



MARANATHA
CHRISTIAN ACADEMY

Course Calendar

Secondary Division Grades 9 – 12

“For the Lord gives wisdom and from His mouth come
knowledge and understanding.”

Proverbs 2:6

939 Northwood Street, Windsor, Ontario, Canada. N9E 1A2

Telephone: 519-966-7424 **Fax:** 519-966-9519

E-mail: office@maranathachristian.ca **Web:** <http://www.maranathachristian.ca>

(Revised August 30, 2022)

MCA Course Calendar

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INTRODUCTION

The Board, Principal, and High School Staff of Maranatha Christian Academy (MCA) are happy to present this COURSE CALENDAR to you, our prospective students, and to your parents. It tells you about our goals, our programs of study, the credit system, curriculum streaming, our mode of operation, and the credit requirements which you must meet to earn the Maranatha Christian Secondary School Diploma (MCSSD) and the Ontario Secondary School Diploma (OSSD). You and your parents should read the Course Calendar thoroughly to enable you to make informed choices about the program of studies that will be best for you. If you have any questions about matters not covered in this calendar, please feel free to contact the Guidance Counsellor at guidance@maranathachristian.ca

RATIONALE FOR EDUCATION AT MCA SECONDARY SCHOOL

Maranatha Christian Academy, offering education through grade eight, was founded in 1985 by members of the Christian community who believe that the education of children is a parental responsibility and that such education must be Christ centred. The Secondary Division is a natural extension of that philosophy through grade twelve and began with grade nine in 1999. The first graduating class graduated from high school in 2003. Thus the school society seeks to provide facilities where the teachers and students can dedicate themselves to the communal task of teaching and learning the curriculum in the light of God's three fold revelation of Himself through the Scriptures, through Jesus Christ, and through His creation.

PLANNING YOUR PROGRAM OF STUDIES

Your secondary education is very valuable as it prepares you not only for college or university and the work world, it also prepares you to live as a follower of Jesus who makes disciples and brings hope to this world. We are committed to helping each one of you achieve success, recognizing that you are not alone.

Please read this section very carefully. When you are selecting your courses of study [see Appendix A], you should keep in mind the following important information:

- (1) Seek help. The guidance teacher, your family, other teachers, and school community are committed to helping you make positive, informed choices. Seek the Lord's will in your educational and career directions.
- (2) Consider carefully your vocational goals and the educational requirements necessary to achieve them. Then select the courses that will enable you to reach these objectives.
- (3) Most university programs require six U/M courses as a minimum admission standard. Some programs have additional specific requirements. Research what is required and then choose your courses wisely. Your guidance counsellor can help you.
- (4) Many college and apprenticeship programs also have specific admissions expectations. These requirements can all be found by visiting the college website or by asking your guidance counsellor.
- (5) Many courses are built upon skills learned the previous year, and these courses should be selected in the proper sequence. In other words, prerequisites constitute a background which is vital if success is to be achieved in a particular subject [see Appendix A].
- (6) Certain courses may not be offered if there is insufficient demand. Therefore, it is essential that course selections be as accurate and firm as possible. Consult the principal, teachers or guidance counsellor if there are questions regarding prerequisites, curriculum stream, course requirements, etc.
- (7) Knowing who you are, your unique characteristics, and the abilities with which you have been entrusted, plan a program that will help develop your talents. Prepare and equip yourself for the life objective of effectively serving the Lord.
- (8) Remember that the ultimate approval of the optional subjects you select lies with your parents, provided the necessary prerequisites are met.

Refer to the diploma requirements on page eight. Remember that you need a total of thirty credits to receive the OSSD and thirty-one to receive the MCSSD. Make sure that your diploma requirements are met. You are legally required to remain in school until you have reached the age of eighteen or obtained an OSSD.

GENERAL INFORMATION ON CREDITS & COURSES

Credit System

Maranatha Christian Academy is registered as a private school with the Ontario Ministry of Education and is authorized to issue the Ontario Secondary School Diploma (OSSD). The school curriculum is organized along the lines of the credit system as are all the public and Roman Catholic separate high schools in Ontario. A credit is earned for successful completion of a course for which a minimum of 110 hours of study are scheduled. A course is successfully completed if the student obtains a final mark of 50% or better in that course. Similarly a ½ credit may be earned for a course of at least 55 instructional hours.

Course Outlines

Parents and students have access, upon request, to our abbreviated course outline for each course. These are in the office and can be accessed by requesting the office administration or principal to show the pertinent ones to you. This manual also has the course descriptions for every course offered at MCA. Parents can also access Ontario curriculum policy documents by visiting the ministry website at <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

Curriculum Streaming

The four-year program begins with a standard grade nine year in which all students complete six core courses, an arts elective, and a locally developed Bible course. The courses in grades nine and ten recognize that students enter high school with different gifts, abilities and goals. They can take courses that are suited to their needs which gradually help them work towards their goals through an increasingly specialized four-year program.

Destreamed Courses, offered in grade nine, are not streamed and are therefore offered at one level (**W**). In grade ten courses are **Streamed** and can be taken at the Applied (**P**), Academic (**D**), or Open (**O**) levels. In some disciplines such as the arts, health and physical education, and technological education, all students will take the same type of course. In the core subjects however, students in grade ten will be able to choose between two different types of courses: Applied and Academic.

Applied Courses in grade ten focus on practical applications and concrete examples. They cover the essential concepts 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 they study.

Academic Courses in grade ten draw more heavily on theory and abstract examples and problems. In an academic course, students will learn the essential concepts of a subject and explore related material as well. Although their knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and critical thinking as a basis for future learning and problem solving.

Grade 10 Academic and Applied courses will prepare students for Grade 11 University and College courses, respectively. Courses in Grades 11 and 12 may have specific prerequisites. These prerequisites are noted in the course descriptions in this manual, and should be considered as the student selects the best courses for their individual high school program. It is wise to keep a student's options open.

Open Courses are offered for subjects other than those offered as academic and applied in grade 10 or Destination Streamed in Grades 11 and 12. An open course in a subject has one set of expectations for that subject for all students. These courses are designed to prepare students for further study in certain subjects and to enrich their education.

Destination Streaming begins in Grades 11 and 12. The final two years employ a graduated streaming of courses that coordinate with Grade ten courses to keep options open for students and prepare students in senior grades for their future destinations: university, college, or the work force. Courses in these grades will be streamed according to the student's chosen destination, whether university (**U**), college (**C**), university/college (**M**), or workplace (**E**). Some courses will still be designated open (**O**).

Revision of a Student's Program

Students may need to take a transfer course in going from some courses in Grade 10 to some courses in Grade 11. By Grade 11 and 12 a student wishing to attempt courses in a university stream may have an accumulated deficiency of prerequisite learning, especially in subjects that are sequential. In such a case, the student could undertake remedial work through independent study, a summer transfer course, or repeat the previous course in the university curriculum stream.

Course Codes

All names of courses conform to the common course codes which are used by all schools in Ontario. Each subject is designated by a five-character code. Each character has its own significance. The first three characters of the course code are assigned by the Ministry of Education and represent the discipline, the subject and the course, e.g. Geography of Canada - CGC1D. The fourth character refers to the grade: 1 = grade 9, 2 = grade 10, 3 = grade 11, 4 = grade 12. The fifth character refers to course types: For grade 9: W = Destreamed. For grade 10: D = Academic, P = Applied, O = Open. For grades 11 and 12 the fifth character refers to: U = University preparation, M = University/College preparation, C = College preparation, E = Workplace preparation, O = Open.

