo
-  T-Shirts with JCS logo
-  Non-marking indoor gym shoes

Uniform Details

-  All students must be in proper uniform throughout the school day.
-  Students must arrive at school and leave in school uniform. Co-op students are permitted to change just before they leave for their co-op placement.
-  All students should maintain a modest, neat, and clean appearance. Uniform pieces should be suitable in size, and in good repair. Faded, damaged, or soiled clothing should be neatly repaired or promptly replaced.
-  Blouses, shirts, and golf shirts may be worn tucked in or untucked.
-  Blouses may only have one button undone.
-  Golf shirts must have at least one button done up.
-  A white T-shirt or tank top may be worn under the blouse or golf shirt. Coloured or printed shirts are not acceptable.
-  Only short-sleeved tops are permitted under a short sleeve shirt.
-  Skirts must be knee length.
-  Bicycle shorts, tights, pantyhose, or leggings must be worn under the kilt.
-  Socks are not mandatory at the secondary level.
-  Shoes are to have closed toes. Flip flops may not be worn.
-  Cleats may not be worn in school.
-  Scarves are not permitted as an accent item.
-  Hats and coats may not be worn in the classroom.
-  School uniforms must be worn for class pictures and formal occasions.
-  Students participating in any phys. ed. classes or activities are expected to wear JCS phys. ed. uniforms.
-  For field trips and other school outings, students must be in uniform unless approval is given otherwise by the principal.

Non-Uniform Day/Activity Details

-  Tops may not be sleeveless, bare the midriff, or have gaping necklines.
-  Skirts and shorts must be knee length.
-  Leggings may not be worn as outer-wear.
-  Shoes are to be appropriate to the activities that students are participating in.
-  Clothing is to be in good condition, without tears or holes.
-  Athletic wear and sportswear is not permitted.

- ✎ Slogans are not permitted.
- ✎ If non-uniform wear is deemed unacceptable, students will be required to change into their uniform, and will receive an infraction for the violation.

Missing articles of clothing may be found in the 'Lost & Found' bin located in the hallway by the meeting room.

FOOD AND SNACKS

There is to be no food in the classrooms during class times. Drinks may be allowed at teacher discretion. In addition to their lunch time, students have 5-minute breaks between classes when they are able to get a snack for themselves. Students may finish this snack in the first few minutes of the class period following. The Snack Shack will only be open before school and at lunch time, in order to avoid classroom disturbances.

HOMEWORK

Homework is an essential part of the school program at JCS and is used to reinforce, enrich, and extend the learning initiated in class. Homework assignments will vary with the needs of each course. Significant portions of each secondary course include homework in their assessment.

- ✎ Students will make sure they clearly understand assignments before leaving class.
- ✎ Students will complete homework by the beginning of the class in which it is due.

A comprehensive Homework Policy can be found in the Policy Handbook.

See also 'Late and Make-up Work'.

INFRACTIONS

Students are expected to behave in a suitable manner, honouring God at all times. Students must obey the school rules and accept responsibility and consequences for misconduct. Offences for which students may be given infractions include, but are not limited to: electronic misuse, uniform violation, late for class, incomplete homework, and locker violation. Students will meet with the principal and serve a detention after three recorded infractions.

Major infractions such as fighting and skipping class will be dealt with individually and immediately.

For repeat offences, students may be required to serve an after-school detention.

LATE AND 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.
- ✎ Extension of this time limit will be granted only at the discretion of the teacher involved.
- ✎ If a student is absent for reasons other than illness, all work must be complete on the day of return in order to receive credit. This means that students may need to make arrangements with the teacher before the day begins.
- ✎ It is always the student's responsibility to make arrangements with the teacher regarding missed or late work. Work not made up by the given deadline will not receive credit.
- ✎ If a student knows of an absence ahead of time, Expected Absence Assignment forms are available at the offices to arrange work completion beforehand with teachers.

Teacher and parental permission is required for this.

Due to truancy/skipping a class:

- ✎ Students who are truant from school and/or skip a class will not receive credit for any work missed.
- ✎ Students will automatically receive an after-school detention for skipping class.

Due to suspension:

- ✎ Students who are suspended from school are expected to complete all homework missed during the time of their suspension. The teacher may give the students some assignments that they can complete on their own. Credit will be given for these assignments.
- ✎ Students will be responsible for obtaining all other assignments from their peers.
- ✎ When the student returns to school, all completed work must be handed in to the principal before the student will be permitted to return to class.

Late work:

- ✎ Work handed in late may be penalized by the teacher at a rate of up to 10% per day. If there are circumstances that contribute to late work being accepted, it is the student's responsibility to discuss these beforehand with the teacher. Teachers may, at their discretion, choose to set deadlines for their assignments after which late work is not accepted.
- ✎ Work not handed in by the time the teacher returns marked class assignments may be awarded a grade of zero. Students have a final opportunity to hand in late work at the time of the returned work, provided it is ready to be handed in immediately.
- ✎ Teachers may, at their discretion, choose to set deadlines for major assignments after which work is not accepted. Advance notice is given for such assignments.

