



2020
2021



COURSE CALENDAR

HAMILTON DISTRICT CHRISTIAN HIGH

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INTRODUCTION

This book is designed to be a one-stop shop: an overview of all you need to know for life at HDCH. From our mission and vision to how to communicate an absence, from how we live as a community together to how to plan your high school program, you can find it here. Of course, we can't fit everything in! So we'll also tell you where to go for further information.

Our Mission & Vision

Our mission at HDCH is to cultivate character through learning for a life of service to God. Grades may be important, but our primary focus is on your character – the person you are and are becoming.

We believe that an exceptional education that accomplishes this mission needs to:

- Have an essential biblical foundation
- Be unified in learning
- Be relevant to teenagers
- Have healthy, restorative relationships.

Exceptional education is imaginative, innovative and interwoven with our essential Biblical identity. An exceptional learning community looks to produce and engage with culture by turning our visions into actions and our ideas into products. One of the ways that we will accomplish this is through ensuring Project Based Learning (PBL) is an everyday learning experience for our students at HDCH. We use the five habits of an HDCH graduate as a measure of this mission. We want to see you grow in the Habits of an HDCH Graduate: competence, reflection, compassion, resilience, and creativity.

As you grow in character, you will live a full and fruitful life, a life of service to God and his world. This is our prayer for every student who comes to HDCH. May God bless you richly on your journey through high school and into the world beyond!

Habits of an HDCH Graduate

These habits of mind, heart and hand are the marks of character in our graduates. These habits are also intended to help teachers frame and measure student learning.

Competence

An HDCH graduate can analyse, synthesise and apply learning in any situation. Graduates can think critically, communicate clearly and work collaboratively. They are multi-literate and adaptable. They have discovered and developed gifts, and continue to strive for mastery of a variety of skills. They are competent to be of service in God's world.

Reflection

An HDCH graduate is able to reflect on and share what he or she has learned during and after any activity. Wisdom, discernment, humility and effective communication are all evidence of honest reflection.

Compassion

An HDCH graduate shows respect and compassion for others as equal image-bearers of God and for all of God's creation. He or she is able to see from another's perspective, to be in another's place. This compassion should be evidenced in lives of service and integrity, concern for justice and ethics, and extension of generosity and grace.

Resilience

An HDCH graduate perseveres, solving problems and overcoming obstacles. A resilient graduate takes healthy risks, accomplishes tasks and humbly accepts the wisdom of others. In community, he or she has developed confidence and courage to risk.

Creativity

An HDCH graduate is playful, finding joy in all of God's creation, in exploring and discovering, in imagining and creating. His or her creations are beautiful, strong and excellent. As image-bearers of God, graduates understand that they are craftsmen and artists.

Our Commitment as Staff

We believe in God the Father, God the Son, and God the Holy Spirit and confess that our faith must find expression in all our thoughts and actions. We dedicate our work to the pursuit of character development through learning, recognizing that true transformation can be found only in Jesus Christ.

We regard every student as sacred before God, who calls every one of them to obey His Law, and out of concern for their development as citizens of His Kingdom we dedicate our efforts toward a wholesome growth of their God-given potential. It is important that we deal justly with all students and make professional judgments regarding their academic, physical, and emotional characteristics as required.

We acknowledge the God-given authority of the parents concerning students' education. We consider it a privilege to teach the students according to a plan of learning for which the religious direction is determined and accepted mutually by the parents and by the staff. We promise to establish a relationship of mutual confidence with the parents and the students.

We believe that the Christian School is a cultural expression of the Christian community's faith commitment, and that it is our task as educators to make plain to students the relevance of God's Word in life's total experience.

We are committed to the growth and development of the Christian community, and desire a harmonious and communal submission in all areas of life to the power of God's Word. For this purpose, we shall seek guidance and justice in our relations with the students, the parents, the Board of the school and all others who support Christ-centred education.

Living in Community @ HDCH

Restorative Justice is an approach to living in community that emphasizes restoration when relationships are broken. Its focus is on affirming, building and restoring relationships at the school. With hope and optimism, HDCH engages in a process that seeks out restoration in the journey of discipleship. This process of restoration is consistent and effective in helping those harmed and those causing harm to find a community of grace. This philosophy is successful when there are high expectations and high levels of support for students, staff, and parents within the community.

Every situation will be handled with the hope of restoration; therefore, the following restorative justice questions will be used frequently when students hurt others or themselves:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What needs to be done to make things right?

Recognizing that everyone at HDCH is in need of grace, those involved in a breaking of community should have the chance to seek the truth and receive grace.

There may be times when our students choose not to acknowledge responsibility for their actions. For situations like these, it is important to have a process in place to repair the harm done to the community. For more information, see our full "Living in Community @ HDCH" policy in Edsby.

Through Scripture and the presence of the Holy Spirit, the Lord reveals to us how to live in love with each other. In all situations, community participants are encouraged to restore broken situations and relationships. Restoring the sense of trust in the community is an important component that needs to be addressed in each situation. Ultimately, HDCH hopes that who God is and how He calls us to obedience may be discovered as we seek shalom, or peace and flourishing, in our living and working together as an educational community.

Belonging, Wellness & Support

As a community of people created in the image of God, we believe in the dignity and worth of every member of the HDCH community, including students, staff, parents, and visitors. Our goal is to be a place of **belonging**. We aim to uphold an equitable and inclusive environment, supporting diversity by honouring each person regardless of gender, romantic identity, race, and/or religion. We aim to create a **safe-to** environment where individuals are safe to speak, safe to question, safe to learn, and ultimately safe to be themselves, individuals fearfully and wonderfully made. We work together to create a culture that is free from harassment, discrimination, and violence.

We believe that God has started a good work in each member of the HDCH community, and we desire to support each person as they undertake the learning journey God has placed before them. We seek to enhance student and staff wellness, in order that each person can be productive in learning, building relationships, responding to change, and managing stress. HDCH staff seek to build a culture of **with-ness** in our classrooms, whereby students

experience care and high support, from both teachers and their peers, as they are challenged in their daily learning.

Supporting the needs of all students at HDCH is critical in order for them to thrive as learners and as individuals. HDCH seeks to make reasonable accommodations for individuals with exceptionalities. Please connect with a member of our Student Services team in regard to creating conditions that enable you to work at your best. In addition, HDCH provides counseling services to support students with academic planning, relational strategies, mental health and wellness, and responses to harassment, discrimination, and violence. We use restorative processes to support learning, to support relational health, and to respond to conflict. Counseling services can support circumstances that occur within or beyond the doors of HDCH.

To connect, contact a member of our Student Services Team. See the next page for contact info.

SCHOOL INFORMATION

Contacts

Your first point of contact with us is our Director of First Impressions, Kris Sloomweg. She is the friendly voice on the phone and the friendly face at the front desk. She is always happy to assist. 905-648-6655 or info@hdch.org.

All staff can be reached by email, firstinitiallastname@hdch.org. Students and parents can also contact staff by Edsby message, or leave a voicemail for them at their extension; call our office number and listen for the prompts.

Leadership Team

Principal	Duncan Todd	dtodd@hdch.org	905-648-6655 x105
Director of Student Services	James Apers	japers@hdch.org	905-648-6655 x107
Vice-Principal	Christy Bloemendal	cbloemendal@hdch.org	905-648-6655
Vice-Principal	Sara Whetstone	swhetstone@hdch.org	905-648-6655
Director of Operations	Cheryl Webb	cwebb@hdch.org	905-648-6655 x102

Student Services Team

Guidance Counselor	Karin Boonstra	kboonstra@hdch.org	905-648-6655 x303
Learning Coordinator	Aline Koiter	akoiter@hdch.org	905-648-6655 x106
International Coordinator	Nate VanKampen	nvankampen@hdch.org	905-648-6655 x109
Director of Venture/Co-op	Richard Van Egmond	rvanegmond@hdch.org	905-746-1437
Dean of Students	Owen Webb	owebb@hdch.org	289-880-2159

Board of Directors

The Board of Directors, elected from among the membership of our not-for-profit society, provide accountability and vision for our staff and our organization.

Andrea DeJong	Lisa Dekok	David Kingma (Chair)	Greg Kippers	Annie MacLaren
Valerie Regnerus	Marty Speelman	Will Wiebenga	Trixie Zimmerman	

Transportation Representatives

Busing is organized by various local organizations. Here is who to contact for your area.

Brantford - Brantford Christian School	Christal Lambert	pclambert21@gmail.com	519-752-0433
Burlington - HCTS	Cheryl Webb	cwebb@hdch.org	289-775-2107
Dundas - Providence Christian School		office@providencsecs.ca	905-627-1411
Hamilton - Calvin Christian School	Jim Hosmar	jhosmar@ccshamilton.ca	905-388-2645 x 227
Jarvis/Simcoe - HDCH Transportation	Emily deRuiter	info@jdc.ca	519-428-3668

Hours & Dates

School Office

8:15 am - 3:45 pm

Terms 2020-2021

Quarter 1	Sept 8, 2020 – Feb 2, 2021
Quarter 2	Sept 8 – Nov 9

Quarters Schedule

Morning Class	9:00 – 11:30 am
Lunch	11:30-12:30
Afternoon Class	12:30 – 3:00 pm

Depending on Covid-19 protocols, either:

Quarter 3	Feb 3 – Apr 22
Quarter 4	Apr 23 – June 24 OR

Semesters Schedule

Period 1	9:00 - 10:20 am
Period 2	10:26 - 11:41 am
Lunch	11:41 am - 12:19 pm
Period 3	12:24 - 1:39 pm
Period 4	1:45 - 3:00 pm

Semester 2	Feb 3 – June 21 2021
Term 3	Feb 3 – Apr 12
Term 4	Apr 13 – June 21

POLICIES, PROCEDURES & INFORMATION

General

1. **Accessible Customer Service for those with Disabilities** – We are committed to practicing Christian hospitality in the form of exceptional customer service to anyone who visits our school or who attends our events, including anyone with disabilities. For further information on our policies, see our website.
2. **Allergy Aware** – HDCH is an allergy aware organization. See our Anaphylaxis Policy for more information.
3. **Smoke-Free Environment** – HDCH, including its facilities and its property, is a smoke-free environment.
4. **School Spaces**
 - a. While some technology is available for student use throughout the school, we encourage students to bring their own devices (such as a laptop or Chromebook) to help limit shared resources and multiple touchpoints. The Maker Space has a laser cutter, 3D printer, and other tools for manufacturing and creating. Covid-19 cleaning protocols are followed between uses.
 - b. The Library is a space where students can work and where staff provide support for research. Students who must arrive at school before 8:30 am may go to the Library if they would like to be indoors.
 - c. The Cafeteria has a wide variety of snack and lunch items available for purchase at a reasonable cost during lunch hour.
 - d. Parking Lot - We ask that cars be parked in the designated areas of the parking lot, so as to respect spaces provided for handicapped persons and for visitors. We ask that parents leave the driveway in front of the school open for buses before and after school. Drivers are responsible for their vehicles at all times.
5. **Visitors** – While Covid019 protocols are in place, visitors are not allowed at the school except by special arrangement with staff.
6. **Lockers** – During Covid-19, students will not be making use of lockers in order to limit touch points as well as limit contact with others in the hallways.
7. **Text Books** – Textbooks are distributed at the beginning of each semester and are to be returned at the end of classes or during exams. Students are responsible for all books loaned to them and will be charged for missing, late, or damaged texts.
8. **Computer Use Policy** – At HDCH, we believe that computer technology, as part of God's created world, is to be used with discretion and respect. Use of the school's IT resources and network access is a privilege and may be curtailed in response to any inappropriate activity. The school's normal restorative process will apply.
9. **Electronic Communication Devices Policy** – HDCH affirms that electronic communication, like all communication, is a gift from God and needs to be used to further His Kingdom. While appreciating the usefulness of these devices, our community also recognizes that they can become a distraction. Therefore use of these devices will not be permitted when they are not required for student learning, including but not limited to classrooms and assemblies. Prior approval from the teacher is a must for any electronic device to be used in class. Teachers have the discretion to confiscate devices that are distractions to learning.
10. Recording of individuals without their knowledge is illegal; the use of digital recording devices or cameras in washrooms or change rooms is strictly prohibited. The use of any device in such a way will result in the immediate confiscation of the device. The use of devices for cheating, plagiarism, intimidation and other inappropriate behaviour is not allowed and appropriate rules and consequences apply.
11. **Music** – Hamilton District Christian High School recognizes that some pieces of music are unsuitable for presentation or performance at HDCH. Grounds on which music would be deemed unsuitable include, but are not limited to, blasphemous, obscene, or suggestive lyrics.
12. **Recycle Program** – Our Facilities staff work hard to be environmentally responsible. Please use labeled recycling and compost containers in order to minimize waste.
13. **HDCH Wardrobe Expectations** – The Hamilton District Christian High School dress code has been constructed in order to help the school meet its mission. A student dress code gives the student an immediate sense of belonging while enhancing the image of the school in the community. The goal of the Hamilton District Christian High wardrobe is to present ourselves both in school and out in the community as ambassadors of HDCH. As such, we expect our students to look neat, yet comfortable. Wardrobe will be clean and in good repair at school. In case of a wardrobe malfunction at school, there may be emergency wardrobe pieces available to borrow.

The dress code policy is in effect from 9:00 am – 3:00 pm, including lunch and spares. Students are expected to observe all aspects of the dress code for all school days and school-related activities unless alternate standards have been approved by the administration.

Hamilton District Christian High currently has a contract with McCarthy Uniforms. For more information about locations, options and ordering online, please contact them directly at www.mccarthyuniforms.ca.