Ontario Student Records and Transcripts

Ontario Student Records

An Ontario Student Record (O.S.R.) is established for each student that enters school in Ontario. The record is maintained until the student retires from school. This record is privileged information for the use of the principal and teachers and is not available to any other persons except with the written permission of the parent or guardian or the student where the student is an adult. Students, and the parent or guardian where the student is a minor, are entitled to examine their O.S.R., upon request to the principal.

MCA Policy on OSR's

Maranatha Christian Academy complies with the current OSR Documentation from the Ministry of Education regarding the secure maintenance, storage and safe disposal of all documentation in the OSR files. All information in the OSR will be kept for one year after graduation. During five years after graduation, the OSR will keep the report cards, the documentation file, where applicable, and any additional information the school deems appropriate for retention. During fifty-five years after graduation, the OSR will retain the folder information, the OST and the office index card.

Student Transcript

A transcript listing courses taken, the course type, the marks, and the credits will be supplied at the request of the student or guardian. The official Ontario Student Transcript (O.S.T.) will record only those courses completed successfully in Grade 9 and 10. However, when a student enters Grade 11 and 12 there will be full disclosure of all courses taken, whether or not successfully completed. A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed and courses from which the student has withdrawn. Both attempts will be recorded with their marks if a course is taken a second time to improve the mark, but only one credit will be given. When a student withdraws from a course later than five instructional days after the first report card in a semester course, and later than five instructional days after the second report card in a term (non-semester) course, a “W” is entered in the credit column and the student’s percentage grade is recorded.

Alternative Ways of Earning Credits

1. **Correspondence/Online Courses:** In most cases, study under the instruction and supervision of a qualified teacher provides the best learning environment for students. Students enrolled at Maranatha may apply to enroll in courses through the Independent Learning Centre or through another accredited agency. Contact the guidance counsellor for information on the courses available. At MCA, due to maturity issues, this option is limited to students in grades 11 & 12. In order to earn the Maranatha Secondary School Diploma, the twenty-one compulsory courses (see diploma requirements) must be taken at Maranatha and not online or in summer school (rare exceptions are made for scheduling issues).

An online or correspondence course can be taken if:

- a. It is an optional credit that is not offered by MCA but is of interest to the student. *(The family will bear the full cost of this additional course.)*
- b. It is an optional credit that is not offered by MCA and is necessary or helpful for the student’s post-secondary program. *(The school and family will share the cost of this additional course on a case by case basis at the discretion of administration.)*
- c. It is a required credit that cannot be taken at MCA as a result of a schedule conflict. *(The school will bear the full cost of this additional course.)*

Application for an online or correspondence course, such as OVS, Nimbus, ILC, or VLC, must be approved by parents, Guidance and H.S. Administration. Once it is approved for a student, the school will order, facilitate or administer the course.

2. **Music Programs taken outside the School:** A maximum of two credits may be awarded to students taking music programs outside the school through the following processes combined:
 - For music programs completed by students outside the school, the principal of a secondary school may award a maximum of two university/college preparation credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in school may be counted towards the secondary school graduation diploma. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university preparation credit. See the principal for details. Policy Program Memorandum #133.
 - Students may be awarded a maximum of two grade 10 to 12 music credits through the Prior Learning Assessment and Recognition (PLAR) challenge process.

3. **Other Programs taken outside the School:** In special situations, a student may be permitted to earn credits through night school programs, summer school programs or other correspondence courses. Please see the high school guidance counsellor or principal for details.
4. **Prior Learning Assessment and Recognition (PLAR):** In a few cases, students may be eligible to earn credits for knowledge and skills they already have through formal or informal learning. Students who have never left school may earn up to four credits in grade 10, 11 and 12 courses by demonstrating through formal tests and other assessments that they have already achieved the expectations of the course. No more than two courses in one subject area may be challenged. See the high school guidance counsellor or principal for details. Reference (Ontario Schools, 2016, 7.2.5)
 - 4.1. **Prior Learning Challenge:** School administration will assess a student's prior learning in order to grant credit for a course developed from the provincial curriculum policy document.
 - 4.2. **Prior Learning Equivalency (PLE):** Students who come from other jurisdictions may be granted equivalency after having their credentials and previous learning assessed by school administration. In this case, parents will need to supply the school with report cards, student transcripts and other documentation to support each equivalency request.
5. **Substitution of Compulsory Credits:** In exceptional circumstances the parents of a student may request that a substitution be made of one compulsory credit course for another. The principal in conjunction with the parents will decide if such a substitution should be made. To meet individual students' needs, the principal may replace up to three compulsory credit courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.
6. **Prerequisite Course Waiving:** Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.
7. **Cooperative Education:** The Cooperative education program (Co-op) allows the senior student an opportunity to earn credits through an "on the job" work experience. The cooperative education course is connected to a related course (O, M, C, or U type) in which the student is enrolled, or which has been successfully completed, and consists of a classroom component and a community component. 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.

The Cooperative Education program is designed to help students discover and develop the talents they have been given by God. Students will be encouraged to understand the life-long nature of vocation through workplace experience. Students will also consider ethical business practices, effective stewardship, and workplace professionalism. Finally, students will be encouraged to recognize the relationship between work and worship, regardless of calling.

Further assistance regarding possibilities or options and procedures can be obtained from the Guidance Department or the Cooperative Education Teacher.

DIPLOMA REQUIREMENTS

Maranatha Christian Academy is registered as a private school with the Ontario Ministry of Education. Maranatha uses the credit system as outlined in the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS)*. A credit is earned for the successful completion of a course involving 110 hours of instruction with a final mark of 50% or greater. A half credit may be granted for each 55-hour portion of a ministry-developed course. (OS 2016, 7.1)

Ontario Secondary School Diploma (OSSD)

Students who successfully complete the diploma requirements listed in the chart [pg 11] will earn an Ontario Secondary School Diploma.

Maranatha Christian Secondary School Diploma (MCSSD)

In addition to the OSSD, students who meet the diploma requirements listed in the chart below will also earn the MCSSD. The MCSSD is designed to reflect the mission of our school. Consistent with this mission, the MCSSD requires extra compulsory courses that will give students knowledge of the Bible, and a core perspective on Christian living in society. It is expected that students will work towards earning the MCSSD.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma. They must earn a minimum of fourteen credits of which seven are Compulsory Credits (English = 2, Canadian Geography or Canadian History = 1, Mathematics = 1, Science = 1, Health & Physical Education = 1, The Arts or Technological Education = 1) and 7 are Optional Credits selected by the student from the available courses. **The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.**

Certificate of Accomplishment

Students who elect to leave secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. The certificate should be accompanied by the student's Ontario Student Transcript and any applicable Individual Education Plan (IEP) documents. If the student returns for additional credit or non-credit courses, their OST will be updated. They may be granted an OSSC or OSSD when the requirements have been fulfilled.

See the following page for a chart of Diploma Requirements for the OSSD and the MCSSD.