LOCKERS

Lockers are the property of JCS. Students are to keep them clean and in good condition. A required \$5.00 deposit for a school-issued lock will be refunded at the end of the school year when the lock is returned 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.
- ✎ JCS 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.
- ✎ Lockers must be latched at all times to meet fire code regulations. We advise students to lock their lockers when they are not at them to avoid any issues.

OFF-PROPERTY

Secondary students are permitted to leave school property by meeting the following conditions:

- ✎ The student's parents/guardians have signed an Off Property Form each new school year indicating that the student may leave school property. This consent form will be kept on record in the school office.
- ✎ The student must sign the Sign-out Book in the school office:
 - Upon leaving the school property during the day, or for the day.
 - Upon returning to the school during the same day.

-  A student who goes off school grounds for a walk must have a friend accompany them for safety sake.
-  Students assume all responsibility for their behaviour and safety while off school grounds.

PERSONAL DEVICE USE

JCS provides filtered, monitored access to the school network and Internet for all secondary students for educational purposes only. Students are required to have a personal laptop computer for this purpose. Student computers on the network are blocked from using or accessing inappropriate Internet content not suitable for education. In addition, other non-reliable sites may be blocked for content reasons, despite appearing to be suitable for research. Some areas that are blocked include, but are not limited to: Web-based E-mail; social media such as YouTube, Facebook, and Twitter; games; and personal websites.

The student's phone, iPod, or other devices will not be allowed to access the network or the Internet via the school Wi-Fi connection.

The students take full responsibility for the use of their computer and its connection at school, regardless of who is using it, and follow ethical practices when using the Internet.

Violating the trust of this agreement means the details of student computer use will be shared with the principal. The student will be blocked from using the network and Internet and/or receive other appropriate disciplinary measures up to and including suspension.

Inappropriate use is defined in the *Personal Device Agreement* that students are required to sign at the beginning of each year.

Any work to be handed in digital format must be saved with a file name in the following format: AssignmentTitle#-StudentName.

A comprehensive Internet Use and Personal Device Use Policy can be found in the Policy Handbook.

REPORT CARDS AND SEMESTERS

Report Cards are provided four times a year; interim marks are given at mid-semester, and final grades are given at the end of each semester.

The secondary courses are offered to students in a semester system. Students will complete four academic credits in the period from September to January and another four credits from February to June.

SPORTS TEAMS

JCS is part of the Southern Ontario Christian Secondary School Athletic Association (SOCSSAA). Students have the opportunity to participate in a variety of tournaments: badminton, basketball, flag football, hockey, soccer, three-pitch, and volleyball.

-  At the beginning of each semester, students must complete a Sports Team Intention and Permission Form indicating all sports teams they wish to be a part of. This is submitted with the required funds to cover tournament costs. Students will be required to rent JCS team wear.
-  Team members are required to maintain passing grades and their Learning Skills and Work Habits must be at a Satisfactory level or higher.
-  Team members are responsible for obtaining missed lessons and assignments from peers, or beforehand from the teacher. Maintaining eligibility to participate by staying caught up is the responsibility of the student.
-  Team members are required to wear JCS phys. ed. wear for all practices, and JCS team wear for all tournaments. If students are playing outside and weather conditions necessitate additional clothing, students are to ensure that all outerwear is modest and in accordance with the JCS dress code.

- ✎ Only team members and coaches attend the tournament events.

A comprehensive Sports Team Policy can be found in the Policy Handbook.

Sports Award: JCS annually recognizes one male and one female student who displays exemplary dedication, sportsmanship, and participation throughout the school year. Awards will be distributed at the secondary graduation ceremony.

STUDENT COUNCIL

Objectives:

- ✎ Develop opportunities for growth in leadership and communication protocol
- ✎ Give students voice to various school activities
- ✎ Give students opportunity to plan and deliver various student functions

Role of President:

- ✎ Take responsibility for leadership of Student Council and set the agenda for meetings
- ✎ Delegate responsibilities to other representatives and ensure that they are carried out

Role of Treasurer:

- ✎ Deposit Student Council finances in the bank and co-sign cheques for disbursement of funds approved by Student Council
- ✎ Keep track of Student Council finances in an organized and responsible fashion

Role of Secretary:

- ✎ Write minutes of Student Council meetings; print revised version for following meeting
- ✎ Write a summary of the Student Council activities for the monthly newsletter
- ✎ Include fundraisers in weekly and monthly newsletters
- ✎ Write any correspondence which needs to go to other parties (i.e. School Board approvals)
- ✎ Have announcements written in PA binder

Role of Class Representatives:

- ✎ Solicit ideas from classmates regarding proposals to Student Council
- ✎ Remind classmates of events and upcoming dates
- ✎ Carry out responsibilities assigned by Student Council to enable functions, etc.

TEXTBOOK CARE

JCS students are given the necessary textbooks for each course. They must write their name and the school year in the front of the book. Each book is stamped and numbered for this purpose. At the end of the course, each book is checked by the teacher and rated according to the description found below. The teacher will then initial this rating, relieving the student assigned the book in the previous year of his/her responsibility.