14. Wardrobe Basics

- a. Tops – Tops must include a McCarthy shirt. Shirt options include: long or short sleeved golf shirt, navy and burgundy rugby shirt, white button-down shirt. Students may wear a McCarthy sweater or vest. Sweater options include: sweater vest, pull-over sweater, and zip up sweater. Students may wear a t-shirt under their McCarthy shirt for warmth or comfort; t-shirts may be crew neck or v neck (no collar or hood), long- or short-sleeved, and black or white with no visible patterns or slogans.
- b. Pants – Pants may be purchased from McCarthy or another store, provided they meet the colour, style and fabric specifications of McCarthy. Long pants will be flat front or pleated casual pants, solid navy or beige/tan in colour, and not made of denim or stretch fabrics; they will be relaxed or easy fit (neither tight fit nor overly loose), sit at or just below the waist, and have only simple, plain adornments (e.g. no cargo pockets). Shorts or capris will be the same styling as above, and mid-length or longer.
- c. Accessories – To enhance your personal style you are welcome to wear jewelry, socks, belts, and hair ornaments provided they do not detract from, cover up, or change the uniform style and fit. Hats, headscarves and scarves should not be worn during school hours, particularly inside the school building.

15. Other Considerations

- a. Wear and repair – Clothing will be worn as designed (no tying back shirts or rolling up pants). Shirts must be buttoned and appropriate for a learning environment. Items must be clean, the proper size, and in good repair. Pants must be hemmed and without holes. Clean, comfortable shoes must be worn at all times.
- b. Course-related clothing (e.g. PE or shop) will be worn during those courses only.
- c. Special Dress Days (i.e. Dress Down Days) – Student Council is responsible for requesting special dress days. Criteria for special dress days will be in the announcements before the date. Expectations for fit, lifestyle, and appropriateness for a learning environment will apply.

Attendance

It is required that students remain in secondary school until they have reached the age of 18 or obtained an Ontario Secondary School Diploma. At HDCH, students are required to be working towards the HDCH Diploma as well as the Ontario Secondary School Diploma (see the Program section for full requirements).

For all students enrolled at HDCH, regular and punctual attendance is a requirement for all classes and all official school functions. Staff may initiate contact with parents at any time regarding any absence from school.

1. **Lates and Absences** – We ask that parents communicate with the school office any time their child will be late, absent, or leave school during the day. (This includes extended absences such as family vacations.) Please email info@hdch.org, call 905-648-6655, or send a note to let us know.
2. **Lates** – Students are expected to move to their classes with the warning bell and to be in their seats when classes begin. Students arriving at school after 9:00 a.m. must report to the office to sign in. The classroom teacher will deal with all other lates.
3. **Illness in the time of Covid-19** - As is noted in our Covid-19 Return to School Commitment Form, there are stricter guidelines in place for when students and staff need to stay home. This is part of how we can protect each other and continue to carry out in-person learning.
 - a. Should your child fail the [daily self-assessment](#), here is what you need to do:
 - i. Keep the symptomatic child at home. (Public Health has told us that siblings, if symptom-free, may still come to school.)
 - ii. Email info@hdch.org or call 905-648-6655 to report the absence.
 - iii. In your communication with us, please note what symptom(s) your child is experiencing. It is important for us to keep track of this information so we can be vigilant should a cluster of symptoms appear.
 - b. If your child exhibits symptoms at school, they will be isolated for the protection of their peers and staff members. We will call you or your child's emergency contact to pick them up as soon as possible. We can't send them home by public transportation or school bus if they are symptomatic.

- c. Please note that while some symptoms will always require a student to stay home (e.g. a fever), there are some symptoms that may be a result of another previously-identified condition. For example, a student with a ragweed allergy may experience nasal congestion through September. If this congestion is consistent with what is normal — if the symptom is not new, unusual, or worsening — then the child may still be at school. If this is the case, please let us know at info@hdch.org so we can inform their teachers.
 - d. If your child stays home due to Covid-19-like symptoms, you have three choices for how to proceed.
 - i. Arrange for a physician assessment; a doctor can decide if testing is not necessary and provide a note (i.e. symptoms are due to different causes). Your child may return to school 24 hours after symptoms resolve. OR
 - ii. Get tested; if the result is negative (and your child is NOT a close contact of a suspected/confirmed case) they can return 24 hours after symptoms resolve. If positive, they must be excluded for a full 14 days. OR
 - iii. Do not get tested; but then they must isolate and be excluded from in-person learning for a full 14 days.
 - e. If a member of our school community were to test positive for Covid-19, we would work closely with Public Health by providing attendance and contact tracing information, and we would be guided by them to determine next steps.
4. **Missed Work** – When students are absent from class for any reason, it is their responsibility to follow up with their teachers regarding missed work. If students will be absent for an extended period of time due to illness or quarantine, please contact the office about ensuring that remote learning is set up for them.

Academic

1. **Remote Learning** – Remote learning is available to families who choose it during the 2020-2021 school year. Students who learn remotely will be enrolled in regular classes and will engage with learning through some synchronous Zoom instruction, as well as through Edsby and Google classroom.
2. **Remote Learning Days (RLDs)** - We have planned an RLD every 2-3 weeks throughout the school year, to provide a break from the intensity of learning on-site with the many Covid-19 health and safety protocols. We are committed to student and staff wellness and this occasional change of pace will be a support to both. For each RLD, students will be assigned meaningful work to do—with no classes to attend. Prior to RDL, teachers will provide a time they are available for student support.
3. **Achievement** – Students are expected to complete their tasks as requested for each course. It is the student's responsibility to complete all assignments and submit work on time. The quality of the products should be consistent with the student's abilities. It is normal to submit the assignment on or before the due date. We encourage our students to aim to produce beautiful work in all they do.
4. **Evaluation Procedures** – All students will receive a Course Overview outlining course content, objectives and methods of evaluation for each course at the beginning of each semester including specific final evaluation guidelines. Grades are based on any combination of quizzes, tests, exams, essays, projects, notebooks, and daily assignments. The term is weighted at 70% and the final evaluation is weighted at 30%. Marks are expressed in percentages. Students are reminded that assignments not handed in by the Mid-Term Deadline or the Final Term Mark Deadline will receive a zero. Individual teacher assignments will be subject to the established Mark Closure Date.
5. **Final Evaluation Assignments** – Only final evaluation assignments can be due during the final two weeks of a semester. Students will be given adequate class time to complete the tasks and to review for exams where applicable. Final evaluation assignments will be due no later than the last classroom day of the semester. Teachers will contact home if a final evaluation assignment is not handed in. All students are required to complete these assignments.
6. **Missed Course Work** – In the case of absence from class due to a scheduled school activity or for personal reasons, it remains the responsibility of the student to complete the course assignments. Tests that were written while the student was away for legitimate one or two-day absences will be written upon return to school. The teacher may arrange a make-up test in the case of an extended illness. Tests or quizzes missed during an unexcused absence may not be written.
7. **Examinations** - All students must write the examination for all courses that have an exam. The amount of time allowed for writing an exam will be strictly enforced. In the case of an absence, the student must provide a school official with a signed doctor's note explaining that attendance was impossible; prior notification where possible is necessary. Each student shall remain in the session for at least one hour. Specific exams may require a longer minimum time.
8. **Assignment Assistance Program** – Students who have major assignments overdue will have the opportunity to attend Assignment Assistance Day (AAD). These special days, usually on Saturdays or PD days, will occur twice a semester right before the Mark Closure Dates. A qualified teacher or supply teacher will supervise them.

9. **Reporting** – Regular assessment and evaluation updates are posted in Edsby for each student and are accessible at any time to both students and their parents/guardians. Mid-term learning reports for each course are published in Edsby for all students and parents/guardians shortly after the mid-term date in both semesters. Final learning reports for each course will be distributed after the end of each semester. At the end of each school year, a credit summary is mailed along with the final report card. A student's transcript history is always available through myBlueprint.ca, and a paper transcript may be requested through the office at any time.
10. **Calculators** - Students may use scientific calculators. Programmable calculators that include learn, execute, and run modes are not allowed during tests and examinations.
11. **Electronic Translators / Apps** – All English Language Learners may use translators for their regular class work. Students enrolled in ESLAO, BO or CO are permitted to use translators in testing situations however students enrolled in ESLDO or ESLEO will not be allowed to use translators for quizzes, tests or exams. International students who have graduated from or who are not currently enrolled in ESL courses may use electronic translators for their regular class work at the discretion of their teacher.
12. **Academic Honesty** – We seek to honour God in everything we do, to work with honesty and integrity, and also to honour the gifts and work of others. “Academic dishonesty” is anything that undermines the integrity of student work for assessment. “Plagiarism” is a form of academic dishonesty in which others’ ideas and/or words and/or images are used without clearly acknowledging the original source. Plagiarism is trying to claim credit for something that is not your own work; as such it is unethical and dishonest.

To avoid plagiarizing, credit must be given (citing the source) whenever the following material is used: Quotations or paraphrases or another person's spoken or written words; any pieces of information that are not common knowledge (facts, statistics, etc.); another person's work (idea, interpretation, approach, opinion, theory, homework, etc.); any visual representation of information (graphs, drawings/diagrams, photos, images) borrowed from other sources.

Students are encouraged to clarify expectations for citations and references with their individual teachers in each discipline. Teachers will be responsible for reminding students before any major assignment of the importance of academic honesty and of avoiding plagiarism by citing sources and resources in a project or paper. Students will be responsible for recording all sources and resources used in their research, and for correctly citing sources of their information, whether printed, online or other. They will be responsible for maintaining honesty and integrity in all their work.

Responses to plagiarism and academic dishonesty will always be in concert with HDCH's restorative practices (see our Living in Community document). Any instances of plagiarism or other academic dishonesty will be brought to the student's attention by the teacher. The teacher, in discussion with the student, will determine the nature and extent of the plagiarism or academic dishonesty and, together with the student, will agree to a suitable follow-up. Where appropriate, the Department Head, an Administrator or other facilitator may be included in the discussion.

Amongst other outcomes, the follow-up will aim to give the student a clearer understanding of what plagiarism is, and why and how to avoid it. Depending on the grade level of the student, the nature of the incident and outcome of the discussion, the student may have an opportunity to redeem the work or any parts of the work tarnished by plagiarism, or do an alternative assignment for evaluation making up part or the full value of the original assignment. In cases of repeated plagiarism or deliberate cheating, the student may forfeit up to 100% of the evaluation and/or fulfill other mutually agreed obligations. Such cases may involve a formal circle.

13. **Graduation** – Students who have completed all the credits and requirements for the Ontario Secondary School Diploma and HDCH diploma are eligible to participate in the ceremony. In unique circumstances, a student completing the requirements for a Certificate of Education may be eligible to participate in the ceremony as determined by the administration. All recipients of HDCH scholarships will be recognized at each graduation.
14. **Literary Selection Policy** – All course texts taught in our school must follow the guidelines found in our policy document, which is available through the school office.
15. **Multimedia Policy** – HDCH believes that audio and visual media can be used wisely to accomplish the school's goals. This policy is also available through the school office.
16. **Academic Awards** – The school has a variety of academic awards and scholarships. For a complete list, see the Student Services group in Edsby.

Extra-Curricular Opportunities

Extra-curricular activities are an important part of an exceptional Christian education. This year, unfortunately, there will be limited extracurriculars due to Covid-19. Some clubs may connect virtually. Watch Edsby for information.

Student Services Department

The Student Services Department at HDCH is dedicated to helping students grow in resilience, competence, character, compassion, creativity and reflection through the discovery and development of their God-given gifts.

Our mission is to support students from orientation through graduation in learning, in navigating transitions, and in maintaining social and emotional wellness. Our objective is to help students achieve personal goals in education and work and to contribute to their communities as obedient servants of Christ. To help meet these goals, the Student Services Department offers:

1. Academic counseling – course selection, timetable revisions, and academic planning.
2. Academic support – study skills, program accommodations, and individualized program support.
3. Post-secondary planning – exploration of post secondary options and application processes.
4. Personal assistance – counseling, conflict resolution, and outside referrals. HDCH has an on-staff registered social worker, and a certified counselor from Shalem Mental Health Network is regularly available by appointment.
5. Resource Centre – electronic and print library of current materials, as well as an online EDSBY portal for student wellness.
6. Independent Learning Program – credit and non-credit academic support is provided in The Grove classroom space. This program provides individualized programming in order to help students succeed in their overall goals for high school and beyond. Referral to the program is made through Student Services.
7. International program – International students can access support from our International Coordinator, who helps students adjust to learning and living in a new environment.
8. English Language Learners – These students can access help from: the International Coordinator, who also assists in creating Individual Education Plans as needed, and from the teachers and learning support workers in their regular classes.
9. Experiential learning – Leadership and Peer Support: leadership training, tutoring and peer mentoring.
10. Experiential learning – Cooperative Education: field experience combined with instruction in a variety of vocational topics.
11. Experiential learning – Venture: an enhanced three year program stream designed to develop vocational perspectives.
12. The Student Services office also hosts an HDCH Edsby group. On the Student Services Edsby page, students and parents can find forms, contacts, and information about enrichment opportunities, scholarships, volunteer opportunities, and community programs and events.

Learning Support Program

Unlocking students' full potential and supporting students to help them discover their God-given gifts

As part of Student Services, the Learning Support Program is an integral part of Hamilton District Christian High. Our goal is to help all students discover their God-given gifts and develop their unique skills so that they can achieve their personal goals and serve their communities in meaningful ways. Key areas where students receive support include receiving accommodations and having access to Learning Support Workers.

Our multidisciplinary Learning Support Team has training and expertise in disciplines of academic, mental, social and physical support. Team members collaborate with teachers to develop strategies and procedures that reinforce the development of academic and social skills in students. The role of learning support workers varies according to classroom dynamics and the learning requirements of the students. Regular meetings and check-ins with teachers provide planning and feedback necessary to best support students.