Ontario Secondary School Diploma (OSSD) Requirements

18 COMPULSORY

Students must earn the following compulsory credits to obtain the OSSD

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (1 in Gr. 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics & Citizenship

Plus one credit from each of the following:

Group 1: additional credit in

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

Group 2: additional credit in

1. Health and Physical Education, or
2. the Arts, or
3. Business Studies, or
4. French as a Second Language, or
5. Cooperative Education

Group 3: additional credit in

- Science (Gr. 11 or Gr. 12), or
- Technological Education, or
- French as a Second Language, or
- Computer Studies, or
- Cooperative Education

In addition students must complete:

12 OPTIONAL CREDITS

40 hours of Community involvement activities
Successful completion of the Ontario Secondary School Literacy Test (OSSLT)

Maranatha Christian Secondary School Diploma (MCSSD) Requirements

21 COMPULSORY

Students must earn the following compulsory credits to obtain the OSSD

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (1 in Gr. 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics & Citizenship
- 2 credits in Religious Studies (*HRE13 and HRF30*)
- 2 credits in **Group 1:** (*CHW3M and HSE4M*)

Plus one credit from each of the following:

Group 2: additional credit in

1. Health and Physical Education, or
2. the Arts, or
3. Business Studies, or
4. French as a Second Language, or
5. Cooperative Education

Group 3: additional credit in

- Science (Gr. 11 or Gr. 12), or
- Technological Education, or
- French as a Second Language, or
- Computer Studies, or
- Cooperative Education

In addition students must complete:

10 OPTIONAL CREDITS

40 hours of Community involvement activities
Successful completion of the Ontario Secondary School Literacy Test (OSSLT)

Group 1: additional options include:

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

ADDITIONAL DIPLOMA REQUIREMENTS

In addition to the course credit requirements, students must complete the following additional diploma requirements in order to obtain the OSSD and MCSSD:

Community Involvement Requirements

As stated in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS)*, every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Eligible community involvement activities include the following: helping our community through placement in structured community based volunteer organizations such as the local church, hospital, or service clubs; helping our neighbours by providing assistance to an individual, family, or a group; or helping our school by participating in school based community involvement activities which are not tied to a credit and are open to anyone as a volunteer. The guidance counsellor will provide students with *The Community Involvement Information Manual* which includes further details about eligible and ineligible activities, policies and procedures, and the “Notification of Planned Community Involvement Activities” and the “Completion of Community Involvement Activities” forms. Completion of the community involvement requirement is noted in the Ontario Student Records (OSR).

The Provincial Literacy Test

In order to earn the OSSD, each student will successfully pass the EQAO provincial test of reading and writing, the Ontario Secondary School Literacy Test (OSSLT). It will be written in the spring of the year by each student in grade 10 and will be based on the language expectations of the curriculum to the end of grade 9. If a student should fail this test, they may repeat it in grade 11. If a student has attempted the test twice and failed it at least once, they are eligible to take the summer course Ontario Secondary School Literacy Course (OSSLC). If this option is selected, the parents will assume the responsibility of enrolment and the cost of this course. Remedial assistance will be given to students who do not complete the test successfully.

Accommodations for the OSSLT

Students who are receiving special education programs and services and who have an Individual Education Plan (IEP) will receive the same accommodations that are set out in the students IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation.

Deferrals and Exemptions for the OSSLT

Students who might benefit from a deferral of the test include students who have been identified as exceptional and students registered in English as a second language/English literacy development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. In addition, students may be deferred because of illness, injury or other extenuating circumstances. A student whose IEP indicates that they are not working towards the completion of the OSSD may be exempted from the OSSLT and OSSLC with parental consent and the approval of the Principal. The principal will determine if a deferral or exemption should be granted. (OS 2016, 6.1.3)

Job Shadowing

Students will accompany a person on the job in order to gain a deeper understanding of the work this individual does. Parents can invite students to spend a day at work with them or the choice can be in an area the student would consider as a future vocation. This is open to all Grade 10 students broadening student horizons in terms of informed vocational choices. Students will also acquire an appreciation for the personal benefits accrued and the opportunities afforded for service in the world of work. Talk to the Guidance Department for a detailed explanation of job placement policies and procedures.

Online Learning Graduation Requirement Exemption at Maranatha Christian Academy

Students are typically required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The online learning requirement “is intended to provide every student with access to high-quality online learning opportunities within a modernized education system.” The Ministry has also provided exemption structures for individual students and for private schools. Maranatha believes in the use of technology in learning, especially in our increasingly digital world, and integrates digital content and literacy into numerous courses. However, *Stepping Stones*, published by the Ministry of Children, Community and Social Services in 2012, highlights that support for youth needs to take into account the whole child—their cognitive, social, emotional, and physical development. Maranatha’s educational mission believes this whole child development is best supported through in-person learning. Maranatha does not offer online courses internally. Occasionally students may choose to enrol in an external online course for their program and Maranatha can facilitate those opportunities.

The Ministry of Education memorandum from February 1, 2022, indicates that “inspected private schools . . . may exempt all students of the school from the graduation requirement if, in the principal’s opinion, the online learning graduation requirement strongly conflicts with the religious or educational mission of the school and the school holds the Ontario Student Record for each student.” Maranatha’s educational mission is to support the whole student within a Christ-centred learning community; therefore, all students at Maranatha are exempted from the mandatory two credit online learning requirement to graduate. This exemption is approved by the Ministry of Education and is indicated in each student’s OSR.

ORGANIZATION OF SCHOOL YEAR

Maranatha Christian Academy operates on a semester scheduling system. Students take first semester courses from September to January and second semester courses from February to June. A few courses are offered as half credits, which are taken during half of the academic year or during the equivalent of fifty-five hours of instruction.

The daily schedule begins at 8:50 a.m. with a twenty minute homeroom and group devotional time, followed by four study periods that are eighty minutes each. Classes start at 9:15 a.m. There are two periods, followed by the lunch break (12:00 p.m. – 12:45 p.m.), and two more periods in the afternoon. The school day ends at 3:30 p.m.

REPORTING ACADEMIC INFORMATION

Report cards are issued two times for semester courses. In January students will write their final exams for the first semester courses. In June final exams are written for second semester courses. The final report is mailed home in July and grades are expressed in percentage form. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher. We use the reporting form provided by the Ministry of Education and the grades also follow the Ministry guidelines as outlined in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016* (OS) and in *Growing Success: Assessment, Evaluation, and*

Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010) since we offer the OSSD.

The reporting events are:

Semester 1

- Mid-Semester Report (early to mid-November)
- Final Report (late January, early February)

Semester 2

- Mid-Semester Report (mid to late April)
- Final Report (late June)

Examination schedules are indicated on the school year calendar; examinations must be written on those days. If an exam is not written, a zero will be assigned for the exam portion of the reported mark unless a medical certificate is submitted or other circumstances as deemed acceptable by the Principal. Should it be deemed acceptable to allow a student to re-schedule an exam, every effort should be made to have the student write the exam as close as possible to the originally scheduled time. If this is not possible the teacher will create a new exam for that student. No extra time is allowed to a student who is late for an examination unless, at the discretion of the Principal, circumstances warrant it.

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

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectation. A credit will not be granted.

The reported grades provided in each report card are cumulative in nature for that course. Therefore, each reported grade represents the **total** achievement level for the student at that point in the academic year. The final grade for each course in Grades 9 - 12 will be determined as follows:

- Seventy percent of the grade will be based on evaluations conducted throughout the course. From day to day throughout the term, each student’s progress is monitored by staff. Assessment tools used by teachers include conversations, observations, quizzes, tests, essays, projects, notebooks, daily assignments, etc. This portion of the grade reflects the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. There are no exemptions from these final assessments.

STUDENTS' RESPONSIBILITIES – EVIDENCE FOR EVALUATION

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

PLAGIARISM POLICY

Definition of plagiarism: “The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work” (p.151, *Growing Success*).