EXCELLENT	Not to be distinguished from new
GOOD	Little damage to the book
AVERAGE	Some damage and soiling of cover and/or pages; cover and spine coming loose
FAIR	Definite damage and soiling of cover and/or pages; cover and spine are loose
POOR	Extensive damage and soiling of cover and/or pages; cover and spine are torn; pages are missing

- ✎ Any book in which student writing and marking is found cannot be rated higher than Fair.
- ✎ A drop of two categories per year signifies abuse and will be dealt with accordingly.
- ✎ All books showing signs of abuse will be brought to the office. The parents/guardians will be billed the cost of the book. The value of the book will be depreciated by 20% as it drops one category.

TOBACCO, ALCOHOL, AND ILLICIT SUBSTANCES

All possession or student use of tobacco, alcohol or other illicit substances, such as drugs or alcohol, is strictly prohibited on JCS property.

Students who are in possession of, or appear to be under the influence of, an illicit substance will be reported to the office. If administration has reason to believe that a student is involved in the possession, use, or trafficking of illicit materials, the student, their possessions, and their locker may be searched. Any substances found will be confiscated, and suitable punishment, which may include suspension from school and police involvement, will be enforced. Parents/guardians will be advised of any situation involving these violations.

It is a violation of the Smoke-Free Ontario Act for anyone at any time to smoke on any Ontario school property, including in a vehicle. Fines are handled by Niagara Region Public Health, ranging up to \$1000.00 with mandatory court appearances, depending on the violation. Every smoking violation witnessed by a staff member is a reportable offence.

VEHICLE USE

Students who are licensed drivers may receive permission to drive a vehicle to school.

The following conditions apply:

- ✎ The student signs and returns a Personal Vehicle Agreement Form to the school.
- ✎ The vehicle is parked in the designated student parking area along the north fence (in the church parking lot), and is accessed only when arriving at, and leaving school.
- ✎ The student may only transport those passengers who have written parental permission to accompany him/her, via their own form on file at the office.
- ✎ Students assume all responsibility for their driving, will be accountable for the property and safety of others, and will not hold JCS liable for any damage that may occur as a result of this vehicle use.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

These standards for secondary education were introduced in high schools across Ontario, in September 1999, and amended periodically since then.

In order to earn an OSSD, a secondary student must complete the following:

-  A minimum of 30 credits
 - 18 compulsory credits
 - 12 optional credits
-  40 hours of community involvement activities
-  A passing mark on the Ontario Provincial Secondary School Literacy Test

JORDAN CHRISTIAN SECONDARY SCHOOL DIPLOMA (JCSSD)

Among the credits required for an OSSD, a student must successfully complete two mandatory Religious Studies credits (grade 11 and grade 12), grade 11 university Biology (SBI 3U), and grade 11 Business Studies (BTA 3O) in order to receive the JCSSD.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The OSSC will be granted provided that students have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

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

Optional credits (total of 7)

-  7 credits selected by the student from available courses

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment, accompanied by the OST. This may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

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 OST updated accordingly, but will not be issued a new Certificate of Accomplishment. The OSSD or OSSC will be granted when a student has fulfilled the appropriate requirements.

CREDITS

Credits are granted in recognition of the successful completion of courses. The Ministry of Education defines a credit in the following manner: "A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled."

COMPULSORY CREDITS

Prescribed by the Ministry of Education, compulsory credits are the 18 required core credits a student must earn in order to satisfy the requirements for an OSSD. Compulsory courses are tracked and referenced by the guidance counsellor, and are recorded on the OST.

-  4 credits in English (1 credit per grade)
-  3 credits in Mathematics (at least 1 credit in grade 11 or grade 12)
-  2 credits in Science
-  1 credit in Canadian History
-  1 credit in Canadian Geography
-  1 credit in The Arts
-  1 credit in Health and Physical Education
-  1 credit in French as a Second Language
-  .5 credit in Career Studies
-  .5 credit in Civics

Plus 1 credit from each of the following groups:

Group 1:

-  English, *or* French as a Second Language**
-  a Native Language
-  a classical or International Language
-  Social Sciences and the Humanities
-  Canadian and World Studies
-  Guidance and Career Education
-  Cooperative Education*

Group 2:

-  Health and Physical Education
-  The Arts
-  Business Studies
-  French as a second language**
-  Cooperative Education*

Group 3:

-  Science (Grade 11 or 12)
-  Technological Education
-  French as a second language**
-  Computer Studies
-  Cooperative Education*

* A maximum of two Cooperative Education credits can be used to fulfill compulsory requirements.

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

SUBSTITUTION OF COMPULSORY COURSES

In circumstances when students have special identified needs, up to three compulsory courses may be substituted with three other compulsory courses from another area. Such substitutions are made in consultation with the parents/guardians and the student during the time of course selection. Requests for substitution can be initiated in writing by a parent/guardian or an adult student, or by the principal after consultation with the appropriate staff. The decision as to whether a substitution is allowed rests with the principal, and will be made in accordance with Ministry of Education guidelines. When such substitutions are made, the student is still eligible for the OSSD. Each substitution will be noted on the OST.

The provisions for making substitutions for compulsory credits also apply to the OSSC.

Substitution of compulsory credits is in accordance with OS Section 6.2.