Learning Equity: We strive to provide equity for students with identified challenges to actively participate in and demonstrate learning. In partnership with the student, the parents, and the school, we support students' development of sound academic skills and positive social habits.

Individual Education Plan: Considering the recommendations provided by previous school records and health professionals our coordinator will outline information about the student's strengths and needs through an Individual Education Plan (IEP). Suggestions for accommodations that support the student will follow.

Learning Accommodations: Accommodations are designed to help equalize their academic environment and do not substantially change the instructional level, the content, or the performance criteria of the curriculum. Accommodations are:

- determined in coordination with recommendations provided from previous school records, psychologists, and other health professionals;
- intended to support the student's development of positive, healthy learning habits;
- provided with goal of developing academic independence and personal self-advocacy in preparation for their adult pathway; and
- implemented in partnership with the student, the parent and the school.

For more information or to discuss your child's individual needs, please contact Aline Koiter, Learning Coordinator, at akoiter@hdch.org 905.648.6655 x 106.

PROGRAM & COURSE INFORMATION

Introduction

The information included in this calendar is designed to help you make informed choices for your high school program. You are encouraged to research your secondary, post-secondary, and career options, and, in consultation with the Student Services department and your family, to prayerfully develop a four year plan. As you develop your educational roadmap, it may be helpful to remember the following:

1. Here's Your Help! – You are not alone in your decision-making process. The guidance staff, your family, the teaching staff, and your community are committed to helping you make positive, informed choices. Seek the Lord's will in your educational and career directions – every vocation can be a response to the Lord's call for service to Him.
2. Use Your Gifts – Education is not simply a means to an end. In other words, education is not just about getting to the next step or about getting that good job. You are encouraged to take courses which interest you, which help to develop the talents with which the Lord had blessed you, and which help you to develop competence, reflection, compassion, resilience, and creativity.
3. Prerequisites – Some courses have prerequisites – carefully consider the prerequisites for each course. They are listed in the course description section of the calendar.
4. University Admission – Most university programs require 6 4U/M courses as a minimum admissions standard. Most science, engineering, design, and math programs have additional, specific requirements. Research on specific programs admission requirements is important.
5. College Admission – Many college and apprenticeship programs also have specific admissions expectations. Again, research is vital. Admissions requirements for colleges, universities, Bible colleges, and apprenticeships can be obtained from the institution concerned, and information can always be found in the Student Services office.
6. Co-op – HDCH has a successful co-operative education program. In order to have enough space for a co-op placement you need to plan carefully in order to meet other diploma and program admission requirements. Remember that co-op takes up at least two periods in your daily schedule.
7. Summer School / Night School / e-Learning – For some students, non-day school programs may offer opportunities to improve academic standing, review core material, or enhance overall academic program. HDCH does not offer on-site non-day school course; however, the Student Services office offers assistance to students in registering for such programs through local publically funded boards. Students interested in summer school, night school or external e-learning courses should make an appointment with Student Services through Edsby.
8. Graduation - Refer to the diploma requirements on pages 10-11. Remember that you need a total of thirty credits to graduate. We will work with you to ensure that all diploma requirements are met.

Planning the Route

Planning ahead is important, particularly when it comes to course selection. Be prepared: taking a look at the big picture before you fill out your option sheets each year will help you to organize your program.

The chart below provides a general four-year picture for your education. Use it to organize the sequence of courses you would like to take. You will notice that the compulsory courses for graduation are already listed for you in a recommended sequence. You will also note that the number of electives increases as you progress through high school. Again, be careful to check the prerequisites for courses as you do your planning. Also, remember that many college and university program demand prerequisite courses beyond those required for graduation. Finally, remember that elective courses can be taken at any time, provided you have the prerequisite. In other words you could, for example, take grade ten transportation technology in grade twelve, or you could take grade eleven accounting in grade ten.

Feel free to talk to Student Services if you have any questions about planning your educational roadmap.

Your Educational Roadmap

	First Year	Second Year	Third Year	Fourth Year
1.	English	English	English	English
2.	Math	Math	Math	
3.	Science	Science	Group 1 (Senior Perspectives)	
4.	Technology (MegaBloc)	History	Group 2 (Senior Perspectives)	
5.	Geography	Religious Studies	Senior Science, Tech or Coop (group 3)	
6.	French	Civics/Careers	Religious Studies	
7.	Physical Education			
8.	Arts			
Accumulated Credits:				

HDCH Diploma, Certificate & General Information

Hamilton District Christian High School is registered as a private school with the Ontario Ministry of Education. HDCH uses the credit system outlined in the Ontario Schools Kindergarten to Grade 12 (2011). A credit is earned for the successful completion of a course involving 110 hours of instruction with a final mark of 50% or greater.

The Hamilton District Christian High School Diploma is designed to reflect the Mission of our school. Consistent with this mission, HDCH requires the following compulsory program considerations in addition to the requirements of the Ontario Secondary School Diploma:

1. That every student enrolled at HDCH be expected to be working toward the HDCH diploma.
2. That each student complete the junior Bible (Faith Foundations) course (HRE13) and at least one senior religious studies course (HRE23, HRE33, HRT3M), or the ELL Bible course.
3. That each student complete at least two additional senior-level Perspectives courses from among Arts, Languages, Canada & World Studies, Social Science & Humanities, Religious Studies, and Business. For courses to be eligible to fulfill this part of the diploma, they must be taken at HDCH or at a Christian secondary institution whose perspective is compatible with a reformed biblical worldview.

The compulsory subjects were chosen to ensure that all students are thoroughly rooted to Christian thinking and reflection. The Diploma is therefore granted to students who have completed thirty credits, including those listed in the table on the right, 40 hours of community service, and the Ontario Literacy requirements. Students who meet the requirements of the HDCH Diploma will qualify for the Ontario Secondary School Diploma.

The student should enroll in core courses at the suggested grade levels unless the student demonstrates unique learning abilities. Requests for modification must be made in writing to the Principal.

Community Involvement (Christian Service Requirement)

The community involvement requirement reflects 40 hours of service. In preparation for a life of service, and in order to complete the requirements for the Ontario Secondary School and HDCH diplomas, students are expected to develop and apply their gifts in the completion of forty hours of voluntary service. Students should consider the following as they plan their community involvement.

- The service must be people focused and should include a sharing of time, talents, and gifts
- Community involvement activities may take place in a variety of settings including businesses, not for profit organizations, public sector institutions and informal settings. Settings may include church ministries, mission/service opportunities, or youth group service events.
- Volunteer hours directly intended to advantage a commercial enterprise do not generally fall within the scope of the spirit of the policy
- Hours accumulated primarily as vocational or experiential placements (e.g. unpaid internships, job shadow days, informational interviews) do not generally fall within the scope of the spirit of the policy
- Students may not fulfill the requirements through activities that are counted toward credit (coop. or class hours), through paid work, or by assuming duties normally performed by a paid employee.
- Activities which are part of the normal functioning of an established extra-curricular club, team, committee, or group are not eligible.
- The requirement is to be completed outside students' normal instructional hours
- Students will maintain a record of their Community Service Hours using the Hour Republic online platform. Completed records of service hours are uploaded into the student's electronic record. Completion of the required hours must be confirmed by the supervisors or their delegates.

HDCH Diploma

- 40 hours of Community service
- 2 Biblical Studies
- HRE13: Faith Foundations and one of HRE23, HRE33, or HRT3M
- or ELL Bible (for ESL students)
- 3 Mathematics
- 4 English
- 1 French
- 1 Geography
- 2 Science
- 1 Arts
- 1 History
- .5 Careers
- .5 Civics
- 1 Technology
- 1 Physical and Health Education
- 1 Senior Science, Co-op, or Technology
- 2 additional senior-level Perspectives courses from among the following
 - Art, Music or Drama (group 2)
 - French (group 1 or 2)
 - English - EWC4U or EMS30 (group 1)
 - Canada & World Studies - CHM3M, CHY4U, CGW4U, CLN4U, CLU3E, CIA4U (group 1)
 - Business - BDP30 (group 2)
 - Social Science & Humanities - HIP4O, HHS4U, HZT4U, HRT3M (group 1)
- 9 Electives

Please note that "groups" refer to Ontario Secondary School Diploma requirements; see the next page for details.

Please note that ineligible activities include any activity which:

- Is a requirement of a course or class in which the student is enrolled (e.g. coop/job shadow/placement)
- Takes place during allotted instructional time
- Takes place in a logging or mining environment, if the student is under sixteen years of age
- Takes place in a factory, if the student is under fifteen years of age
- Takes place in a workplace other than a factory, if the student is fourteen years of age and is not accompanied by an adult
- Would normally be performed for wages by a person in the workplace
- Involves the operation of a vehicle, power tools, or scaffolding
- Involves the administration of medication or medical procedure to other persons
- Involves handling of substances classed as 'designated substances' under the Occupational Health and Safety Act.
- Requires the knowledge of tradespersons whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, jewelry, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home (e.g. chores) or personal recreation activities
- Involves a court-ordered program

Students record completed service hours via the Hour Republic platform. Instructions for accessing Hour Republic are available in the Guidance Office or on the Edsby Student Services page. Students must submit all hours before graduation. The deadline for submitting forms to the office is the Friday before May 30th of the student's graduating year. Service hours are recorded in the student's electronic file and stored in the student's OSR (Ontario Student Record) file.

Ontario Student Record

The OSR is the record of a student's educational progress through schools in Ontario. The information is privileged for the use of the principal and teachers of the school for the improvement of instruction of the student. The OSR consists of report cards, the OST, a documentation file and additional information that is conducive to the improvement of instruction. In most cases, students and their parents have the right to have access to the student's OSR. Students 18 years of age or older must provide a release of Personal Information Form if they wish others to access their records.

Provincial Secondary School Literacy Requirement

All students must meet the provincial secondary school literacy requirement in order to earn the OSSD. Students meet this requirement by either passing the Literacy Test on their first or second attempt, or by successfully completing the Literacy Course. Requests for exemptions, deferrals and accommodations should be made to the Student Services office well in advance of the test date. The Literacy Course (OLC40) can only be taken by students who have attempted the Literacy Test (OSSLT) at least once.

Ontario Secondary School Diploma

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits including the following compulsory credits:

- 4 credits in English (1 credit/grade)*
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- .5 credit in Civics
- .5 credit in Career Studies

Plus one credit from each of the following groups:

- 1 additional credit in English, French as a second language (FSL)**, a Native language, a classical or an international language, Social Sciences and the Humanities, Canadian and World Studies, Guidance and Career Education, or Co-operative Education***
- 1 additional credit in Health and Physical Education, the Arts, Business Studies, FSL**, or Co-operative Education***
- 1 additional credit in Science (Gr 11 or 12), Technological Education, Computer Studies, FSL**, or Co-operative Education***

In addition to the compulsory credits, students must complete:

- 12 optional credits
- 40 Hours of community involvement
- the Ontario literacy requirement

Requests for modification or substitution must be made in writing to the principal.

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

**A maximum of 2 credits in French as a second language (FSL) can count as compulsory; one from group 1 and one from either group 2 or group 3.

*** A maximum of two credits in Co-operative education can count as compulsory credits.

Ontario Student Transcript

The OST will record student achievement in Grade 9 and 10 for successfully completed credit courses and all attempted, repeated, and completed courses in Grade 11 and 12. Students will have up to five days following mid-term mark reporting to withdraw from courses without grades being recorded on the OST. The OST is part of the OSR. An OST will be supplied by the school at the request of the student. Transcript request forms are available on the HDCH website.

Assessment and Evaluation of Student Achievement

Assessment and evaluation strategies at HDCH are based on the curriculum expectations as outlined in the respective Ministry curriculum guidelines. In accordance with *Growing Success*, students will encounter assessments for learning, as learning, and of learning. They are varied in nature, administered over a period of time, and designed to provide learning opportunities to demonstrate the full range of learning. Formal Student Reports are distributed at least twice per semester, at mid-semester and at course final. Current indicators of performance are updated regularly and are available at all times on Edsby. Seventy percent of the grade is based on evaluations conducted throughout the course and thirty percent is based on a final evaluation which could include a combination of exam, final project, or portfolio. All HDCH students are required to complete all final evaluations.

Curriculum Documents

All curriculum at HDCH (except for locally developed courses) follows the prescribed course of study as outlined in Ontario Ministry of Education curriculum documents. Individual course overviews are available on the respective course pages on EDSBY. To access outlines of course of study, please contact the HDCH office at info@hdch.org. To access Ontario curriculum documents, please visit the Ministry website at <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

Credits

Secondary education is an important step in the development of the individual. Completing a secondary education offers students a breadth of experience and perspective, and affords a student greater opportunities in adult life. HDCH is committed to providing program options and individual support structures which help students to achieve a successful outcome from the Christian secondary school experience.

Normally, credit is awarded upon successful completion of a course of study. In order to complete a course of study, a student must demonstrate satisfactory evidence of having met learning objectives as outlined in curriculum documents. Full credit courses are scheduled for 110 hours of instructional time, and half-credit courses are scheduled for 55 hours of instructional time.

HDCH Ontario Secondary School Certificate Procedure

Hamilton District Christian High School Certificate / Ontario Secondary School Certificate will be granted on request to students who are 18 years old and older who leave school before earning the Ontario Secondary School diploma, provided that they have earned a minimum of 14 credits distributed as follows:

- Compulsory credits (total of 7) 2 credits in English
- 1 credit in Canadian geography or Canadian history 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts, technological education, or computer studies

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

HDCH Certificate of Accomplishment Procedure

Students who are 18 years old and older who leave HDCH before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of accomplishment will be accompanied by the student's Ontario Student Transcript.

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

HDCH Prior Learning Assessment and Recognition Procedure for Equivalent Credits

Students entering HDCH from out-of-province or from non-inspected private schools may be eligible to receive equivalent credit.