Every teacher will check students’ work for plagiarism, and when it is detected, proof will be provided, and consequences and corrective strategies will be implemented. It is part of Maranatha school policy that all students should identify all quotes, references and sources of information. Plagiarism is not allowed at Maranatha. The following list includes examples of plagiarism:

- Copying material without quotes and references.
- Paraphrasing without providing citations.
- Cutting and pasting information from an electronic source without citing it.
- Changing a few words in an original text and passing it off as one’s own.
- Submitting work done by another student as one’s own.

In preparing students for further academic success, resubmitting one’s own work without permission is also considered a form of plagiarism.

Consequences:

Every occasion of plagiarism will be reported to the Principal and will be recorded on the school files for future reference by staff members. The following penalties are incurred by students who plagiarise:

- All plagiarism occurrences will result in a zero for the assignment and an Incident Report for the student(s) in question.

Corrective Strategies:

Every teacher will inform students, within the first week of school, of the definition of plagiarism and show examples of it as it applies to their course.

Clear teaching of the definition of plagiarism, how to cite sources, and how to avoid plagiarism will be done in every English course (Gr. 9 – 12).

As well as the listed consequences above, and using the teacher’s professional judgement, the following strategies could be used to correct this behaviour (p. 43 *Growing Success*):

- helping students develop better research skills;
- ongoing communication with parents;
- reviewing the need for extra support for ESL learners;
- reviewing whether the student needs special education services;
- requiring the student to work at school to complete their assignments.

Using the teacher’s professional judgement, the following prevention strategies can be used:

- require students to hand in the progress of their work and research (research notes and outline);
- require students to work at school to complete their assignments.

Communication with Parents: A copy of the plagiarism policy will be available in the Parent’s Handbook.

References: Ontario Ministry of Education. (2010); *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016* (OS); *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* (2010).

LATE AND INCOMPLETE ASSIGNMENTS POLICY

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (p. 43, *Growing Success*)

Strategies: (taken from p. 43, *Growing Success*)

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to remain at school (detentions) to complete the assignment.
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment. Assignments, without a legitimate excuse (verbal or written note from parent) and according to the professional judgment of the teacher, will receive a deduction of 10% for each day that they are late up to a maximum of 50% deduction. No assignments due during a term can be handed in after that term's report cards are written. All assignments not handed in will receive a zero.

Communication with Students and Parents:

All teachers will explain the Late and Missed Assignment Policy to the students in the first week of classes. Also, parents will be able to find this policy in the Parent Handbook.

Reference: Ontario Ministry of Education. (2010); *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS): Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* (2010).

GUIDANCE AND CAREER EDUCATION COUNSELLING

The guidance counsellor endeavours to assist students with academic, career and vocational planning. Individual and group counselling activities are designed to provide students with opportunities to maximize their potential and strive for excellence. The school uses the myBlueprint online program to assist students in tracking their education, career options and many other interests.

Academic and career counselling is conducted at MCA to help students establish the possibilities that are available throughout high school and upon graduation. Students and parents are encouraged to become familiar with high school diploma requirements and course selections to plan for academic and career goals. Students are encouraged to meet with the guidance counsellor or the principal if an academic or personal concern arises.

The guidance counsellor offers assistance to students to help them find answers to questions about:

- (a) Course selection and education goals, study methods and optimum achievement;
- (b) Vocational choices including both information about careers and an understanding of oneself in relation to career possibilities;
- (c) Educational opportunities and requirements for post-secondary education (university, community college, apprenticeship);
- (d) Inter-personal relationships;
- (e) Personal concerns;
- (f) Any other educational, vocational and/or personal problems presented by a student or a parent.

Individual Pathways Plan

Each student in Grades 7 to 12 will prepare an Individual Pathways Plan (IPP) using myBlueprint. Developing an Individual Pathways Plan will help students take responsibility for their education, make informed decisions, and plan for the future with the help of the guidance counselor. Students will use the plan to set long and short-term goals and to review and revise them each year. This plan will be maintained in myBlueprint. If parents wish to see their child's plan, they can go through it in myBlueprint with them.

Each student will be seen at least twice each year, but student-initiated requests will enable them to receive assistance when most needed. For students in grades 10 to 12, one of the two IPP reviews will coincide with the annual course selection process. Students may request an appointment with the guidance counselor or any teacher of their choice to discuss their IPP.

Orientation Programs for Grade 9 Students

The school assists grade 8 students as they transition into high school. A special Grade 8 Day is organized in February of every year explaining to the grade 8 students such things as course types, course selections, and the pathway to success in high school. Students who have been identified as at risk in elementary school will receive assistance from the Student Support Services Director (SSSD). The SSSD will meet with this student and his/her parents to create an initial plan, determine course selections, and subsequently share with the secondary teachers the supports and strategies needed for this student. This support may continue up to Grade 12.

SWITCHING, CHANGING & WITHDRAWING FROM COURSES

Choosing Courses

Students will normally choose their course options and course types [see Appendix A] in the winter of the previous school year with the advice of their parent(s) and guidance counsellor.

Appendix A of this document contains a brief description of the courses that may be offered during a given school year at Maranatha Christian Academy. A more detailed description of each course is available in the school's office.

Switching Courses

Students may switch courses, if class size allows, only up to the end of the second week of classes. A student may switch a course only after consultation with teachers, parent(s), and the guidance counsellor. If a student wishes to do this, they must obtain the **Course Change/Withdrawal Form** from the guidance counsellor. If the switch is approved, they will be expected to catch up on all assignments and work missed for the new courses.

Course Type Change

During the school semester: A student may change course types in any course, with the approval of the Principal, up to the time of the first Progress Report. Any change will be done in consultation with parent(s), teacher, and guidance counsellor. If a student desires to do this, they should obtain the **Course Change/Withdrawal Form** from the guidance counsellor. If a teacher believes it is in the student's best interest to change course type, this will be communicated to the parent(s) well before the deadline above. Documentation is important to ensure all parties are well informed of the process and the ultimate decision.

After the school semester: In some cases, a student may require a transfer course to ensure there is clear understanding of the course expectations and all pre-requisites have been met. This course would need to be completed in a subsequent semester or a summer course prior to changing the course type. This is especially important when moving between course types in mathematics.

Withdrawing from a Course

At times, it becomes necessary and, in the student's, best interests to consider withdrawing from a course. However, this step should only be considered after regular communication between the student, teacher and parents. (Note: Students may not withdraw from any mandatory courses, which all students are required to take.)

Initial steps:

- 1) If a student desires to drop a course [OST 2013, 13], they should follow these guidelines:
 - a) regular contact with the subject teacher for extra help for at least one month
 - b) teacher will have had contact with parent(s) to discuss possibility of dropping the course
 - c) discussion with guidance counsellor to determine the consequences of dropping the course as to how it affects graduation requirements and entrance into post-secondary programs
- 2) If the student has complied with the preceding three steps and both teacher and parent(s) agree that to continue in the course is not advisable then the student should obtain the **Course Change/Withdrawal Form** from the guidance counsellor. Only after all parties concerned have signed this form may the student drop out of the course and be assigned to a spare study period.

Recording a Withdrawal:

- 3) Students from grades 9 & 10 who withdraw from a course will not have this recorded on their OST. Only successfully completed courses are recorded on the OST.
- 4) If a student from grade 11 or 12 withdraws from a course later than five instructional days after the first report card in a semester course, and later than five instructional days after the second report card in a term (non-semester) course, a “W” is entered in the credit column on the students OST and the student’s percentage grade is recorded as required by the Full Disclosure Policy. If the withdrawal occurs before this time, then it is not recorded on the OST.