OPTIONAL CREDITS

Optional credits are the remaining 12 credits each student takes in addition to the compulsory credits, in order to satisfy the 30 credit requirement of the OSSD. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the Curriculum section of this document.

PREREQUISITE COURSES

Prerequisite courses are courses that must be completed before a student enrolls in further courses in a particular subject area. Prerequisite course requirements are clearly listed after the course description. A student lacking a prerequisite must speak with the principal to determine if equivalent standing exists, whether the student can take the course, or whether the prerequisite may be waived. In consultation with parents/guardians and appropriate school staff, the principal has authority to waive a prerequisite course.

COMMUNITY INVOLVEMENT

This diploma requirement of a minimum of 40 hours, 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 effects they can have on their communities.

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. Guidelines and further information regarding community involvement can be found on the *Community Involvement Activities* record forms available at the secondary office.

-  Activities must be approved by the guidance counsellor before students begin.
-  Students are expected to stay current with their records.
-  Students are required to hand in their completed forms periodically – within one month of the close of each semester or summer holidays.
-  Graduates must complete 40 hours by the beginning of June in their graduating year.
-  Twenty hours of those required for obtaining an OSSD must be completed outside of the student's individual church community, as well as the JCS community. JCS enforces this requirement to help broaden a student's exposure as well as benefit the broader community. It is our hope that our students could be a witness to those around us.
-  JCS requires an additional 40 hours of service within the JCS school community which would directly benefit JCS (e.g. fundraisers, thrift store, bus monitor, volunteering for teachers, etc.).

A comprehensive list of eligible and ineligible activities can be found on the Community Involvement Activities record sheet.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Students in grade 10 are required to write the OSSLT. Successful completion of this test will be recorded on the OST. Students will be able to retake the test in following years if they are unsuccessful. The school will provide remedial assistance for these students.

Students who are unsuccessful in passing the test after two attempts may meet the Literacy requirement by successfully completing the *Ontario Literacy Course, OLC 40*, instead of the test. A student may be permitted to take the course after only one failed attempt, if the principal determines that it is in the best interest of the student to do so.

PLEASE NOTE: JCS does not offer the Ontario Literacy Course, OLC 40, and it is not available as an AMDEC/ILC course. Students who will be taking this course must make arrangements (via their parents/guardians) with the District School Board of Niagara to take it as a night class or a summer school class. JCS will recognize its successful completion and record it on the OST.

Accommodations, Exemptions and Deferrals

Students who have a PEP may receive accommodations for completing the test, based on their PEP. Although the content of the test will not be altered, identified students may benefit from a deferred writing of the test (i.e writing the test in grade 11). Students not working toward an OSSD may be exempted from taking the OSSLT. In all cases of accommodations, exemptions or deferrals, the principal (in consultation with parents/guardians, student, and appropriate staff members) will determine the nature and extent of the special provisions that will apply, in accord with the most recent *Ontario Secondary School Literacy Test Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

TYPES OF COURSES

Grade Nine and Ten Courses

JCS offers only Academic and Open courses at the grade 9 and grade 10 level. Certain exceptions may be arranged in consultation with the guidance counsellor and principal in order to accommodate for students with learning challenges.

Academic Courses 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 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 are designed to provide students with a broad educational base that will equip them for active and rewarding participation in society.

In grade 9, because of the emphasis on essential concepts in both academic and applied courses, students will be prepared for either the academic or applied course in the same subject in grade 10, if they are successful in the grade 9 course.

Grade Eleven and Twelve Courses

In grade 11 and grade 12, JCS offers university, university/college, and college track courses.

University Courses 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 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 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.

Workplace Courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship and training programs. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

Open Courses are designed to provide students with a broad educational base that will equip them for active and rewarding participation in society.

In grade 11 and grade 12, students are required to meet certain prerequisites which usually are based on the same track, whether university, or college, etc. Transfer courses are not offered at JCS. Should students require a change in course type, approval will be granted by the principal if the change is deemed to be in the student's best interests, upon consultation with parents and teachers. In such cases, a prerequisite waiver form will be signed by the principal and a record will be kept in the student's OSR. It is therefore important for students to plan ahead and chose the right track based on their post-secondary goals.

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, at an academic level.

Step 1: The first character indicates the subject area.

Step 2: The next two characters differentiate between subjects within the subject area.

e.g. Under the same subject area of 'Canadian and World Studies':

CGC - Geography of Canada

CHC - History of Canada

Step 3: The number indicates the grade level of the course.

Step 4: The letter following the number indicates the type of course.

*A 6th character (letter or number) is used when necessary to distinguish between courses offered at the same grade level.

Step 1	Step 3	Step 4
A: The Arts	1: Grade 9	D: Academic
B: Business Studies	2: Grade 10	P: Applied
C: Canadian and World Studies	3: Grade 11	U: University
E: English	4: Grade 12	M: University / College
F: French as a Second Language		C: College
G: Guidance and Career Education		E: Workplace
P: Health and Physical Education		O: Open
M: Mathematics		3: Locally developed course
S: Science		
H: Social Sciences and Humanities		
T: Technological Education		

MANDATED COURSES

The following courses are mandated for all JCS secondary students. Some are offered annually, and those with an asterisk (*) are offered every other year. Students will choose other courses to complete their schedules over their four secondary years.