Students who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario may be eligible for equivalency credits. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Equivalency credits are recorded on the Ontario Student Transcript with the course code PLE. The abbreviation EQV is used instead of a percentage grade when equivalent credits are recorded. All PLE credits are granted upon successful completion of required HDCH courses. HDCH does not provide for PLAR challenge for credit. All requests for equivalent credit will be made at the time of enrolment.

Earning Credits Outside of HDCH

In most cases, study under the instruction and supervision of a qualified teacher provides the best learning environment for students. However, in some cases, students enrolled at HDCH may apply to enroll in courses through the Independent Learning Centre or through another accredited agency. Students must apply directly to the Student Services office, and must provide a clear rationale and timeline for their anticipated course of study. Student Services, in consultation with the student, his/her family, and the principal, may grant permission for enrolment, provided:

1. participation in the course is in the best educational interest of the student;
2. enrolment in that same course at HDCH is not viable;
3. enrolment in that course leads toward completion of OSSD requirements;
4. the student possesses the appropriate prerequisite;
5. the Ontario Student Record remains at HDCH.

Upon completion of an accredited independent course of study, the principal may enter the credit and grade on the Ontario Student Transcript.

Types of Secondary School Courses at HDCH

Students enter high school with different gifts, learning styles and goals. Students can take courses that reflect their individual program pathways. In grades 9 and 10, courses can be taken at the Applied (P), Academic (D), or Open (O) levels. In grades 11 and 12, courses are available at the University (U), College (C), University/College (M), and Workplace (E) levels. All courses at HDCH will incorporate Project Based Learning into course work as a means of uncovering curriculum. Note: Instructional and program modification can be made on an individual basis. Please contact Student Services with any questions.

Explanation of Course Codes

Hamilton District Christian High School codes all courses according to the Ministry of Education's common course codes.

1. The first character is a letter indicating the subject area.

A – Arts	B – Business	C - Canadian & World Studies	E – English
F – French	H – Humanities	M – Mathematics	P – Phys. & Health Education
S – Science	T – Technological Studies		

2. & 3. The next two characters are also letters and, in conjunction with the first, indicate the subject.

4. The fourth character indicates the grade in which the subject is offered.

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

5. The fifth character is a letter indicating the level of instruction at which the subject is taught.

Applied courses (P) - Applied courses focus on practical applications and concrete examples. They cover the essentials of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students will be given more opportunities to experience hands-on applications of the concepts studied.

Academic courses (D) - Academic courses draw more heavily on theory and abstract examples of problems. Students will learn the essential concepts of a subject and explore related material as well. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

Open courses (O) - Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for a life of Christian service. Open courses have expectations that are appropriate for all students.

The courses in the senior grades are destination related. Students can take courses that are university preparation, university/college preparation, college preparation, and workplace preparation. Open courses are also offered in the senior grades. Students will make their choices on the basis of their interests, achievement and career goals.

Workplace preparation courses (E) - These courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation. They can also meet the requirements for admission to certain apprenticeship or other training programs.

College preparation courses (C) - These courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

University/College courses (M) - These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

University courses (U) - These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

Courses with Limited Enrolment

In some years, particular courses receive little interest from our students. Hamilton District Christian High School reserves the right to cancel any courses that have a low enrolment.

Course Change Policy

Students who wish to change a course or course type before the first five days of the semester must adhere to the following procedure:

1. Student will obtain a Course Change Form available from Student Services or from the Student Services group page on EDSBY.
2. Student will fill in step one of the Course Change Form, outlining the desired course changes.
3. Student will consult with a Student Services counselor to determine the viability of the change. The counselor will then fill out step two of the form.
4. Student will obtain permission for change from parent or guardian by filling in step three of the course change form and obtain a signature from parent/guardian.
5. Upon return of the form signed by parent/guardian, the course change will be processed. Student will return appropriate textbooks to the library.

Students who wish to change a course between five and 15 days into the semester must adhere to the following procedure:

1. Student will obtain a Course Change Form available from Student Services.
2. Student will fill in step one of the Course Change Form, outlining the desired course changes.
3. Student will consult with a Student Services counselor to determine the workability of the change. The counselor will then fill out step two of the form.
4. Student will obtain permission for change from parent or guardian by filling in step three of the course change form and obtain a signature from parent/guardian.
5. Student will consult with the classroom teacher in whose class they hope to enter about obtaining any notes and/or readings to complete, taking any tests or quizzes missed, and completing any assignments missed. The consulting teacher will fill in step four of the form when all tasks are satisfactorily met.
6. Upon return of the form signed by student, parent/guardian, and teacher, the course change will be processed. Student will return appropriate textbooks to the library.

Note: Students are not permitted to add courses fifteen classes into a semester, except due to extenuating circumstances and with the approval of administration. All senior courses dropped after mid-term will be included on the final transcript.

Changing Course Types

Some students may change their educational goals as they proceed through secondary school, which may involve changes in course types. Students who decide to embark on a different pathway should review course planning options in consultation with the Student Services office. Students who wish to change course types must complete the prerequisite course, or must demonstrate satisfactory evidence of academic readiness for the subsequent course. In most cases, academic preparation for subsequent courses can be achieved through enrollment in designated transfer courses or specified pre-requisites at HDCH, summer school, night school, e-learning, the Independent Learning Centre, or through independent study through community and continuing education programs such as those offered by the Red Hill Learning Centre of the HWDSB.

Additional Programs

Independent Learning Program

The Independent Learning Program (ILP) provides an alternative to the traditional classroom setting by providing curriculum and support for individual students working toward one or more credits. Students participating in the ILP will work with the ILP teacher to explore, develop, and attain curricular goals according to their unique, God-given talents. Inquiries about referrals can be made by parents, students, teachers, or administration. Referral to the ILP should be made through Student Services via James Apers or Aline Koiter.

Co-operative Education

The Co-operative education program (Co-op) allows the senior student an opportunity to earn credits through an “on the job” work experience. Placements are available for students in all four academic pathways: University, College, Apprenticeship and Workplace. Sectors include a wide range of career directions, including health care, law, policing, education, veterinarian and a range of skilled trades, as well as many others. A full list of possible placements is available from the Co-op office and current opportunities are often posted on the Edsby Co op group. Students enter the program through an interview process and by completing an application. Placements are arranged in collaboration and consultation with the Co-op office. Potential employers usually require a resume and brief interview before the placement is confirmed. Students considering a co op placement are encouraged to apply by the fall of the previous year as many placements take applications 4-6 months beforehand.

Co operative education includes both in-class training and on-site learning components. Through these two components, the course prepares the student for successful participation in a work placement, provides time and opportunities to enable the student to apply and further develop knowledge and skills acquired in the related courses, and provides opportunities to integrate the learning acquired at school and at the placement. Once a co-operative work placement has been established, the student is expected to remain with that placement for the entire semester. Further assistance regarding possibilities, options and procedures can be obtained from the Student Services department or the Co-operative Education Coordinator.

Venture

The new Venture pathway is a three year long program stream at HDCH designed to expand, enhance, and complement our current cooperative education program. Venture offers students first hand opportunities to

- Discover talents and gifts
- Imagine possible career directions
- Make “real world” learning connections
- Explore calling and vocation
- “Test drive” career options

Venture offers learning experiences that will seek to foster the recognition of work as an integrated, obedient response to God’s calling. The program challenges students to begin a life-long process of discerning how skills and talents can serve God and serve others, and will provide first hand opportunities and resources to explore possible pathways to employment and careers.

Students will apply for the program while in ninth grade, and will participate in two-period, two-credit “block” classes in grade ten and a one credit personal management course in grade eleven. In grade twelve, Venture students will apply the competencies developed in a one to four credit off-site experiential learning placement. Throughout the process, students will engage in placements and mentoring relationships, explore vocational pathways, earn industry standards and credentials, and develop a cumulative learning portfolio.

There are Co op and Venture information sessions in the fall and winter each year for parents and students. For more information about the Co operative Education and Venture programs, please contact Richard Van Egmond, Program Director.

HDCH Course Codes

THE ARTS				
Integrated Arts ALC10	Instrumental Music AMI10 AMI20 AMH3M AMH4M	Vocal Music <i>Not offered in 20-21 due to Covid-19</i>	Visual Arts AVI20 AWM30* AWM3M* AVI30 AWP30** AWP3M** AVI4M	Drama ADA20 ADA3M
RELIGIOUS STUDIES				
Old Testament HRE13	New Testament HRE23	Living as Christians HRE33		
BUSINESS STUDIES				
Accounting BAI3E BAF3M BAT4M	Entrepreneurship BDP3O BBB4M	Computer Studies ICS3U ICS4U		
CANADIAN AND WORLD STUDIES				
Geography CGC1P CGC1D CGW4U	Economics CIA4U	History CHC2P CHC2D CHW3M CHY4U	Law CLU3E CLN4U	
LANGUAGES				
English ENG1P ENG1D ENG2P ENG2D ENG3C ENG3U ENG4C ENG4U	Media Studies EMS3O Literacy OLC4O	Writer's Craft EWC4U	ESL ESLAO ESLBO ESLCO ESLDO ESLEO	Core French FSF1P FSF1D FSF2D FSF3U FSF4U***
GUIDANCE AND CAREER EDUCATION				
World of Work COOP	Careers GLC2O	Civics CHV2O	Leadership and Peer Support GPP3O	Learning Strategies GLS1O

*AWM3O and AWM3M will be offered alternating years. They will be offered in 2020-2021, not in 2021-2022.

**AWP3O and AWP3M will not be offered in 2020-2021; they will be offered in again in 2021-2022.

***FSF4U will be offered in 2020-2021; it will not be offered in 2021-2022.

HDCH Course Codes

MATHEMATICS				
Junior MFM1P MPM1D MFM2P MPM2D	Senior MCF3M MCR3U MBF3C MEL3E MEL4E MAP4C	Calculus MCV4U	Functions MHF4U	Data Management MDM4U
HEALTH AND PHYSICAL EDUCATION				
Female PPL1OF PPL2OF	Male PPL1OM PPL2OM	Co-ed PAL3O PPL3O PPL4O	Kinesiology PSK4U	
SCIENCE				
General SNC1P SNC1D SNC2P SNC2D	Biology *SBI3C SBI3U SBI4U	Chemistry SCH3U **SCH4C SCH4U	Physics SPH3U SPH4U	
SOCIAL SCIENCES AND THE HUMANITIES				
Food & Nutrition HFN2O	Personal Life Management HIP4O	Family Studies HPC3O HHS4U	World Religions HRT3M	Philosophy HZT4U
TECHNOLOGICAL STUDIES				
Exploring Technologies TIJ10	Technological Education TDJ2O TGJ2O TMJ2O TTJ2O	Construction Technology TWJ3E TCJ3E		

*SBI3C will be offered in 2020-2021; it will not be offered in 2021-2022.

**SCH4C will not be offered in 2020-2021; it will be offered in again in 2021-2022.

COURSE DESCRIPTIONS

The following course descriptions summarize the HDCH academic program. Courses offered have been developed according to the requirements of the Ontario Ministry of Education. Satisfactory completion of each course described on the following pages earns credit toward the HDCH and OSSD diplomas. A detailed outline of each course is available for your perusal through the school office.

THE ARTS

INTEGRATED ARTS

ALC10 – Integrated Arts

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

HDCH Description/Perspective: In creation, we have been given a wonderful playground of colour, sound, and movement. As God's image-bearers in this playground, we are uniquely positioned as both created and creative. This creative imperative has the power to motivate, to inspire, and to move; it has the power to articulate and reflect the wonder and complexity of the human experience. By experiencing life as expressed and interpreted through drama and art, and by developing an appreciation for each of these creative media, students will be challenged to consider how they can develop the skills to become culture makers in their broader communities.

MUSIC

AMI10 - Instrumental Music- Band

Ministry Course Description: 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.

HDCH Perspective: Music is a gift from God that has the power to transform and reshape the spirituality of the human soul. The music student is provided the opportunity to experience and grow as a constantly forming Christian Learner. By experiencing the rich cultural heritage which is music education, the student becomes aware of the unique role that it plays in the Christian and secular world. No other medium has the power to transmit the ever dynamic Gospel messages in such an awe-inspiring manner.

AMI20 - Instrumental Music- Band

*Prerequisite: AMI10

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

HDCH Perspective: Music can touch the soul in a powerful way. The music student has a unique opportunity to enhance his/her personal life, bring joy to others, and give glory to God through musical study and performance. Celebrations involving music are more meaningful, more life-giving, and more spiritual. The music student becomes aware of the awesome responsibilities and rewards in sharing this gift of music with others. The student will look at the function and impact of music in both sacred and secular cultures.

AMH3M – Music – Instrumental Ensemble

*Prerequisite: AMI2O

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

HDCH Perspective: Music students learn much more than how to play music and listen to music. They are continuously developing their sense of self, respect for self, and for the dignity and welfare of others, by being part of a performance group. They gain valuable insight into the meaning of being an effective and contributing team member. They learn to achieve excellence and integrity in their own work, and to value those qualities in the work of others. They gain experience learning how to set appropriate goals and priorities in school, work and personal life, in order to meet the commitments of a performing ensemble.

AMH4M – Music – Instrumental Ensemble

*Prerequisite: AMI3O

Ministry Course Description: This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

HDCH Perspective: Music students continue to develop their God-given potential by making a meaningful contribution to the course. Music is more than just an artistic form. It can be a conduit of feelings, imagination, and spiritual understanding. As music students work with and experience this artistic form, they are encouraged to develop self-discipline, to work effectively as interdependent team members, and to listen actively and critically to understand and learn in light of gospel values. The Grade 12 music course helps students develop their Christian leadership potential in the achievement of individual and group goals through the rehearsing and directing of small and large ensembles.