Special Circumstances causing Failure in a Course

Where there are extraordinary circumstances relating to a student’s withdrawal from a Grade 11 or 12 course, a student’s poor performance on a successfully completed course, or failure to complete a course successfully, the special indicator “S” may be entered into the “Note” column of the OST.

Repetition of a Course

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

CODE OF BEHAVIOUR AT MCA HIGH SCHOOL

Student Behaviour

It is expected that students at Maranatha will allow and encourage every other student to learn effectively. Students should respect each other’s property, and are obliged to demonstrate the fruit of the spirit: “love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self- control” (Galatians 5:22&23). Please refer to the Parent-Student Handbook for the specific code of conduct for students.

Attendance

Students who are absent without excuse for long periods of time will be in jeopardy of losing their credits if they are unable to show that they have mastered the objectives of the course. Students are expected to plan their personal lives and participation in school activities so that absences are at a minimum. Note that extenuating circumstances such as prolonged illness will not necessarily result in a loss of credit. Further details about attendance can be found in the Parent Handbook.

Achievement

Students are expected to complete their tasks as requested for each course. All Maranatha students are required to complete all final evaluation tasks. The quality of the products should be consistent with the student’s abilities.

SCHOOL SUPPORT SERVICES AND RESOURCES AVAILABLE

Students with Special Needs

Students requiring accommodations as outlined in their respective Individual Education Plan will receive such assistance. Any details of accommodations are handled on an individual basis by the Student Support Services Director and in meetings with parents/students. The Student Support Services Director communicates the accommodations to the appropriate teachers. The variety of needs of students with special needs is taken into account when developing instruction and assessment.

English Language Learners

English language learners at different stages of learning English and/or developing literacy in English will need program adaptations in order to be successful. A variety of learning resources and accommodations are available.

School Library

The library is somewhat limited for secondary school purposes and reference materials; so these, for the most part, must be taken from the public library. There are a number of literary works which students are welcome to withdraw using the provided binder and materials. Teachers keep subject specific reference materials in their classrooms where students may access them upon request.

The library is intended as a place where students can study, complete assignments, and read for pleasure. Groups of students working together on projects are expected to do so without disturbing others in the library. The provided computers are to be used for school related work.

Physical Education Equipment Room

MCA has a full size gym available for the physical education courses. These facilities are available for students to use under supervision during lunch. Extracurricular sports are encouraged at MCA. Please see the Athletic Director for details on the sports available and the seasons for each sport activity. In order for the gym and its equipment to be used in an efficient manner and to ensure losses and damages are minimised, the following guidelines will be implemented:

1. Only those who teach physical education will be given a key to the equipment room.
2. Those who use the room take responsibility for it.
3. Storage areas are labelled and items will be returned to their assigned places.
4. Those using the gym outside of physical education class should use their own equipment. This includes rentals and parents who want to use the gym as entertainment for their children.

MAKE THE MOST OF MCA HIGH SCHOOL!

We trust this course calendar will help you to make wise decisions regarding the courses you should select for your high school education. These decisions should be taken in a thoughtful and prayerful attitude, as they will affect the rest of your academic career and by extension the rest of your life.

We wish you the very best in your educational career as you experience the finest that Maranatha Christian Academy has to offer you!

Appendix A

Course Descriptions



**MARANATHA CHRISTIAN ACADEMY – SECONDARY DIVISION
COURSE LEGEND**

COMPULSORY COURSES

COURSE	PAGE
Grade 9	
Geography of Canada	28
English	32
Core French.....	36
Healthy Active Living Education	38
Mathematics	39
Science	42
Bible Old & New Testament Studies.....	47
Grade 10	
Canadian History since World War I, Academic or Applied	28
Civics and Citizenship, Open (0.5 credit).....	29
English, Academic or Applied.....	32
Career Studies, Open (0.5 credit).....	37
Mathematics, Academic or Applied	40
Science, Academic or Applied.....	43
Grade 11	
World History to the End of the Fifteenth Century, University/College.....	30
English, University or College.....	33
Foundations for College Math (College) OR	40
Functions (University)	41
World Religions: Beliefs and Daily Life, Open	46
Grade 12	
English, University or College.....	34
Equity and Social Justice: From Theory to Practice, University/College	47
COMPULSORY FOR NON-ENGLISH-SPEAKING INTERNATIONAL STUDENTS (BY ASSESSMENT)	
Grades 9 to 12	
English As a Second Language	35

OPTIONAL COURSES

COURSE	PAGE
Grade 9	
Drama, Open.....	24
Instrumental Music – High School Band, Open.....	25
Grade 10	
Instrumental Music, Open	25
Visual Arts, Open	25
Introduction to Business Studies, Open.....	27
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Healthy Active Living, Open.....	38
Technological Design, Open	48
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Visual Arts, University/College	26
Introduction to Computer Science, University	31
Media Studies, Open	33
Core French, University	37
Healthy Active Living, Open.....	38
Biology, University	44
Chemistry, University.....	44
Physics, University	45
Communication Technology, University/College.....	48
Grade 12	
Visual Art, University/College.....	26
Business Leadership: Management Fundamentals, University/College	27
Cooperative Education, Open.....	31
Core French, University	37
Healthy Active Living, Open.....	39
Foundations for College Mathematics, College	41
Mathematics of Data Management.....	41
Advanced Functions, University	42
Calculus, University	42
Biology, University	44
Chemistry, University.....	45
Physics, University	46
Human Development Throughout the Lifespan, University/College.....	46

COURSE DESCRIPTIONS

The following course descriptions summarize the program at Maranatha Christian Academy. These courses have been developed according to the requirements of the Ontario Ministry of Education. Each course is worth one credit towards both the MCSSD and the OSSD diplomas, unless stated otherwise. A more detailed description of each course is available in the school's office.

Please note that not every course will be taught every year due to staffing availability and student interest and student program needs for post-secondary education. Students and parents should check with the guidance office to express both interest and need. Every possible effort will be made to assist students with course selections where program needs are concerned.

THE ARTS

DRAMA, GRADE 9 (OPEN) ADA10

Ministry Course Description:

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

MCA Christian Perspective:

“Art is the signature of man. Art declares the unique identity of people as creatures made in the image of God.” G. K. Chesterton. Drama is an essential part of the way in which we mirror our Creator. Innate in all people is the tendency to relate what happens in our lives in a dramatic way: through facial expression, gesture, tone of voice, movement. Drama is not just something we do once in a while; it is something we live. God did not express his promises only in words. He could have merely told Abraham about the covenant. Instead the Lord dramatized his covenant by passing between the two halves of the sacrificial animals (Genesis 15). Jesus could have merely defined in words the new Kingdom which he came to usher in. Instead, he also dramatized this Kingdom by telling parable upon parable. He could have only healed the sick by speaking a word, but often chose to touch the leper and to put mud on the eyes of the blind. The Holy Spirit could have remained an invisible reality but instead chose to be represented dramatically as a dove and as tongues of flame. Drama builds communication and community. In the midst of an increasingly impersonal world drama encourages personal interaction. God's gift of drama needs to be nurtured because it enriches the way we communicate.

INSTRUMENTAL MUSIC - BAND, GRADE 9 (OPEN)..... AMI10

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 performance, composition, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practises related to music and will develop a variety of skills transferable to other areas of their life. This is accomplished through three strands: Creating and Performing, Reflecting, Responding, and Analysing, Foundations

Prerequisite: None

MCA Christian 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.

INSTRUMENTAL MUSIC -BAND, GRADE 10 (OPEN)..... AMI20

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 performance, composition, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practises related to music and will develop a variety of skills transferable to other areas of their life. This is accomplished through three strands: Creating and Performing, Reflecting, Responding, and Analysing, Foundations

Prerequisite: None

MCA Christian 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.