AVI10*	ENG3C/U	SBI3U*
BTA30*	ENG4C/U	SNC1D
CGC1D*	FSF1D*	SNC2D
CHC2D*	GLC2O*	HRE13*
CHV2O*	MPM1D	HRE23*
ENG1D	MPM2D	HRT3M*
ENG2D	PPL1O*	HRE43*

COURSE DESCRIPTIONS

COURSES OF STUDY

The courses of study taught at JCS are developed according to the requirements of the Ontario Ministry of Education. All course outlines are kept on file in the school and are available for parental perusal. A clear description of the learning expectations is provided to students prior to instruction in each unit of study. Ontario curriculum policy documents can be found at www.edu.gov.on.ca/eng/curriculum/secondary. Courses are grouped according to subject area and grade level.

The Arts

- **AMU 10 Music (Open)**

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

Prerequisite: none

- ★ **AVI 10 Visual Arts (Open)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: none

- ◆ **AVI3M Visual Arts (University/College)**

- offered as an independent study

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

Prerequisite: AVI10 or AVI20

Business Studies

- ★ **BAF3M Financial Accounting Fundamentals (University/College)**

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 (College)**

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 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

- ★ **BTA30 Information and Communication Technology: The Digital Environment (Open)**

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

Prerequisite: none

- **BOH4M Business Leadership: Management Fundamentals (University/College)**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: none

Canadian and World Studies

- **CGC1D Issues in Canadian Geography (Academic)**

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

Prerequisite: none

◆ offered every year • offered odd years ★ offered even years

★ **CHC2D Canadian History Since World War I (Academic)**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: none

• **CHV2O Civics and Citizenship (Open)**

- half credit course offered with GLC2O

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world of personal interest to them.

Prerequisite: none

★ **CHA3U American History (University)**

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history.

Prerequisite: CHC2D or CHC2P

• **CHW3M World History to the End of the Fifteenth Century (University/College)**

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: CHC2D or CHC2P

- **CGR4M The Environment and Resource Management (University/College)**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

- ★ **CGU4M World Geography: Urban Patterns and Population Issues (University/College)**

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

Prerequisite: Any university or university/college or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

- ★ **CHY4U World History: Since the Fifteenth Century (University)**

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 the Humanities

- **CLN4U Canadian and International Law (University)**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

◆ offered every year • offered odd years ★ offered even years

- **CPC 30 Politics in Action: Making Change (Open)**

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

Prerequisite: CHV20

English

- ◆ **ENG1D English (Academic)**

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

Prerequisite: none

- ◆ **ENG2D English (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. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: ENG1D or ENG1P

- ◆ **ENG3C English (College)**

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: ENG2P

◆ **ENG3U English (University)**

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: ENG2D

◆ **ENG4C English (College)**

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: ENG3C

◆ **ENG4U English (University)**

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: ENG3U

English as a Second Language

International students have the opportunity to attend JCS and benefit from enrolling in the ESL program. Specific guidelines apply to this program, as well as courses unique to the language needs of these students.

Students enrolled in this program will be placed into the ESL English course appropriate to the level corresponding to their English competencies. Once completed, students will be re-evaluated. Students may need to re-do a level if insufficient progress has been made, or they may be able to skip a level if adequate increase proficiency in English has been demonstrated. Once ESLEO has been completed, students must also complete a grade 12 level English course.

◆ **ESLCO English as a Second Language Level 3 (Open)**

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

◆ offered every year • offered odd years ★ offered even years

◆ **ESLDO English as a Second Language Level 4 (Open)**

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

◆ **ESLEO English as a Second Language Level 5 (Open)**

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

French as a Second Language

• **FSF1D Core French (Academic)**

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

• **FSF2D Core French (Academic)**

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

Prerequisite: FSF 1D or FSF 1P

Guidance and Career Education

- **GLC20 Career Studies (Open)**

- half credit course offered with CHV 20

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

Prerequisite: none

Health and Physical Education

- ★ **PPL10 Healthy Active Living Education (Open)**

This course emphasizes regular participation in a variety of enjoyable physical activities, which promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal setting, communication, and social skills.

Prerequisite: none

- **PPL30 Healthy Active Living Education (Open)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: none

Mathematics

- ◆ **MPM1D Principles of Mathematics (Academic)**

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

Prerequisite: none

◆ offered every year • offered odd years ★ offered even years

◆ **MPM2D Principles of Mathematics (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: MPM1D

● **MBF3C Foundations for College Mathematics (College)**

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

Prerequisite: MFM2P

◆ **MCR3U Functions (University)**

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

Prerequisite: MPM2D

◆ **MCV4U Calculus and Vectors (University)**

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

JCS Prerequisite: MHF4U

Prerequisite: MCR3U

◆ offered every year ● offered odd years ★ offered even years

◆ **MHF4U Advanced Functions (University)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; 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 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: MCR3U

Science

◆ **SNC1D Science (Academic)**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: none

◆ **SNC2D Science (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: SNC1D or SNC1P