AMV2O – Vocal Music

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

HDCH Perspective: Music is a gift from God that has the power to transform the soul and communicate spiritual truths about humanity and community. Use of the human voice in singing is one of the most basic abilities with which we are born, and it is also the most easily trained part of us, for use in praising our Maker in one voice, solely and collectively. The choral music student becomes aware of the awesome responsibilities and reward in sharing this gift of music with others. The student will experience expression of music through both sacred and secular repertoire.

AMV3O – Vocal Music

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

HDCH Perspective: Music is a gift from God that has the power to transform the soul and communicate spiritual truths about humanity and community. Use of the human voice in singing is one of the most basic abilities with which we are born, and it is also the most easily trained part of us, for use in praising our Maker in one voice, solely and collectively. The choral music student becomes aware of the awesome responsibilities and reward in sharing this gift of music with others. The student will experience expression of music through both sacred and secular repertoire.

AMV3M – Vocal Music

*Prerequisite: AMI2O

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

HDCH Perspective: Music is a gift from God that has the power to transform the soul and communicate spiritual truths about humanity and community. Use of the human voice in singing is one of the most basic abilities with which we are born, and it is also the most easily trained part of us, for use in praising our Maker in one voice, solely and collectively. The choral music student becomes aware of the awesome responsibilities and reward in sharing this gift of music with others. The student will experience expression of music through both sacred and secular repertoire.

VISUAL ARTS

AVI20 - Visual Art: Drawing & Painting

Ministry Course Description: This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

HDCH Perspective: When God created humankind in his own image, he gave unique abilities to create, to express, through visual images and other art forms. Humankind has responded to God's cultural mandate as found in Genesis 1 in a variety of traditional and contemporary ways. An art education program provides students with the opportunity to see the created world both past and present, through the eyes of others. It provides opportunities to participate in and respond to meaningful artistic production. By creating, the student acquires an alternative and unique means of communicating with other people and enriching the quality of life. Art opens the eyes of the student to: the wonders of creation, issues in society, injustices in the world and the redemption of humankind. It requires the student to respond accordingly and to evaluate critically.

AWM3M - Visual Art: Drawing & Painting

*Prerequisite: AVI1O or AVI20

Ministry Course Description: 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 emergent 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).

HDCH Perspective: This course is designed to introduce students to the knowledge and skills that they need to meet the entrance requirements for specific college and university programs. Students will be presented with opportunities to participate in meaningful artistic production in the areas of drawing, design, advertising, painting and photography, producing a portfolio of finished artworks. Integrated with the studio component will be the study of artists and art periods from the Western Renaissance to the Modern Periods as well as art from Canada and other parts of the world. Students will be challenged to use critical thinking skills and creative problem-solving strategies as they deal with social issues and the role of the Christian in the arts. Students will critique and analyze artworks and develop independent research topics. Each unit will focus on the design process with emphasis on the elements and principles of design. Units are supported by the sketchbook/journal, which will serve as a source of inspiration and include preliminary and preparatory work, written journal entries and personal investigation with an emphasis on developing a proficiency in skills, heightened perceptual awareness and imaginative compositions.

AWP3M - Visual Art: Sculpture & Print Making

*Prerequisite: AVI10 or AVI20

Ministry Course Description: 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 emergent 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).

HDCH Perspective: This course is designed to introduce students to the knowledge and skills that they need to meet the entrance requirements for specific college and university programs. Students will be presented with opportunities to participate in meaningful artistic production as design elements are applied to: assemblage, relief and 3-d sculptures, silkscreen / relief printmaking, and collographs. Students will aim at producing a portfolio of finished artworks. The studio component of the course will be complemented by and integrated with the study of artists and art periods, both Historical, Western, Canadian, Contemporary and Christian artists. Issues dealing with social justice in the areas of censorship, public art and the environment will challenge the student to use critical thinking skills and problem-solving strategies. Current social and political events provide discussion and inspiration for personal expression. Students will analyze artworks and be encouraged to develop independent research topics. Units are supported and developed through a variety of journal and preliminary assignments focusing on the design process.

AWM30 - Visual Art: Drawing & Painting

*Prerequisite: AVI10

Ministry Course Description: This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

HDCH Perspective: The open course in Grade 11 allows students to broaden their knowledge and skills in the visual arts that relate strongly to the workplace. It reflects their interests while providing a broad educational base and equipping students for active and rewarding participation in the visual arts. Students will be presented with opportunities to participate in meaningful artistic production in the areas of drawing, design, advertising, painting and photography, producing a portfolio of finished artworks. Students will explore career options and be challenged to use critical thinking skills and creative problem-solving strategies as they deal with social issues and the role of Christians in the arts. Students will critique and analyze artworks, and make comparisons between artworks. Each unit will focus on the design process with emphasis on the elements and principles of design. Units are supported by the sketchbook/journal, which will serve as a source of inspiration and include preliminary and preparatory work. Integrated with the studio component will be the study of artists and art periods from the Western Renaissance to the Modern Period as well as art from Canada and other parts of the world.

AWP30 - Visual Art: Sculpture & Print Making

*Prerequisite: AVI10

Ministry Course Description: This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

HDCH Perspective: This open course will allow students to broaden their knowledge and skills in the visual arts that relate to the workplace. Students will be presented with opportunities to participate in meaningful artistic production as design elements are applied to: assemblage, relief and 3-d sculptures, silkscreen/and relief printmaking. Students will learn basic welding techniques and apply these skills in creating a 3- d sculpture using found objects and scrap metal. The studio component of the course will be complemented by and integrated with the study of artists and art periods from a variety of backgrounds and cultures. Issues dealing with social justice in the areas of censorship, public art and the environment will challenge the student to use critical thinking skills and problem-solving strategies. Current social and political events provide discussion and inspiration for personal expression. Students will analyze artworks and be encouraged to develop independent research topics. Units are supported and developed through a variety of journal and preliminary assignments focusing on the design process.

AVI4M - Visual Art

*Prerequisite: AWM3M/3O or AWP3M/3O (it is advantageous to have both credits)

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

HDCH Perspective: Students will begin by experimenting and exploring design, drawing and painting styles as a basis for the production of a body of artworks centered on a theme. They will evaluate artworks providing grounds for their aesthetic judgments. In addition to the study of cultural diversities in art, students will examine philosophies and ideas as presented by Christian art historians, artists and critics. The course will conclude with student promotion, self-portrait and a curated student art show.

Note: Senior Art students who have taken AWM3M/3O and AWP3M/3O may request to take an independent art credit in a specified area during the AVI4M course.

DRAMATIC ARTS

ADA2O – Drama

Ministry Course Description: This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

HDCH Perspective: Drama is a wonderful medium because it offers such rich opportunities for students to explore different facets of their own experience as well as the experiences of others. God calls us to empathy. He calls us to creative expression. Drama allows us to engage our world in empathy and expression through performance and through creative decisions that enhance performance. Through both text and technique, students are encouraged to an awareness of their own gifts and to an appreciation for drama's ability to present and interpret human experience.

ADA3M - Drama

*Prerequisite: ADA2O

Ministry Course Description: This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

HDCH Perspective: The grade 11 drama course at HDCH strengthens student experience with drama as a creative, collaborative expression. Drama is the physical embodiment of story. By investigating drama across history and cultures, we gain insight into and empathy for the stories of other people in different places and times. Through the study of theatre history and modern acting theory students will analyze cultural shifts affecting theatre today. Through script analysis students will explore the relationship between page and stage. In our scene studies and text adaptation students will gain valuable experience in the creation of original and adapted work.

RELIGIOUS STUDIES

HRE13 - Old Testament Studies

HDCH Perspective: This Old Testament course features the inductive analysis of biblical textual material of the Old Testament in the context of the historical, cultural, and literary frameworks of the Ancient Near East. It develops the concepts of the Bible as the Word of God and teaches students responsible principles of interpretation. The remainder of the course gives students a solid overview of Old Testament redemptive history and an introduction to the major Hebrew divisions of the Scriptures. As they study the Scriptures, students will be challenged to live in obedience to God as a response to God's love for his people and all of creation. They will learn from the experiences of others as they are recorded in Scriptures.

HRE23 - New Testament Studies

*Prerequisite: HRE13.

HDCH Perspective: This New Testament course continues the history of revelation and redemption begun in the Old Testament and teaches students the main genres of the New Testament canon. The study of the gospel of Matthew shows that Jesus is the fulfillment of the Old Testament and helps students to understand the continuity of the Old and New Testaments. The study of three letters of Paul shows three stages in the development of the church as it dealt with three fundamental questions of faith and life: the relationship between Christianity and the Jewish faith and the return of the Lord; the application of Christian principles to issues of daily life such as food sacrificed to idols and marriage; and the defense of true doctrine and the government of the church. The study of the book of Revelation shows students that we are living between the ascension and the return of Jesus Christ and are actors in the script that is still being written. As they study this course, students will learn how to live out of the teachings of the Bible as they deal with life's issues.

HRE33 - Living as Christians in a Changing World

HDCH Perspective: This locally developed course helps students acquire a foundation for understanding the world by way of a Christian worldview. They will acquire a better understanding of themselves; of the conflicting forces within a pluralistic, secular society; and of God's purpose for them as Christian believers in this world. Students will begin to evaluate ideas, values, and actions against the standard of biblical principles, and learn what it looks like to live according to that pattern. This course is therefore designed to confront students with the current prevailing society, and to invite them to positive Christian living in that society.

BUSINESS STUDIES

ACCOUNTING

BAI3E - Accounting Essentials

Ministry Course Description: This course introduces students to the accounting cycle of a service business. Students will use computer applications software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

HDCH Perspective: This course benefits the student and supports the goals of Christian education. God calls us to live our lives with integrity. The application of basic accounting principles helps us to be honest and fair and helps us to be accountable to one another in our financial dealings. We strive to be good stewards and faithful servants and cultivate positive relationships in our personal financial activities, business activities, government dealings, and in our role as an employee and/or employer. Accounting can help us sort out how we should live in these areas.

BAF3M - Financial Accounting Fundamentals

Ministry Course Description: 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, ethics, and current issues in accounting.

HDCH Perspective: This course benefits the student and supports the goals of Christian education. God calls us to live our lives with integrity. The application of basic accounting principles helps us to be honest and fair and helps us to be accountable to one another in our financial dealings. We strive to be good stewards and faithful servants and cultivate positive relationships in our personal financial activities, business activities, government dealings, and in our role as an employee and/or employer. Accounting can help us sort out how we should live in these areas.

BAT4M - Financial Accounting Principles

*Prerequisite: BAF3M

Ministry Course Description: This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

HDCH Perspective: This course benefits the student and supports the goals of Christian education. Given that the accounting theories and skills are presented within a Christian context, emphasis is placed on procedures and decision-making that reflects spiritual values. God calls us to live our lives with integrity. We strive to be good stewards and faithful servants and cultivate positive relationships in our personal financial activities, business activities, government dealings, and in our role as an employee and / or employer. Accounting can help us sort out how we should live in these areas.

ENTREPRENEURSHIP

BDP30 – Entrepreneurship: The Enterprising Person

Ministry Course Description: This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

HDCH Perspective: Our community has many self-employed people involved in small- and medium-sized businesses. The Enterprising Person is a course that examines the importance of continuous learning while on the job. The course begins with being an employee who learns from others around them and ends with taking skills you have acquired to have success in your own venture. Students will discover how being a successful Christian business person can be a very rewarding calling.

BBB4M - International Business Fundamentals

*Prerequisite: None

Ministry Course Description: This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

HDCH Perspective: In this course students will explore the world of international business through investigating trade, globalization, geopolitical issues and logistics. They are reminded that Christians are called to develop their gifts to promote not only their own interests, but to work for the good of others and of God's kingdom. It is hoped that students will generate an informed Christian response to globalization, development, and cultural and environmental factors within these branches of international business.

COMPUTER STUDIES

ICS3U - Introduction to Computer Science

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

HDCH Perspective: This course will introduce students to computer science and programming using a project based approach. Students will be provided a view on computer science that will allow their view to be shaped as they consider how they can influence software development, identify career directions, consider ethical issues in computer technology, and study the impact of computer technologies on society and culture. Programming in Java, video game development and Robotics will be used to develop their problem-solving skills.

ICS4U - Computer Science

*Prerequisite: ICS3U

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

HDCH Perspective: This course expands on the ICS3U course of developing computer programs to solve problems. Students look at issues in computer programming, how they can influence software development and how they are challenged to make their perspective visible in the workplace as they consider and identify career directions. Programming with a team and group dynamics are also investigated as students begin to recognize their strengths in computer science.

CANADIAN & WORLD STUDIES

CIVICS

CHV2O – Civics and Citizenship (1/2 credit)

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

HDCH Perspective: This half-credit course will enable students to act in responsible service for God by examining the context and meaning of effective citizenship. They will explore what it means to serve as responsible Christians in local, national, and global settings. Through an investigation of the purpose and role of government, they will be equipped to serve as knowledgeable citizens, prepared to act critically and creatively in a democratic society.

GEOGRAPHY

CGC1P – Issues in Canadian Geography

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

HDCH Perspective: The HDCH graduate will be able to examine, evaluate, and apply knowledge of interdependent systems (physical, ecological, and socio-economic) in order contribute in developing a just and compassionate society. This course will help to develop Christian citizens who: respect and affirm the diversity of the world's people; respect the environment; and promote wise stewardship of the resources God has entrusted to us.

CGC1D – Issues in Canadian Geography

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

HDCH Perspective: The HDCH graduate will be able to examine, evaluate, and apply knowledge of interdependent systems (physical, ecological, and socio-economic) in order contribute in developing a just and compassionate society. This course will help to develop Christian citizens who: respect and affirm the diversity of the world's people; respect the environment; and promote wise stewardship of the resources God has entrusted to us.