VISUAL ARTS, GRADE 10 (OPEN) AVI20

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.

Prerequisite: None

MCA Christian Perspective:

As God’s image bearers, we have an innate desire to communicate. The gift of creativity allows us to pursue many avenues of fellowship with our Creator. As we develop artistic skills, we must use our creativity in a visual way to celebrate and enjoy God and to reveal the message of redemption to a fallen world. This course will encourage students to use the art process, skills and techniques to find new and unique ways to praise the Lord.

VISUAL ARTS, GRADE 11 (UNIVERSITY/COLLEGE) AVI3M

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 emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

MCA Christian Perspective:

This course will build on the basic belief that art is a form of worship that allows us to praise God and proclaim the promise of scripture, which is the message of redemption, to a fallen world. Students will also be given the opportunity to understand the importance of art – producing as well as understanding various forms of art. Students will also be challenged to work with various medium and deliver visual messages with intention and purpose.

VISUAL ARTS, GRADE 12 (UNIVERSITY/COLLEGE) AVI4M

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 art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

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

MCA Christian Perspective:

It is important to use all of our gifts to praise God and the Visual Arts is no exception. Art, in every sense, is a form of worship and it is our way of communicating with God. Students will build on previous skills and knowledge to continue to explore means to express their faith in a visual manner. They will also develop analytical skills when interpreting art around them as well as their own art.

BUSINESS STUDIES

INTRODUCTION TO BUSINESS, GRADE 10, OPENBBI2O

Ministry Course Description:

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

MCA Christian Perspective:

This course looks briefly at many areas of business with an emphasis on personal finance. There are many various outlets of business in which one can become involved (marketing, accounting, small business owner, etc.), but the same underlying principle exists: that of maintaining healthy spending, saving, and investments while giving back to God all that is His. Students will learn what it takes to be both successful and ethical in the business world as well as the importance of being responsible with money in order to be successful at life in general. By studying the religious roots of personal finance and creating individual financial plans, students will be equipped to enter the world of business and responsibly maintain their personal income while living a life of stewardship.

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS,BOH4M GRADE 12, UNIVERSITY/COLLEGE

Ministry Course Description:

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

Prerequisite: None

MCA Christian Perspective:

This course supports the student who wishes to be self-employed and run their own small or medium sized business, and those students who want to learn effective leadership styles and abilities. These are critical tools for all of our students to learn as they become leaders in their communities and churches and bring the light of Jesus into these areas.

CANADIAN AND WORLD STUDIES

ISSUES IN CANADIAN GEOGRAPHY, GRADE 9 CGC1D

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.

Prerequisite: None

MCA Christian 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 geography 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 skills and abilities. Geographical investigations will promote a respect for God's creation and an understanding of the need to use resources wisely. Christian education seeks to equip students to lead a life of service to God. An integral part of the education involves the preparation of students for life as it relates to the creation. The study of geography reminds students that all of a person's life is associated directly or indirectly with the natural environment. It also seeks to enable them to bring healing to areas in the world that reflect people's broken relationship to God and His creation. Furthermore, it attempts to give students some idea of doing their studies in the light of God's Word.

CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10 (ACADEMIC).....CHC2D

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.

Prerequisite: None

MCA Christian Perspective:

Providing a Christian perspective on this Canadian history course is an important objective. This can be accomplished in various ways. Students can examine various history-makers who were Christians such as Henri Bourassa, Nellie McClung, and William Aberhart. Students can also investigate the course of Canadian history and will develop an understanding of some of the political developments and government policies that have had a lasting impact on individuals, groups and communities, including First Nations, Métis, and Inuit individuals and communities to see God's hand of providence leading our country. But at the heart of every historical event is an idea which drives the event forward. Ideas including the just-war theory, socialism, and prohibition will be critically examined by the student in light of biblical values.

CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10 (APPLIED)..... CHC2P

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.

Prerequisite: None

MCA Christian Perspective:

Providing a Christian perspective on this Canadian history course is an important objective. This can be accomplished in various ways. Students can examine various history-makers who were Christians such as Henri Bourassa, Nellie McClung, and William Aberhart. Students can also investigate the course of Canadian history and will develop an understanding of some of the political developments and government policies that have had a lasting impact on individuals, groups and communities, including First Nations, Métis, and Inuit individuals and communities. They will see God’s hand of providence leading our country. But at the heart of every historical event is an idea which drives the event forward. Ideas including the just-war theory, socialism, and prohibition will be critically examined by the student in light of biblical values.

CIVICS AND CITIZENSHIP GRADE 10 (OPEN) CHV2O

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 and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals’ lives and the economy, and ways for students to serve their communities. *[1/2 credit course, diploma requirement]*

Prerequisite: None

MCA Christian Perspective:

This course explores what it means to live in community. Students will discuss the duties and responsibilities they have as Christians toward others, personally and within the institutions of Canadian society such as home, church, school and government. The students will learn the elements of democracy and compare it with other systems of government; the nature of informed, participatory citizenship; and the process of decision-making in the context of an ever-changing Canadian culture.

**WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY CHW3M
GRADE 11 (UNIVERSITY/COLLEGE)**

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.

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

MCA Christian 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.

COMPUTER STUDIES

INTRODUCTION TO COMPUTER STUDIES, GRADE 11 (UNIVERSITY).....ICS3U

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.

Prerequisite: None

MCA Christian Perspective:

The Computer and Information Science program in the Christian community enables young adults to develop and utilize their gifts and resources in finding solutions that benefit others in ways that model Christian values. The curriculum focus enables students to be critical thinkers and innovative problem solvers and analyse the use of resources while understanding the implications of technological innovations. Emphasis on process and results ensures students apply skills and knowledge when providing services and recognize our God-given responsibility to respect the dignity and value of the individual and the need to work co-operatively for the good of all. Computer technology has an ever-increasing effect upon society (e.g., the importance of the ethical use of computers in areas such as piracy, privacy, and security; and the importance of a professional code of computing ethics). It is important for young Christians to reflect upon and examine the potential of technology to positively and negatively affect lives and careers.

COOPERATIVE EDUCATION

COOPERATIVE EDUCATION, GRADE 12 (OPEN).....(COOP)

Ministry Course 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. *Prerequisite: None*

MCA Christian Perspective:

The Cooperative Education program is designed to help students discover and develop the talents they have been given by God. Students will be encouraged to understand the life-long nature of vocation through workplace experience. Students will also consider ethical business practices, effective stewardship, and workplace professionalism. Finally, students will be encouraged to recognize the relationship between work and worship, regardless of calling.

ENGLISH

ENGLISH, GRADE 9.....ENG1D

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.

Prerequisite: None

MCA Christian Perspective:

Students in grade 9 English examine and analyse various types of literature in terms of the overarching theme of the greatest commandment found in Matthew 22: 37 - 39 “Love the Lord your God with all your heart and with all your soul and with all your mind...Love your neighbour as yourself” with a focus on how we can better love our neighbour. This Grade 9 course will challenge the students to become discriminating readers and discerning media participants as to the author’s themes, ideas, values and truth, in the light of Biblical norms.

ENGLISH, GRADE 10 (ACADEMIC).....ENG2D

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

Prerequisite: Grade 9 English, Academic or Applied

MCA Christian Perspective:

Students in grade 10 English examine and analyze various types of literature in terms of the overarching theme of developing a Christian worldview, especially in relation to social justice. By mainly addressing the problem of the single story and the consequences of believing the single story, students will recognize some of the root causes of social injustice. They will be encouraged to seek justice, defend the oppressed, and take care of the poor (Isaiah 1:17).