* **SBI3U Biology (University)**

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

Prerequisite: SNC2D

◆ offered every year • offered odd years * offered even years

- **SCH3U Chemistry (University)**

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: SNC2D

- **SPH3U Physics (University)**

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

Prerequisite: SNC2D

- * **SBI4U Biology (University)**

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: SBI3U

- **SCH4U Chemistry (University)**

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

Prerequisite: SCH3U

- **SPH4U Physics (University)**

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: SPH3U

Social Sciences and Humanities

★ HRE13 Religious Education - The Ministry of Christ (Locally developed)

This course is a survey of the life and ministry of Christ. Primarily using the four gospels, with reference to both the remainder of the New, and the Old Testaments, it will explore the character of the gospels, the historical, geographical, sociopolitical background of Christ's ministry and miracles, as well as the purpose of His coming. A number of key doctrinal issues (such as the humanity and divinity of Christ) will be examined as well.

Prerequisite: none

• HRE23 Religious Education - Bible Survey (Locally developed)

This course introduces students to several 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 of 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 to their lives.

Prerequisite: none

★ HRT3M World Religions and Belief Traditions: Perspectives, Issues, and Challenges (University/College)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to his area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: none

• HSP3U Introduction to Anthropology, Psychology, and Sociology (University)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: ENG2D or CHC2D

◆ offered every year • offered odd years ★ offered even years

- **HFA4U Nutrition and Health (University)**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environment responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

Prerequisite: Any university or university/college preparation course in Social Sciences and the Humanities, English, or Canadian and World Studies

- ★ **HHG4M Human Development Throughout the Lifespan (University/College)**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Prerequisite: Any university, university/college, or college preparation course in Social Sciences and the Humanities, English, or Canadian and World Studies

- ★ **HHS4U Families in Canada (University)**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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 the Humanities, English, or Canadian and World Studies

- **HRE43 Religious Education – Apologetics of the Christian Religion (Locally Developed)**

This course requires students to understand the core Christian beliefs and to articulately defend them. Emphasis will be placed on why we believe what we do, and how students can rationally defend Christianity from attacks from other religions and post-modern subjectivism.

Prerequisite: none

- ★ **HSB4U Challenge and Change in Society (University)**

This course focusses 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 behavioural 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 the Humanities, English, or Canadian and World Studies

♦ offered every year • offered odd years ★ offered even years

Technological Education

- **TIJ10 Exploring Technologies (Open)**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

-JCS will be offering this course as an exploration of technologies in the following areas: communications, constructions, health and hospitality and tourism.

Prerequisite: none

- ★ **TDJ3M Technological Design (University/College)**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

Prerequisite: none

Co-operative Education

- ◆ **Co-operative Education, Grade 11 and 12**

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

Prerequisite: Enrollment in, or completion of a corresponding course.

Cooperative education will be available at the grade 11 and grade 12 levels for students who would benefit from a work experience. These students will be considered for placement in a co-op setting after consultation with the guidance counsellor. Upon the recommendation of the guidance counsellor, students in grade 12 can be eligible for a 4-credit co-op placement. All co-op placements will be based on previous attitude and work habits, as well as the general maturity of the student. Students interested in taking a co-op course must complete a *Co-op Intention Form* by the middle of October to be eligible for this course, since it will run in second semester. Transportation of the student to and from the placement site is the responsibility of the student and parent/guardian.

◆ offered every year • offered odd years ★ offered even years

COURSE SELECTION INFORMATION

Intention sheets are distributed along with this Secondary Course Calendar during the final school week in December. Students are encouraged to discuss course options with parents/guardians and the guidance counsellor in order to select appropriate courses to prepare for future goals and careers. These intention sheets are usually due back by mid-January. *Diploma Requirement Tracking Sheets* are handed out along with report cards in June so that students can properly plan for future courses and post-secondary programs.

-  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.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

JCS does not offer a challenge process for assessment and recognition of prior learning. When a student enters the secondary program from outside of Ontario schools, the principal will determine credit equivalency by assessing the documentation and credentials from the previous schools that the student attended. Additional testing may be required.

WITHDRAWAL FROM A COURSE

In accordance with OS Section 4.1.2, withdrawals from grade 9 or grade 10 courses are not recorded on the OST. Only successful courses are recorded on the OST.

If a student withdraws from grade 11 or grade 12 courses within five instructional days following the issue of the interim 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 interim report card, the withdrawal is recorded on the OST by entering a 'W' representing a 'withdrawn' course. The student's percentage grade at the time of the withdrawal is also recorded.

The above also applies to independent or private courses taken at or through JCS via AMDEC/ILC. For ILC courses, the return of Unit 2 grades replaces the interim report card.

REPETITION OF A COURSE

When students repeat a grade 9 or 10 course, only the attempt with the higher grade is recorded on the OST.

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

ALTERNATIVE LEARNING AND REMEDIAL OPPORTUNITIES

Alternative learning and remedial opportunities may be made available for students when necessary and as resources permit. There may be instances when a student needs to repeat a course, has timetable conflicts, or requires courses that JCS does not offer. Whenever possible, JCS will strive to meet these needs in close consultation with parents/guardians, the guidance counsellor, and appropriate staff.