CGW4U – World Issues: A Geographic Analysis

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

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

HDCH Perspective: The framework of creation - fall - redemption - restoration surrounds this analysis of humankind in the world today. This can allow us to make some sense of the difficulties that we experience and can allow students a reasoned hope for the future. Geography for Business and Mission offers students grounding in God's truth where reconciliation is possible through Christ; through truth, hope is not "blind faith," but a sure knowledge and vision of a possible future. We probe restoration justice issues and equip students to operate as informed, compassionate and sensitive world travelers.

ECONOMICS

CIA4U – Analyzing Current Economic Issues

*Prerequisite: Advanced Senior Social Science

Ministry Course Description: This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

HDCH Perspective: Where ethical value judgments are made in economics, the values usually reflect those of the society's economic decision-makers. These values may, or may not, be consistent with the attitudes and values contained within the Christian faith. As a result, students are encouraged to evaluate economic decision-making in the light of scripture and to apply Christian values to the situation. Evaluations of this type provide an excellent opportunity for teachers to develop Christian values in students through questioning, discussion, and debate about how a different world and life view could be brought to bear on economic problems. Christian learners are also encouraged to develop their gifts and abilities to promote growth toward personal responsibility in making economic choices. Unit topics allow students to develop moral, ethical, and realistic decision-making in an effort to become conscientious Christian citizens. For example, a student of economics should be aware of the need for social and economic justice at home and internationally. This concept of justice can be expanded to include choices at a micro-level. For example, when making investment or consumer product choices, students take into consideration the moral and ethical record of the company whose shares or products they may be purchasing. The question could be raised: Would these choices be consistent with Christian social and economic teaching?

HISTORY

CHC2P - Canadian History since World War I

Ministry Course Description: This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

HDCH Perspective: By the time students reach Grade 10, they may find that they know very little about late 19th and 20th century Canadian history. Much of their knowledge of Canada's early past will have come from elementary school courses, thus leaving a large gap in their understanding of Post-Confederation history.

Our ability to make sense of our country's present issues is rooted in our understanding of past events and consequences. For our students, this understanding is a crucial stepping stone to develop into responsible citizens and faithful servants in the land God has given us. It is necessary for our students to discern patterns in post-Confederation history, regarding French-English relations, Native issues, World Wars, Economic Depression and prosperity, and Canada's role in global affairs, to enable them to make informed decisions as Canadians in the 21st century. In order to achieve this goal of knowledge and understanding, inquiry and communication, students will participate in a variety of teaching strategies that encompass a wide range of learning styles, abilities and skills. A parallel goal in this course is to provide opportunities for students to achieve excellence by capitalizing on their individual strengths. Hands-on activities, consistent applications to everyday life, and frequent comparison activities help to reinforce the value of learning the past to make better sense of the present.

CHC2D – Canadian History since World War I

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

HDCH Perspective: By the time students reach Grade 10, they may find that they know very little about late 19th and 20th century Canadian history. Much of their knowledge of Canada's early past will have come from elementary school courses, thus leaving a large gap in their understanding of Post-Confederation history. Our ability to make sense of our country's present issues is rooted in our understanding of past events and consequences. For our students, this understanding is a crucial stepping stone to develop into responsible citizens and faithful servants in the land God has given us. It is necessary for our students to discern patterns in post-Confederation history, regarding French-English relations, Native issues, World Wars, Economic Depression and prosperity, and Canada's role in global affairs, to enable them to make informed decisions as Canadians in the 21st century. In order to achieve this goal of knowledge and understanding, inquiry and communication, students will participate in a variety of teaching strategies that encompass a wide range of learning styles, abilities, and skills. A parallel goal in this course is to provide opportunities for students to achieve excellence by capitalizing on their individual strengths. Hands-on activities, consistent applications to everyday life, and frequent comparison activities help to reinforce the value of learning the past to make better sense of the present.

CHW3M - World History to the Sixteenth Century

*Prerequisite: CHC 2D

Ministry Course Description: 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.

HDCH Perspective: As Christians we have a unique view on creation, humankind and the issues that challenge humanity. In this course students will explore the historical and religious roots of the great civilizations that have formed the foundations of our Western Heritage. Cultural activity will be introduced as expressions of spiritual commitments with the aim of having students develop a Christian historical consciousness.

CHY4U – World History: The West and the World

*Prerequisite: Advanced senior division Social Science Recommended: CHW3M and academic English

Ministry Course Description: 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 ideas and assess societal progress or decline in world history.

HDCH Perspective: This course investigates the major trends in Western Civilization and World history from the 16th century to the present. Students will learn about the interaction between the emerging West and other regions of the World, and about the development of modern social, political, and economic systems. They will use critical thinking and communication skills to investigate the Christian impact on historical roots of contemporary issues and present their conclusions.

LAW

CLU3E – Understanding Canadian Law Prerequisite: CHC2D or CHC2P

Ministry Course Description: This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.

HDCH Perspective: This course extends the development of attitudes and values based on Reformation social teachings in Ontario Christian School Graduates. Opportunities are given to students to integrate their faith with civic duty and responsibility. Students become familiar with events that are a part of the Church's history, such as the development of Mosaic Law and the moral basis for the Canadian Constitution. When students examine the question of human rights they appreciate the relevance of Christian social justice teachings. This course involves activities that encourage students to act morally and legally as persons formed in the Reformed Christian traditions. Law course graduates will be effective communicators of the Good News of Jesus Christ in their attitudes and approaches to historical and contemporary issues involving the law.

CLN4U - Canadian and International Law

Prerequisite: Any U or C course in Canadian and World Studies or Social Sciences and Humanities

Ministry Course Description: This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

HDCH Perspective: This course examines elements of Canadian and International law in social, political and global contexts. Students will study the historical and philosophical sources of law and learn to relate them to issues in Canadian society and the wider world. Students will use critical thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiry in a variety of ways.

LANGUAGES

ENGLISH

ENG1P – English

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

HDCH Perspective: Students explore the power of words through the in-depth study of a novel, short stories, poetry, drama, and non-fiction and media excerpts. Students examine the ideas presented in the readings and determine how these notions either affirm or challenge Christian values. Through the study of fiction and non-fiction, students gain an appreciation for language's uses and its possibilities. In turn, students demonstrate their understanding of language's power through the thoughtful and meaningful use of words in their creative and literary writing. Essentially, students will understand that God gave us the gift of language to communicate and that our response is to communicate responsibly and to use it for his glory.

ENG1D – English

Ministry Course Description: 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.

HDCH Perspective: Language and literature are part of God's good gifts to us. Students in English 1D explore texts of increasing difficulty as part of their growing awareness of the complexity of God's creation. Our studies in drama, language, and story will further equip students to be passionate participants in that creation and will enable them to better express themselves and their viewpoints.

ENG2P - English

*Prerequisite: ENG1D or ENG1P

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

HDCH Perspective: Communication is a powerful and precious gift from God that is an essential part of our everyday world. In this course, we explore this gift through literary works such as a novel, a play, and poetry as well as the practical literature found in news reports, information texts, and graphic texts encountered in school, at home, and in the workplace. As we explore, we discover the ability that each of us has to reflect not only our intellectual and social confidence, but also our spiritual relationship to God and to his world.

ENG2D - English

*Prerequisite: ENG1D or ENG1P

Ministry Course Description: 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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

HDCH Perspective: Through literature, the ENG2D student will begin to examine more closely the writer's craft – the importance of concrete language, the complexities of character, the recurrence of images. Students will be encouraged to model these same features in their own creative writing. Students will be led and encouraged to discern the author's particular worldview and to evaluate it from their own Christian beliefs. In addition to focusing on the artistic and aesthetic nature of literature, students will work on their own use of expository analytical writing.

ENG3C - English

*Prerequisite: ENG2D or ENG2P

Ministry Course Description: 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.

HDCH Perspective: This course examines a variety of readings, including news articles, essays, short stories, sales brochures, reports, and a novel. Students will be encouraged to think critically about authors' perspectives and how they might compare or contrast with our own Christian understanding. Students will be encouraged to recognize the beauty of the gift of language and to respond creatively. Students will also explore language and media, paying particular attention to the manner in which language and images can be used to manipulate and distort and to ways a Christian might use language obediently.

ENG3U - English
*Prerequisite: ENG2D

Ministry Course Description: 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.

HDCH Perspective: Students will continue to explore the gifts of language and literature as they prepare a speech, study a Shakespearean play, and read a novel. Through these encounters with their own and others' stories, students will be challenged to consider their faith and tradition and to examine the role of the Christian in the world and in the Christian community. Students will also further develop their writing skills through narrative and expository writing. At the end of the course, students will have a greater appreciation of language and its power in communicating ideas to those around us.

ENG4C - English
*Prerequisite: ENG3C or ENG3U

Ministry Course Description: 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.

HDCH Perspective: This course cultivates an attitude of responsibility towards the God-honouring use of language in terms of personal communication. This course also allows the student to cultivate the attitude of shaping culture by contributing to it. Through an emphasis on practical writing and oral communication, students will create products that share their varied individual expertise with a public audience. Through analysis of a novel and television series, students will understand how their character is shaped, and how they can become God-honouring citizens both in secondary school and beyond.

ENG4U - English
*Prerequisite: ENG3U

Ministry Course Description: 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 analyze 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.

HDCH Perspective: In this course students will be asked to consider literature as an aesthetic response to human experience. This course provides a framework for students to analyze art as an opportunity to ask significant questions about what we know to be true; therefore, both the form and the content of literary and informational texts will be examined. Special emphasis will also be placed on acquiring the research and writing skills necessary for success in post-secondary education.

EMS30 – Media Studies
*Prerequisite: ENG2D or ENG2P

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

HDCH Perspective: EMS30 begins with the premise that we are living in a “media-saturated” culture. As a result, the media, largely operating on commercial principles, play a critical role in determining how we perceive God’s world. In light of the importance of media, students in Media studies are invited to think critically and independently about the impact of media on culture. Students will approach the media with the belief that God encouraged us to engage culture, to be active in observing it and participating in it. Students will ask questions about media from the basis of Biblical truth, hoping to find greater discernment of the risks and the possibilities of media in their culture. Students will engage media not only by analyzing past and current media works, but also by planning and creating a variety of their own media texts.

EWC4U - The Writer's Craft

*Prerequisite: ENG3U

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

HDCH Perspective: As an elective university level course, EWC4U offers students the opportunity to study the use of language as a highly stylized form of communication. The course begins with discussion on the purpose and power of language, as well as our responsibility towards using this powerful tool in God-honouring ways. The course focuses on keeping both a writer's notebook and personal journal, with the emphasis being on developing self-confidence and discovering one's voice. Students are encouraged to recognize the power and responsibility that is inherent in writing for an audience. Through publishing a school magazine, the students will experience the writing life and will use that experience to learn how the use of their voice can play a role in being active members of a community.

LITERACY

OLC4O - Ontario Literacy Course

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

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

HDCH Perspective: Students who have been unsuccessful on the OSSLT may want to earn the Ontario Secondary School Diploma literacy requirement through this course rather than retest. Students work in the Independent Learning Program under the supervision and support of a teacher to review and practice literacy skills to develop better competency. Students will develop a literacy portfolio project using a variety of practical texts and organizers to develop their reading and writing skills.

ENGLISH AS A SECOND LANGUAGE

ESLAO – English as a Second Language, ESL Level 1

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

HDCH Perspective: Students are led to recognize that language is God's gift to people to help them communicate their thoughts and feelings and to enrich their lives. Learning a second language gives students expanded skills to understand and communicate with more of God's people. As newcomers to Canada, the ability to communicate adds variety and significance to our lives.

ESLBO - English as a Second Language, ESL Level 2

*Prerequisite: ESLAO or equivalent

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

HDCH Perspective: The goal of this course is to build on the awareness of language as God's gift and develop more skills to enable the students to communicate with others in the world and to help them further understand the variety of God's world and their place in it. Working towards English fluency will allow students to move towards full engagement in the learning community at HDCH.

ESLCO - English as a Second Language, ESL Level 3

*Prerequisite: ESLBO or equivalent

Ministry Course Description: 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.

HDCH Perspective: In this course students will explore the diversity of Canada's land and people. They will discover that there is brokenness in the world and will learn to express their thoughts and feelings about a variety of issues in written and oral forms.

ESLDO - English as a Second Language, ESL Level 4

*Prerequisite: ESLCO or equivalent

Ministry Course Description: 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.

HDCH Perspective: As a Christian community, we celebrate the diversity of languages and cultures in our world. We acknowledge the richness of a variety of perspectives and equip students to think critically about how the worldviews presented in various texts compare and contrast with a Christian worldview. Students will learn how to articulate and present their opinions through writing, formal presentations, and debate.

ESLEO - English as a Second Language, ESL Level 5

*Prerequisite: ESLDO or equivalent.

Ministry Course Description: 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.

HDCH Perspective: This course prepares students for secondary school English studies both in the college and in the university stream. Students will develop more independence in reading literary works and academic texts and in writing essays and reports. They will consider how the themes and topics of various texts give expression to the richness and diversity of the human experience.

FRENCH AS A SECOND LANGUAGE

FSF1P – Core French

Ministry Course Description: This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

HDCH Perspective: The goal of language instruction in a Christian school is to help deepen the student's understanding of God, who gives us language as a tool for communication and as a means to discern His word and purpose for our lives. Moreover, language study is of particular value in Canada, which boasts two official languages and numerous heritage languages. Studying French prepares students for citizenship in Canada and affirms the richness and diversity of our patrimony.

FSF1D – Core French

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

HDCH Perspective: This beginning French course builds on the basic language skills learned in grade school. Students work with common phrases and practical vocabulary and grow in their ability to express themselves by speaking French in activities and presentations. Correct grammar use is also refined and reinforced, allowing students to write in French and gather basic meaning from the French they read.