ENGLISH, GRADE 10 (APPLIED).....ENG2P

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 secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: Grade 9 English, Academic or Applied

MCA Christian Perspective:

Students in grade 10 English examine and analyze various types of literature in terms of the overarching theme of developing a Christian worldview, especially in relation to social justice. By mainly addressing the problem of the single story and the consequences of believing the single story, students will recognize some of the root causes of social injustice. They will be encouraged to seek justice, defend the oppressed, and take care of the poor (Isaiah 1:17).

MEDIA STUDIES, GRADE 11 (OPEN) ... EMS30

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 analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: Grade 10 English, Academic or Applied

MCA Christian Perspective:

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 judgement, and skills in viewing, representing, listening, speaking, reading, and writing. This course also recognizes that education with respect to any topic is incomplete apart from a context which recognizes that the world in its entirety – including human culture and institutions – belongs to God (Psalm 24) and that humans are (therefore) fundamentally religious creatures. Therefore, this course emphasizes the necessity of critical thinking, encouraging students to practice adopting “the mind of Christ” (1 Corinthians 2:16) with respect to media and culture. This course will challenge students to take personal ownership not only of the content of their personal worldviews, but the various processes by which these worldviews are formed — to “take captive every thought to make it obedient to Christ” (2 Corinthians 10:5). In this way, the course seeks to train students to be servants of both God and their fellow humans.

ENGLISH, GRADE 11 (COLLEGE)..... ENG3C

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.

Prerequisite: Grade 10 English, Applied

MCA Christian Perspective:

The overarching theme of the grade 11 College English course encourages the students to gain a heart of wisdom. From the aphorisms found in *Tuesdays with Morrie*, the warnings found in *Night*, the critical analysis of fake news, and the true stories of the civil rights movement, students understand the ultimate purpose of life, learn to discern media, and build compassion for others. “Wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere” (James 3:17).

ENGLISH, GRADE 11 (UNIVERSITY)..... ENG3U

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.

Prerequisite: Grade 10 English, Academic

MCA Christian Perspective:

The units in this course introduce students to significant literary works that reflect some major themes in literature addressing the big questions of life. In order to become mature healthy adults, psychologists (both Christian and non) agree that people must wrestle and come to terms with some fundamental questions of life. Many people begin this process as teenagers because this is the time in their development when they discover who they are, begin to nurture their own relationship with God apart from what has been taught to them by parents, find independence, develop confidence in making wise choices, and begin to live a life of faith that will shape the journey their life takes. This course will focus on TWO of life’s fundamental questions: Who am I? and What can I do about the world? Through the study of literary texts we will discover how others have answered these questions and how their answers can inform our own journeys of discovery.

ENGLISH, GRADE 12 (COLLEGE)ENG4C

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.

Prerequisite: English, Grade 11, College Preparation

MCA Christian Perspective:

The overarching theme of the grade 12 College English course encourages the students to gain a heart of wisdom. From the aphorisms found in *Tuesdays with Morrie*, the warnings found in *Night*, the critical analysis of fake news, and the true stories of the civil rights movement, students understand the ultimate purpose of life, learn to discern media, and build compassion for others. “Wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere” (James 3:17).

ENGLISH, GRADE 12 (UNIVERSITY)ENG4U

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

Prerequisite – Grade 11 English, University

MCA Christian Perspective:

This course is designed to further develop the skills of literary analysis, appreciation and language facility that are learned in the younger grades. Because it is the last English course of secondary education its emphasis is both as a culmination of knowledge and skills as well as a foundation for post- secondary education. Through the analysis of a range of challenging texts from various time periods, countries and cultures students will be provided with opportunities to write analytical and argumentative essays and improve skills such as critical thinking, problem solving and effective communication for a wide range of audiences and situations. Through an integration of literature, language and the media, students will be encouraged to think deeply about the material studied while they identify and respond not only to its relationships within a literary framework but also its relevance to and perceptions of the world around them. Students will be challenged to examine their own worldviews, values and beliefs as well as those presented in the texts in light of a Biblical standard. It is the intention of this course at Maranatha Christian Academy to help equip students with the

intellectual, technical and spiritual foundation needed to succeed as followers of Christ in their lives beyond the secondary level.

ENGLISH AS A SECOND LANGUAGE

ESL, LEVEL 2, OPEN ESLBO

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.

Prerequisite: ESL Level 1 or equivalent

MCA Christian Perspective:

Throughout this course, students have many opportunities to integrate a Christian worldview while meeting the prescribed curriculum expectations in their study of English as a Second Language. A supportive ESL 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 language skills. The aim of this Christian environment is to foster English communication while equipping students to lead a life of service to God. English language learners will be able to further explore and articulately express their Christian faith through faith based short stories, poems, essays, oral presentations and various forms of writing.

ESL, LEVEL 3, OPEN.....ESLCO

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.

Prerequisite: ESL Level 2 or equivalent

MCA Christian Perspective:

Throughout this course, students have many opportunities to integrate a Christian worldview while meeting the prescribed curriculum expectations in their study of English as a Second Language. A supportive ESL 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 language skills. The aim of this Christian environment is to foster English communication while equipping students to lead a life of service to God. English language learners will be able to further explore and articulately express their Christian faith through faith based short stories, poems, essays, oral presentations and various forms of writing.

ESL, LEVEL 4, OPENESLDO

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.

Prerequisite: ESL Level 3 or equivalent

MCA Christian Perspective:

Throughout this course, students have many opportunities to integrate a Christian worldview while meeting the prescribed curriculum expectations in their study of English as a Second Language. A supportive ESL 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 language skills. The aim of this Christian environment is to foster English communication while equipping students to lead a life of service to God. English language learners will be able to further explore and articulately express their Christian faith through faith based short stories, poems, essays, oral presentations and various forms of writing.

FRENCH AS A SECOND LANGUAGE

CORE FRENCH, GRADE 9FSF1D

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.

Prerequisite: Minimum 600 hours of French instruction, or equivalent

MCA Christian Perspective:

Foreign language study is an integral part of Christian education. A Christian education attempts to broaden and deepen students’ perceptions of God, of the world, and of their place in this world. As well, it aims to provide students with insight and skills necessary for meaningful participation in contemporary society. By studying a second language (French in particular), students are provided with opportunities to develop their perceptions of the world through increased awareness of the structure and function of another language, and through the diversity of expression among cultures. Language is the heart expression of a people, a symbol of a people’s identity. In that light, language study is a means of fostering respect and building community among different cultures around the world, and it enables students to better serve and love others. On a thematic level, the grade 9 students discuss from a Christian perspective what it means to have healthy friendships and relationships with others, while examining their own qualities as a friend to others.

CORE FRENCH, GRADE 10 (ACADEMIC).....FSF2D

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.

Prerequisite: Grade 9 Core French, Academic or Applied

MCA Christian Perspective:

Learning a second language is an important part of fulfilling our Christian calling to love and serve our neighbour beyond our own small community. On a thematic level, the grade 10 students examine various issues from a Christian perspective through debates, discussion and writing assignment. Topics vary from “Should a Christian date a non-Christian?” to “What role should alcohol and drugs play in the life of an adolescent?”

CORE FRENCH, GRADE 11 (UNIVERSITY)FSF3U

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.