There are two alternatives at JCS to regular course completion: independent study, or private study. Both of these are outlined in more detail below.

Students will also be guided to pursue night school and summer school options with the DSBN, when appropriate.

If a student has special academic needs, parents/guardians will need to complete a *Request for Special Education Form*. All recommendations and decisions will be made according to the *JCS Special*

Education Placement Policy and Procedures, will involve both parents/guardians and school staff, and will be dependent on school resources. Additional testing (at parental cost) may be necessary to determine how to best meet the child's academic needs. Either an REP or a PEP may be a viable option for a student with special needs. Depending on the extent of accommodations and/or modifications, there may be implications to the diploma or certificate path the student is pursuing. Parents/guardians who believe their child may benefit from Special Education will need to contact the school to explore the options and resources available.

INDEPENDENT AND PRIVATE STUDY

Some courses at JCS may be taken as an independent or private study course. An independent study course is completed by the student on his/her own, under the direction of a supervising teacher at JCS. A private study course is administered through a third party, such as AMDEC or ILC.

Enrolment Criteria

- ✎ The student completes a JCS Private/Independent Study Application and receives approval from school administration.
- ✎ The student needs or desires this course to obtain their OSSD in order to prepare more sufficiently for a career or for post-secondary entrance requirements.
- ✎ The course is not offered at JCS, or causes a personal scheduling conflict.
- ✎ The course is completed during an available timeslot in the student's schedule.
- ✎ The course is completed in-school.

Independent Study

- ✎ There is an available and willing teacher to supervise the course

Private Study

- ✎ An additional application is sent to the third party and the student must be accepted.

Cost

- ✎ Upon applying, students must cover the cost of the course.
- ✎ Students who successfully complete an approved course within the JCS allotted time frame will be reimbursed the full cost of the course.
- ✎ If students wish to take a private study course that is not approved by JCS, the fee for the course is the responsibility of the student/parent/guardian.

Independent Study

- ✎ \$200 administrative fee

Private Study

- ✎ Cost of the course, plus a \$50 administrative fee

Course Completion

- ✎ Students, along with the teacher or guidance counsellor, design a Schedule of Deadlines that is signed by the student, parents/guardians, and the guidance counsellor.
- ✎ Although a teacher or the guidance counsellor will be monitoring the student in both situations, the student is solely responsible for staying on track and completing course work within deadlines.

Independent Study

- ✎ The teacher will supervise student work, assign course components, suggest available resources, assess the student's work, and ensure that the total work involved is equivalent to that expected in the time scheduled for the course.
- ✎ The teacher will monitor student progress, grade and record student work, and prepare the report card.
- ✎ Any extra materials, resources, or supplies are the expense of the student/parent/guardian.

Private Study

-  The course material and assessment is in the hands of the third party.
-  All private study courses must be completed by the date given by the third party, or within the JCS schedule of dates, whichever comes first.

Graduates

-  Students who are in their final year may only enrol in independent or private study courses during the first semester.
-  Earlier deadlines are given by JCS to ensure course completion for graduation.

Reporting

-  Upon successful completion, the principal will record the student's standing on the OST.

ASSESSMENT AND STUDENT ACHIEVEMENT

Students will be assessed in compliance with the Ministry of Education's GS documents. Assessment for education can include a number of strategies designed to measure student learning. Assessment as education will give student feedback on areas they can continue to improve. Assessment of education is the assessment that is used to determine student grades and give an accurate picture of what they have learned, and how they have progressed. All assessment is based on the achievement of the learning expectations, as outlined in all courses of study.

-  Term work such as daily work, tests, assignments, projects, essays, notebook assessment, and classroom participation make up 70% of the student's grade.
-  A final evaluation component accounts for 30% of the student's grade. This could take the form of a summative project, an examination, or a combination of the two. Students must complete this component in order to achieve a credit in the course. Summative Projects must be submitted by the assigned deadline and the exam must be written on the scheduled date.

Levels of Achievement

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

4	80-100%	A very high to outstanding level of achievement. Achievement is above the provincial standard.
3	70-79%	A high level of achievement. Achievement is at the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
1	50-59%	A passable level of achievement. Achievement is below the provincial standard.
R	Below 50%	Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Each student receives a syllabus for each course at the beginning of the semester, with assessment details. Copies of these are also available to parents/guardians upon request.

In addition to the student's grade, the report card contains a separate section for reporting on the student's learning skills and work habits. Students will be evaluated on the following regulated categories: responsibility, organization, independent work, collaboration, initiative, and self-regulation.

The scale used to report the student's standing is as follows:

E: Excellent

G: Good

S: Satisfactory

N: Needs improvement

ASSESSMENT PORTFOLIO

Students must keep an Assessment Portfolio for each course which contains *all* assessments performed throughout the semester. This Assessment Portfolio must be submitted prior to the exam in order to receive credit for course completion.

EXAMINATIONS

Final examinations are administered at the completion of each semester (January and June) for all applicable courses. Students will be notified at the beginning of each course if the summative portion of the course includes an exam.