FSF2D – Core French

*Prerequisite: FSF1D

Ministry Course Description: 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.

HDCH Perspective: The goal of the Grade 10 French course is to further develop students' French communication skills. They will speak, listen, read and write as they explore a variety of themes that relate to their interests and experiences. Speaking skills will be emphasized to prepare students for the French trip to Montreal or Quebec City which takes place in Grade 11 French.

FSF3U - Core French

*Prerequisite: FSF2D

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

HDCH Perspective: Grade 11 French introduces students to the study of French literature, enabling them to discuss and write about ideas and perspectives that are similar and different from their own. The cultural and linguistic experience of Quebec or Montreal leads students to reflect on the use of French in Canada and its role in the history of our country. Students grow in appreciation and compassion for individuals who speak a language different from their own and broaden their perception of the world and the people who live in it.

FSF4U – Core French

*Prerequisite: FSF3U

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

HDCH Perspective: Students refine their use of French to convey their thoughts and ideas with increasing clarity and sophistication in discussions, presentations, and written work. Students reflect on the nature and limitations of language itself and how it is linked to our understanding of ourselves and our world.

GUIDANCE AND CAREER EDUCATION

CAREERS

GLC20 - Careers (1/2 credit)

Ministry Course Description: 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.

HDCH Perspective: This half-credit course is designed to get students thinking about their educational and vocational futures. Students explore exciting career options that fit their God-given abilities and personalities. Students start by investigating who God made them to be and how they fit into the larger community in which God places them. Students then look at their career goals and plans and at the skills they need to achieve them. Students will also explore different career and post-secondary options. Finally, students will take a hands-on approach to preparing individual plans and portfolios.

LEARNING STRATEGIES

Learning Strategies Courses are selected in consultation with Student Services. Other Learning Strategies courses may also be available depending on student need.

GLS10 - Learning Strategies

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

HDCH Perspective: Students entering high school come in with a variety of learning backgrounds. This course provides a foundational review and practice of some of the learning skills needed to succeed in the classroom and beyond. The Learning Strategies teacher works with the individual student to assess and develop learning skills in literacy, numeracy, organization, group and project work, social skills and study skills so that they are better able to access and use their skills to succeed in school.

LEADERSHIP AND PEER SUPPORT

GPP30 - Leadership and Peer Support

*Prerequisite: GLC20

Ministry Course Description: This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles—for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

HDCH Perspective: This course is designed to allow students an opportunity to serve their peers and their school while exploring a variety of themes related to building an effective community. It provides, in a concrete way, a chance for students to be obedient to Christ's call for us to love our neighbours as ourselves. The course prepares and motivates students to provide leadership and assistance to others in their school and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in various service opportunities throughout the semester.

The course is designed to follow three main strands: theoretical, practical and communal. The theoretical part of the course explores the dynamics of human relationships and endeavours to find a Biblically-based, healthy model of interaction. The course also investigates human development and examines a variety of educational and social obstacles a person may encounter. The practical component of the course allows the student to apply his or her new skills in an experiential setting such as: tutoring, school activities or assisting a teacher/staff member. The student will draw on their experiences from the theoretical and practical components of the course to dialogue with their classmates about their learning. Scheduled meeting times with the teacher and peers will allow for regular check-ins, reflections and next steps to be examined as a group.

COOPERATIVE EDUCATION

(Linked to a related course or courses, such a cooperative education course does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term “(Co-op)” inserted after the course name. On the OST, and the notation “C” is entered in the “Note” column.)

Ministry Description: This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student’s related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

HDCH Perspective: The Cooperative Education program is designed to help students discover and develop the talents they have been given by God. The program includes both in class sessions for preplacement preparation and integration learning as well half-day or full-day placements in a variety of workplace locations. In the in-class sessions, students will be encouraged to understand the life-long nature of vocation, employability skills, ethical business practices, effective stewardship, and workplace professionalism, and the connections between work and worship. Off campus learning opportunities are available at a wide range of placements. The following are listed as examples only, and every effort will be made to find specific placements suitable to student interest, location and career goals. Students are encouraged to enroll in Co Op well before the semester begins to ensure adequate time for placement and planning. Most placements will involve an application and interview process. Available placements include:

- Skilled trades (e.g. auto/diesel mechanic, HVAC, electrical) Professional (e.g. accounting, legal, education, real estate) Industry (e.g. production, automation, design)
- Services (e.g. day care, esthetician, hair salon) Non-profit (e.g. church, city missions)
- City of Hamilton (e.g. planning, IT, horticulture)
- Health sciences (e.g. Physio, lab technician, nursing home)

MATHEMATICS

MFM1P - Foundations of Mathematics

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

HDCH Perspective: When God created the world, He did so with a plan. From the beginnings of the earth, to His Son, Jesus Christ, to you and me – God had a plan, and a purpose. Through this course you will understand that the study of Mathematics reveals a God who often works through logic and design. As you study mathematical relationships, data patterns, and figures you will see a reflection of a logical and infinite God. And as God’s plan had a purpose, so does mathematics. Math is more than basic logic and relationships. It has a function and is full of fascinating applications that we use every day.

MPM1D - Principles of Mathematics

Ministry Course Description: 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.

HDCH Perspective: Math reflects the order and beauty that we see built into all of creation by God. In this course, you will see pattern and design in the area of numerical and spatial relationships. Just as all things that God created have purpose, so the study of Mathematics leads to fascinating and practical applications in many areas of life. Work diligently, grow in your understanding, and appreciate Mathematics in the wonderful creation God has made.

MFM2P – Foundations of Mathematics

*Prerequisite: MFM1P/MPM1D

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

HDCH Perspective: Students will apply Christian values to pose and solve problems, to make logical decisions, and to become critical thinkers who share their abilities for the benefit of all in their classroom and school community. A supportive mathematics classroom provides a caring and sensitive environment where the dignity and value of all students is respected and affirmed as they grow in confidence in their mathematical abilities. Mathematical investigations will promote a respect for God's creation and an understanding of the need to use resources wisely.

MPM2D – Principles of Mathematics

*Prerequisite: MPM1D

Ministry Course Description: 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.

HDCH Perspective: The study of numbers, relationships, equations, and patterns in general, is the basis of mathematical models that assist us in seeing and understanding our world, God's creation. The operations and methods learned in Grade 9 are extended and applied in new ways. It is hoped that MPM2D will help students see more clearly the order and beauty that are part of God's general revelation in creation.

MCF3M - Functions and Applications

*Prerequisite: MPM2D or MFM2P

Ministry Course Description: This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

HDCH Perspective: The study of mathematics is the study of relationships and patterns. Through MCF3M, students will continue to experience how God reveals Himself through logical patterns and relational design. This course introduces financial applications and the corresponding relationship to sequences and series, builds on the concept of functions, and extends the theory of trigonometry. Through this course, students will experience the uniqueness and complexity of mathematics, yet experience how everything in Mathematics is related – helping students to understand the interactive complexity of God's creation.

MCR3U - Functions

*Prerequisite: MPM2D

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

HDCH Perspective: Mathematics is filled with patterns that display the order and beauty that are built into all of creation by God. In this course students will encounter some of these patterns as well as the practical applications derived from them. Through this course, students will experience the uniqueness and complexity of mathematics, yet experience how everything in Mathematics is related – helping students to understand the interactive complexity of God's creation.

MBF3C - Foundations for College Mathematics

*Prerequisite: MFM2P

Ministry Course Description: 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.

HDCH Perspective: HDCH is an academic community in which teachers, students, and members confess that human beings are called to be image-bearers reflecting God's justice, righteousness, and holiness in every area of life. It is the school's task to help students search out and gain insight in all facets of life including those in the financial realm.

MEL3E - Mathematics for Work & Everyday Life

*Prerequisite: MFM1P or MPM1D

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

HDCH Perspective: In this course, students examine and reflect on personal goals and aspirations and understand them in the context of the world around them. As they develop reasoning and critical thinking skills, they are better able to apply Christian values to pose and solve problems, to make informed decisions, and to contribute to the well being of their local and world community. They realize that, as they become informed and conscientious citizens they make choices that affect their own lives as well as others in the community.

MEL4E - Mathematics for Work and Everyday Life

*Prerequisite: MEL3E

Ministry Course Description: This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

HDCH Perspective: This course encourages students to develop their God-given gifts and abilities to promote growth toward personal responsibility in preparation for their role in society. Emphasis will be placed on moral, ethical, and realistic decision-making in an effort to build responsible citizenship. Students will learn to make rational decisions in regard to personal budgets, probabilities, major purchases, and accommodations. The end result of this course is students who are prepared not only to participate in society, but also to contribute to it through an educated decision-making process.

MAP4C – Foundations for College Mathematics

*Prerequisite: MBF3C or MCF3M

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

HDCH Perspective: This course will equip students with the knowledge and skills needed for most college and apprenticeship programs. Students will use their God given gifts to analyze and interpret different mathematical situations. Through this course, students will be equipped to employ mathematics in practical ways. They will use math to analyze and solve statistical problems; problems involving geometry, measurement, and trigonometry; problems involving financial mathematics; and problems in other areas as well. Through this course, students will grow in their understanding and appreciation of how math has practical application in God's world.

MCV4U - Calculus and Vectors

*Prerequisite: MHF4U can be taken concurrently with or can precede MCV4U.

Ministry Course Description: 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.

HDCH Perspective: The mind and its capacity for rational analysis are seen as gifts from the Creator to be used and enjoyed. The training of the intellect ensures that all knowledge can be scrutinized and the divine and the human more deeply understood. In this sense, knowledge is illuminated with the light of faith.

MHF4U - Advanced Functions

*Prerequisites: MCR3U or MCT4C

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

HDCH Perspective: As well as providing a foundation and framework for further studies in the area of mathematics, this course provides opportunity to reflect on intricate mathematical concepts, relationships, and theories that assist us in seeing and understanding our world, God's creation.

MDM4U - Mathematics of Data Management

*Prerequisites: MCF3M or MCR3U

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

HDCH Perspective: Mathematics reflects the order and beauty that is inherent in God's creation. Studying math helps us see, understand and appreciate the wonderful world around us. Just as all things that God created have purpose, so the study of Mathematics leads to fascinating and practical applications in many areas of life. Work diligently, grow in your understanding, and appreciate Mathematics in the wonderful creation God has made.

HEALTH AND PHYSICAL EDUCATION

PPL10F - (Girls) Healthy Active Living Education PPL10M - (Boys) Healthy Active Living Education

Ministry Course Description: This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

HDCH Perspective: Through Healthy Active Living Education students learn to appreciate the health and well-being of the entire person from a physical, social, emotional, intellectual and spiritual perspective. In addition, students gain respect for the many different ways and levels in which we have all been gifted by God. This course encourages respect for the dignity and welfare of self and others and promotes the living of Christian values.

PPL2OF - (Girls) Healthy Active Living Education PPL2OM - (Boys) Healthy Active Living Education

Ministry Course Description: This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

HDCH Perspective: The health and physical education curriculum is designed to provide learning experiences that will help students realize their potential in a variety of areas. The development of personal fitness, competence, skills, attitudes, and knowledge will help students deal with the variety of personal, social, and workplace demands in their lives. Students will be encouraged to use their God-given gifts, talents, and rational abilities to make wise choices in life and serve Him daily. The values of tolerance, understanding, teamwork, excellence, and good health are promoted. The primary focus is to help students develop a commitment and a positive attitude to lifelong healthy active living and the desire to live satisfying, productive lives as children of God.

PPL3O - Healthy Active Living Education (Recreational)

Ministry Course Description: This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

HDCH Perspective: Through Healthy Active Living Education students learn to appreciate the health and well-being of the entire person from a physical, social, emotional, intellectual, and spiritual perspective. This course provides a forum where students can develop and implement Christian values and moral decision-making skills. Playing sports is one way to celebrate and enjoy the life God has given us. By participating in a wide variety of sporting activities, this course will help students to commit to a lifelong physical and spiritual wellness program.

PAL3O – Large-Group Activities (Sports Specific)

Ministry Course Description: This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

HDCH Perspective: Through Healthy Active Living Education students learn to appreciate the health and well-being of the entire person from a physical, social, emotional, intellectual, and spiritual perspective. This course provides a forum where students can develop and implement Christian values and moral decision-making skills. Playing sports, developing our skills, and understanding the strategies involved are positive ways to celebrate and enjoy the life God has given us. By focusing on and getting a deeper understanding of the strategies used in volleyball, basketball, and soccer, this course will help students to commit to a lifelong physical and spiritual wellness program.

PPL4O - Healthy Active Living Education

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

HDCH Perspective: This is a course that focuses on fitness and non-traditional sports as ways to improve all areas of our health. Students will participate in a variety of non-traditional sports and fitness activities encouraging them to remain active and make physical activity a regular part of their lives. Students examine and reflect on their personal attitudes, values, actions, abilities, and aspirations influencing life choices and opportunities that support a healthy active lifestyle. They are challenged to use Biblical principles to make wise decisions and to live a life of service in response to God's great love for them. Students also have the opportunity to exercise servant Christian leadership while working effectively as interdependent team members, and respecting the rights, responsibilities and contributions of self and others.

PPL40F - (Girls) Healthy Active Living Education

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

HDCH Perspective: This is a course for females only that focuses on fitness and non-traditional sports as ways to improve all areas of our health. Students will participate in a variety of non-traditional sports and fitness activities encouraging them to remain active and make physical activity a regular part of their lives. Students examine and reflect on their personal attitudes, values, actions, abilities, and aspirations influencing life choices and opportunities that support a healthy active lifestyle. They are challenged to use Biblical principles to make wise decisions and to live a life of service in response to God's great love for them. Students also have the opportunity to exercise servant Christian leadership while working effectively as interdependent team members, respecting the rights, responsibilities, and contributions of self and others.

PSK4U – Introductory Kinesiology

*Prerequisite: Any grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education.

Ministry Course Description: This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

HDCH Perspective: Introductory Kinesiology challenges students to understand the importance of human movement and factors that affect the development of all humans. Students work as interdependent team members to critically assess material and present it to their peers. Students show initiative and leadership in the development of projects and activities for youth. This course will challenge students to be sensitive to others and accept that each individual is an image bearer of God. Reformed Christian beliefs are reinforced as students analyze the relationship of society and culture in sports. In identifying issues in society related to sport, such as violence, cheating, exploitation, and equality, students examine their morals and values as a person formed from a reformed Christian worldview. Students accept accountability for themselves and their actions as they set and achieve goals. Class debates and discussions contribute to the understanding and acceptance of others and of others' ideas and opinions.

SCIENCE

GENERAL

SNC1P – Science

Ministry Course Description: This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

HDCH Perspective: Studies in science help students to learn, to be reflective, critical and creative thinkers, as well as discerning believers. They will be equipped to make appropriate decisions in light of Christian values and Biblical teachings for the good of their fellow human beings and Creation as a whole.

SNC1D – Science

Ministry Course Description: 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.

HDCH Perspective: This course helps students to become reflective and critical thinkers so that, as they learn scientific theories and how they are applied, they can make appropriate decisions in light of Christian values and Biblical teachings. Through the study of four different strands of science, students will be able to appreciate and praise God as creator and become better equipped to act as stewards of the creation.

SNC2P - Science

*Prerequisite: SNC1D or SNC1P

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

HDCH Perspective: This course leads students to see God's hand in the world around them and to marvel at creation's intricacy and complexity. The study of the basic concepts of biology, chemistry, physics, and weather, will enrich their knowledge of science, affirm their faith in the Creator, and empower them to be effective stewards of creation.

SNC2D - Science

*Prerequisite: SNC1D or SNC1P

Ministry Course Description: 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 develop further 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.

HDCH Perspective: The study of the knowledge of science helps students to learn, to be reflective, critical and creative thinkers, as well as discerning believers who understand the theories of science and can apply them to the world around them yet make appropriate decisions in light of Christian principles for the good of their fellow human beings. Through the study of the techniques of science, particularly experimentation, students learn to be collaborative contributors to an interdependent team, respecting the rights, responsibilities, and contributions of others. Overall through this course, students become aware of the sacramental dimension of the physical world in all its aspects and their role as stewards of God's creation.

BIOLOGY

SBI3C - Biology

*Prerequisite: SNC2P or SNC2D

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

HDCH Perspective: The major theme running through the course is "Variation, God's design for Creation". The student is challenged to study the topics from that perspective. A goal of this course is to allow the student to experience God's word as we find it in 1 Corinthians 12 "One Body, Many Parts" and in Psalms 104 "How Many are your Works, Oh Lord...", in a new and exciting way.

SBI3U - Biology
*Prerequisite: SNC2D

Ministry Course Description: 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.

HDCH Perspective: One of the ways in which we gain appreciation for God the creator and the world as his handiwork is by knowing something of the variety and relationships God has built into creation. This course celebrates the variety that exists in creation and the ways in which God used variety to give beauty and stability to creation. The theme of variation/diversity is woven throughout the units of the course. The course focuses on the theoretical aspects of the topics under study, refining skills related scientific investigation, while reaffirming the words of Psalm 104:24, "How many are your works, O Lord! In wisdom you made them all..."

SBI4U - Biology
*Prerequisite: SBI3U
*Strongly Recommended: SCH3U or SCH4C

Ministry Course Description: This course provides students with the opportunity for in-depth study of the concepts and processes associated with 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.

HDCH Perspective: We believe that one of the prime ways to know God is through his works of creation. One goal of Christian education is to deepen students' commitment to love God. As students gain knowledge of the universe, they will be led to marvel at the creation's intricately ordered structure with its potentials and limitations. They will sense their own personal limitations and realize their own dependence on their Creator. Through the study of God's creation, students will be better enabled to praise God. Students will learn that the interrelationship between structure and function provide clear evidence that God designed creation in wisdom. They will also develop their investigatory skills through researching, designing and conducting experiments. They will focus on the theoretical aspects of the topics under study and link the concepts they learn to technological applications. They will learn that in our research and application we are called to serve God, others, and the creation as part of our loving service to God.

CHEMISTRY

SCH3U - Chemistry
*Prerequisite: SNC2D

Ministry Course Description: 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.

HDCH Perspective: As informed Christians, we wish to understand God's active role in the development of the created earth, its systems and laws. By examining chemical reactions at a deeper level, students continue in their wonder of creation, and develop an understanding of the patterns to be found in our world.

SCH4C – Chemistry
*Prerequisite: SNC 2P or SNC 2D

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

HDCH Perspective: As informed Christians, we wish to understand God's active role in the development of the created earth, its systems and laws. By examining chemical reactions at a deeper level, students continue in their wonder of creation, and develop an understanding of the patterns to be found in our world.

SCH4U - Chemistry
*Prerequisite: SCH3U

Ministry Course Description: This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, equilibrium and 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.

HDCH Perspective: As informed Christians, we wish to understand God's active role in the development of the created earth, its systems and laws. By examining chemical reactions at a deeper level, students continue in their wonder of creation, and develop an understanding of the patterns to be found in our world.

PHYSICS

SPH3U - Physics Prerequisite: SNC2D

Ministry Course Description: 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.

HDCH Perspective: One way that God reveals Himself to us is through the Creation. It is important for students to be impressed with the fact that they are surrounded by a Creation of matter and energy and that they are a part of it. Through the study of physics, students have the opportunity to discover the laws which govern the universe and the interrelationships between these laws. One can then stand in deeper humility and wonderment before the Author of all things. The Grade 11 Physics course is designed to provide students with a solid foundation in a variety of physics related topics that will enable them to understand physical concepts, apply scientific techniques, handle equipment intelligently and safely, appreciate the application and implications of physics in technology, and society, and to recognize God's Hand in Creation. In this course, students will look for meaning in the interactions of scientists, industry, the environment, and all living things. Furthermore, references to physics related careers will be discussed.

SPH4U- Physics
*Prerequisite: SPH3U

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

HDCH Perspective: It is the intent of the Grade 12 level Physics course to provide the opportunity for students to continue discovering the physical laws and relations inherent to Creation. Students will appreciate the order and symmetry that God has instilled throughout His universe. The Grade 12 Physics course is designed to provide students with an extended, solid foundation in a variety of physics related topics, largely introduced in the Grade 11 Physics course. This will enable them to grow in their understanding of physical concepts, applying of scientific techniques, handling of equipment intelligently and safely, appreciating the application and implications of physics in technology, and society, and recognizing God's Hand in Creation. In discussing themes in quantum mechanics and relativity, students taking this course will develop a profound appreciation of the complexity and mystery of Creation beyond our normal sensibilities.

SOCIAL SCIENCES & THE HUMANITIES

HFN20 - Food & Nutrition

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

HDCH Perspective: In this course students will be encouraged to adopt eating patterns and lifestyles that reflect Christian stewardship principles. They will explore the factors that affect attitudes and decisions about food as they relate to individual family needs, nutritional health, body image, and Canadian/Global food issues. Students will be introduced to research, critical thinking and creative skills as they relate to the scientific study of food and nutrition. By investigating agricultural food production and global food issues they will be encouraged to develop a compassionate attitude to those in need. Students will acquire skills as they participate in food labs, individual and group work presentations.

HIP4A0 – Personal Life Management

Ministry Course Description: This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

HDCH Perspective: This course deals with the individual's responsibilities in the light of God's Word. The topics can only be fully understood in the context of acceptance of a God who commands us not to worry because His care and providence are perfectly sufficient to meet all our needs. The challenge for students is to take the learning in this course and apply it in loving, practical ways, to use their gifts to serve those around them for God's glory.

HPC30 – Raising Healthy Children

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

HDCH Perspective: A course in parenting deals with essential questions that concern key areas of child development, parenting skills and healthy families. While attention will be paid to the sociological realities of Canadian society and global patterns of families, greater focus will be placed on the role of family in our Christian community and the patterns for Christian living within families. The Scriptures provide norms for the kinds of behaviours expected within families, and these norms are addressed in discussion of various lifestage roles that are held over a lifetime within families.

HHS4U – Families in Canada

*Prerequisite: Any U or M course in Social Sciences & Humanities, English or Canadian & World Studies

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

HDCH Perspective: This senior level family studies course combines a theoretical study of the family with the development of interpersonal relationship skills and an examination of family life in Canada and within our Christian community. While a focus of the course is on the experience of family in our Christian community and ideals for Christian living within families. This course strives to enable students to live a life of Christian faith inside their significant family relationships, be they present or future.

WORLD RELIGIONS

HRT 3M - World Religions and Belief Traditions: Perspectives, Issues, and Challenges

*Recommended: HRE 13

Ministry Course Description: 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 this 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.

HDCH Perspective: Mosques, temples and shrines. Tao, Buddha and Mohammed. The diverse, multi-cultural Canadian landscape is in many ways also becoming more multi-religious. How should Christians in Canada respond? With dismay and disappointment or with the recognition that we have something to learn from encounters with people of different faith, or perhaps even with excitement that this challenge will give us an opportunity to learn more about the meaning of the Christian message? Answering these kinds of questions must begin with a better understanding of the basic beliefs and commitment of the major world religious traditions. With this course, students will be better equipped to discern the significance of world religions in the contemporary world, and better able to appreciate the uniqueness of Jesus Christ in a world of other gods.

PHILOSOPHY

HZT4U - Philosophy: Questions & Theories

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

Ministry Course Description: This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

HDCH Perspective: This course addresses a range of the “big questions” asked by philosophers from ancient times to the present, as they considered such issues as the nature of truth, a just social order, and the certainty of knowledge. Students will learn how to think critically about key issues in three or more major areas such as metaphysics, epistemology, aesthetics, political philosophy, logic and ethics. They will encounter the ideas of the major thinkers from influential philosophical traditions, learn to shape their own ideas and responses, and apply insights to contemporary issues and problems. The course will also encourage students to develop discernment in evaluating various philosophical positions and proposals from a Biblical perspective.

TECHNOLOGICAL EDUCATION

TIJ10 – Exploring Technologies (MegaBloc)

Ministry Course Description: 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.

HDCH Perspective: This introductory course is intended to help students develop an understanding of the creative process from concept to finished product. By exploring computer aided design, principles of manufacturing technology, and computer software applications, students, as God’s image-bearers, will be challenged to imagine, plan and create, to craft products that are beautiful and excellent. They will consider not only how things are made, but how they can be good stewards of time, talent and materials. Students will develop a broad skill set that would be applicable to other courses, to project development, and to future studies in trades and technology.

TTJ20 - Transportation Technology

Ministry Course Description: This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and post-secondary pathways leading to careers in the transportation industry.

HDCH Perspective: As God calls us to be stewards of creation, we must understand how transportation systems function and how their use affects the world we live in. We can also look at how properly maintained equipment limits the negative consequences and maximizes output from the resources consumed. Throughout the course, we will explore the creation God has given us, and how He has blessed us with opportunities and abilities to manipulate and convert some of creation's many components.

TMJ20 - Manufacturing Technology

Ministry Course Description: This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and post-secondary pathways leading to careers in the industry.

HDCH Perspective: This introductory course is intended to be personally challenging, and to provide students with the invaluable "hands-on" experience of creating a quality product from simple raw materials using an open-ended Design/Build process. This experience will enable each student to see and explore the God-given skills and abilities they may never have previously known they had.

TDJ20 - Technological Design

Ministry Course Description: This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and post-secondary education and training leading to careers in the field.

HDCH Perspective: This course introduces students to the fundamental elements of technological design. Students are challenged to view their world and the things around them in a new way, from a new perspective, as through the eyes of a designer. Students will learn to recognize the refinement and complexity of even the simplest of products. And they will explore and develop their God-given skills, not only to describe what they find in their world, but as visionaries they will learn to find new ways of making good products and services even better.

TGJ20 - Communications Technology

Ministry Course Description: This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

HDCH Perspective: The goal of Communications Technology is to enable students to develop and utilize their gifts and talents while creating products that benefit our community. The focus of the curriculum is to enable students to become critical and innovative problem solvers within the field of communication technology. An emphasis on process as well as results ensures that students create products and provide services that recognize our God-given responsibility to respect the dignity and value of the individual and the community.

CONSTRUCTION TECHNOLOGY

TWJ3E - Custom Woodworking

*Recommended: TMJ20

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

HDCH Perspective: This advanced woodworking course is intended to further challenge students to explore and develop the skills and abilities God has given them, skills that are so much in need in today's construction and manufacturing industries. Senior students will learn the importance of being able to work independently and efficiently, and to develop leadership and instructional skills as they assist junior woodworkers in the production of student projects. The knowledge and variety of technical and communication skills gained from this design/build process can be applied to any number of career opportunities within the woodworking/manufacturing industry.

TCJ3E - Construction Technology

Ministry Course Description: This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore post-secondary and career opportunities in the field.

HDCH Perspective: This course is designed to be of benefit, not only to those pursuing a career in the skilled trades, but also for those who simply wish to become home owners themselves one day, and to successfully face the challenges that homeownership often brings. Students will be given a variety of mock and actual building and/or repair situations both within and outside of the shop environment. By working closely with one another through these challenges, students will learn to develop their God-given skills and talents so they can tackle just about any basic construction, renovation or repair project.



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OUR MISSION

to cultivate character through
learning for lives of service to God.

OUR VISION

to see all HDCH graduates become
a faithful presence in the
community that they serve.