General Rules:

-  Exams for grade 9 and 10 courses are 90 minutes in length. Exams for grade 11 and 12 courses are 2 hours in length.
-  Exams are to be written only during the scheduled time. If a student is ill and cannot write an examination, a doctor's note will be required to reschedule the exam.
-  Exam rooms are to be clear of books, coats, purses, papers, food, drinks, etc.
-  After the exams scheduled for the day are finished, students are expected to go home, or remain in their classroom to study. Students are required to sign out at the office when they leave.

Procedures:

-  Students enter the exam room 5 minutes before the exam time, when it will be opened by the proctor administering the exams. They are to sit quietly in their assigned seats.
-  Students are permitted only pens, pencils, rulers, and erasers for the exam, unless teachers tell them to take along other things such as calculators or math instruments. Pencil cases or boxes are not permitted in the exam hall.
-  Students are not permitted to communicate in any manner, and may not disturb other students in the exam hall in any way.
-  Students who have questions during the exam will raise their hand and wait quietly until the proctor approaches them. Directions and questions will be clearly stated on the examination. Proctors will not answer questions about how students are to complete them.
-  If finished the exam early, students are permitted to leave quietly only after the proctor has announced the end of one hour.
-  The proctor may expel a student from the exam hall who does not keep these rules. This will result in a failing grade on the exam. If expelled from an exam the student registers immediately at the office and waits for the principal.

RECORDING AND REPORTING PROCEDURES

REPORT CARDS

The Provincial Report Card is used to provide information regarding academic progress as well as learning skills and work habits, in a consistent way throughout all Ontario schools. 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 (OSR)

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

The information in an OSR is available to supervisory officers, the principal and teachers of the school only for the purpose of improving the instruction of the student. All students and the parents/guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents, if they so desire.

ONTARIO STUDENT TRANSCRIPT (OST)

The OST is a record of courses successfully completed. As students earn secondary credits, their personal achievement for each course is recorded on this form as a percentage grade.

After the student leaves school, the OST will be kept on file at 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 would be required by any college, university or employer. Marks will not be released by the school without the permission of the student, or of the parent/guardian if the student is under 18.

GUIDANCE

All students are required to take the compulsory guidance course GLC2O. For students taking Co-op in grade 11, the guidance course will be the companion course; those taking Co-op in grade 12, a grade 12 course will be preferred as a companion course. In addition, students from grade 9 and upward will meet with the guidance counsellor 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.

In accordance with *OS*, the guidance program is broken into the following three areas:

Student Development: the development of habits and skills necessary for learning

- ✎ Mainly seen in classroom environments with low student to teacher ratio
- ✎ Guidance: when advised by teachers, the guidance counsellor will help students seek extra help, intervention, or support in necessary areas

Interpersonal Development: the development of knowledge and skills needed in getting along with others

- ✎ Group seminars and presentations on 'Life Issues'
- ✎ Classroom environments: group work, Healthy Active Living curriculum, etc.

Career Development: the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future

- ✎ Classroom environments: Guidance and Career Education curriculum
- ✎ Guidance: one-on-one appointments with the guidance counsellor to develop an Individual Pathways Plan

Knowing Self

- Define personal characteristics: interests, strengths, intelligences, accomplishments, values, skills, work habits, etc.
 - Learning Style Testing

Exploring Opportunities

- How choices made now can open/close pathways
- Community-based opportunities (volunteer, social, recreational, part-time employment, coop placements, etc.)
- Identify potential career options while noting potential impacts of local/global trends (demographics, technology, economics, social, etc.)
 - Career testing

Making Decisions

- Identify the 'fit' of the career(s) to personal characteristics (demands, rewards, etc.)
- Review and revise as needed

Preparing for Change and Making Transitions

- Develop a detailed plan to achieve goals
- Identify resources to assist, and potential obstacles or challenges
 - secondary course prerequisites and post-secondary options
 - application process (scholarships, awards, program choices, acceptances, etc.)

LIBRARY

Secondary students have a library of fiction and non-fiction books for their use in the Secondary Study Room. These books are borrowed on an honour system. When a student is finished with a book, it is to be returned to the study room for re-shelving.

PIGEON

JCS uses an online blackboard through Moodle called *Pigeon*. Course material is available to students and is fully accessible from home and school. Students are assigned a username and create their own password for private access to their scheduled courses. The extent to which *Pigeon* is used to enhance lessons varies by subject. It presently includes elements such as lesson topics and details, student handouts in electronic form, homework assignments and details, due dates, and submission capabilities. Students are encouraged to access *Pigeon* to ensure they keep up with their course work. The link to *Pigeon* can be found on the school web-site: www.ourjcs.ca.

AMDEC	Avon Maitland Distance Education Centre
ESL	English as a Second Language
GS	<i>Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010</i>
ILC	Independent Learning Centre
JCS	Jordan Christian School
JCSSD	Jordan Christian Secondary School Diploma
OS	<i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011</i>
OSSC	Ontario Secondary School Certificate
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
OST	Ontario Student Transcript
OSR	Ontario Student Record
PEP	Personalized Education Plan
REP	Remedial Education Plan
SOCSSAA	Southern Ontario Christian Secondary School Athletic Association