Prerequisite: Grade 10 Core French, Academic

MCA Christian Perspective:

Language is the heart expression of a people, a symbol of a people’s identity. In that light, language study is a means of fostering respect and building community among different cultures around the world, and it enables students to better serve and love others. On a thematic level, the grade 11 students have several opportunities to discuss topics from a Christian point of view. Students will use their analytical skills and “go beyond the surface” on many topics.

CORE FRENCH, GRADE 12 (UNIVERSITY) FSF4U

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.

Prerequisite: Grade 11 Core French, University

MCA Christian Perspective:

The grade 12 French course has many opportunities to study the human condition through the themes of prejudice, racism, war and death. Through the novels and short stories the students tackle “what is my response to the injustice and inequality in the world around me?”

GUIDANCE AND CAREER EDUCATION

CAREER STUDIES, GRADE 10 (OPEN)GLC20

Ministry Course Description:

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. *[1/2 credit course, diploma requirement], Prerequisite: None*

MCA Christian Perspective:

This open level, compulsory, grade ten course is focused on student self-discovery and personal development. In this course, students will explore what it means to be made in the image of God, and what that means in the context of being a student and employee. They will also learn how to work in community by developing teamwork and conflict resolution skills. Throughout the course, students will reflect on their personal relationship with God and His kingdom and the role this plays in setting goals and planning for their future education and career.

HEALTH AND PHYSICAL EDUCATION

HEALTHY ACTIVE LIVING EDUCATION, GRADE 9 (OPEN) PPL10

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.

Prerequisite: None

MCA Christian Perspective:

This course teaches the skills and strategies involved in various individual and team sports such as soccer, volleyball, basketball, floor hockey and fitness. The emphasis will be on learning and developing skills but also to have fun and enjoy being active. God has made each student unique and as teachers, we want to help them to develop and improve the talents they have. In the various health components, we want to look at the importance of taking care of our bodies as temples of the Holy Spirit in order to give glory to God and set an example for others to follow.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 10 (OPEN) PPL20

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.

Prerequisite: None

MCA Christian Perspective:

This course is a continuation of the grade 9 course in many ways. We will continue to learn the skills and strategies involved in various individual and team sports. The emphasis will be on discovering and developing the talents God has given you in the areas of fitness and sports. The idea is to do your best in everything you do in order to give glory to God. In the various health components, we want to look at the importance of taking care of our bodies and our relationships the best we can in order to give glory to God and set an example for others to follow. We all make choices everyday which have an effect on us and others. In this class we will be discussing human sexuality, lifestyle, influences, friendships, personal earthquakes, conflict resolution and decision making. By examining these topics, we hope to strive for shalom or personal wholeness in order to gain a better understanding of ourselves and others.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 11 (OPEN)... PPL30

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.

Prerequisite: None

MCA Christian Perspective:

This course provides an opportunity for students to integrate the body, mind, and spirit in light of their Christian faith. It provides an opportunity where students can develop their Christian values, moral decision-making skills and improve their athletic skills and quality of life within the context of physical activity and the health curriculum. This will ensure growth in body, mind, and spirit. This course will help students to commit to a lifelong physical, mental and spiritual wellness program from a Biblical perspective.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 12 (OPEN).....PPL40

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.

Prerequisite: None

MCA Christian Perspective:

This course helps to develop the whole student: soul, mind, and body. It provides students with an opportunity to develop as persons who seek to mature in their service to God. It encourages them to know, understand, and appreciate their bodies as gifts from God, to be cared for and used in his service. The course encourages both individual and communal responsibility for health and fitness development by engaging in many team and individual activities that enhance relationships with their peers as well as with God.

MATHEMATICS

MATHEMATICS (2021), GRADE 9.....MTH1W

Ministry Course Description:

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

Prerequisite: None

MCA Christian Perspective:

The study of mathematics prepares students to become informed citizens in our society. In some form, mathematics is used by everyone, either at work, at home, or in the marketplace. Mathematics provides a way of thinking that involves the study of patterns, the creation of abstract systems, and the use of logical arguments. The study of mathematics allows Christians to discover the beauty and complexity of the creation. This encourages the Christian to confess that the universe was created by God and that it reflects God’s majesty. Students see that this world belongs to God.

FOUNDATIONS OF MATHEMATICS, GRADE 10 (APPLIED).....MFM2P

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.

Prerequisite: Grade 9 Mathematics, De-streamed (2021), or Grade 9 Foundations of Mathematics, Applied (2005)

MCA Christian Perspective:

Throughout this course, students have many opportunities to integrate a Christian worldview in their study of mathematics. 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 and discover the beauty and complexity of creation. This encourages Christians to confess that the universe was created by God, and that its order and beauty reflects God’s majesty.

PRINCIPLES OF MATHEMATICS, GRADE 10 (ACADEMIC)..... MPM2D

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.

Prerequisite: Grade 9 Mathematics, De-streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)

MCA Christian Perspective:

Throughout this course, students have many opportunities to integrate a Christian worldview in their study of mathematics. 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 and discover the beauty and complexity of creation. This encourages Christians to confess that the universe was created by God, and that its order and beauty reflects God’s majesty.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 11 (COLLEGE) MBF3C

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.

Prerequisite: Grade 10 Foundations of Mathematics, Applied

MCA Christian 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. Mathematical investigations will promote a respect for God’s creation and an understanding of the need to know how to use mathematical knowledge to support and solve living situations. It also seeks to enable them to integrate their mathematical knowledge into their expression

of Christian faith application to a needy world. Furthermore, it attempts to give students some idea of doing their studies in the light of God’s Word.

FUNCTIONS, GRADE 11 (UNIVERSITY).....MCR3U

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.

Prerequisite: Grade 10 Principles of Mathematics, Academic

MCA Christian Perspective:

Throughout this course students will see how God reveals himself in patterns and relationships. As students explore the complexity and vastness found in these relationships they see how they are intertwined in the world they live in, from trigonometric relationships up to and including financial applications. Students will also be encouraged to develop his/her God-given gifts and abilities to promote growth toward personal responsibility in preparation for a chosen career.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 12 (COLLEGE) MAP4C

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.

Prerequisite: Grade 11 Foundations for College Mathematics, College

MCA Christian Perspective:

The study of mathematics prepares students to become informed citizens in our society. In some form, mathematics is used by everyone, either at work, at home, or in the marketplace. Mathematics provides a way of thinking that involves the study of patterns, the creation of abstract systems, and the use of logical arguments. The study of mathematics allows Christians to discover the beauty and complexity of the creation. This encourages the Christian to confess that the universe was created by God and that it reflects God’s majesty. Students see that this world belongs to God.

MATHEMATICS OF DATA MANAGEMENT, GRADE 12 (UNIVERSITY).....MDM4U

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.

Prerequisite: Grade 11 Functions, University

MCA Christian Perspective:

The study of mathematics prepares students to become informed citizens in our society. In some form, mathematics is used by everyone, either at work, at home, or in the marketplace. Mathematics provides a way of thinking that involves the study of patterns, the creation of abstract systems, and the use of logical arguments. The study of mathematics allows Christians to discover the beauty and

complexity of the creation. This encourages the Christian to confess that the universe was created by God and that it reflects God’s majesty. Students see that this world belongs to God.

ADVANCED FUNCTIONS, GRADE 12 (UNIVERSITY)MHF4U

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.

Prerequisite: Grade 11 Functions, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MCA Christian Perspective:

Throughout this course students will see how the patterns and relationships are intricately linked and related. Students will understand that their ability to rationalize and logically explore relationships, and apply them to everyday applications, is a gift from God. This gift allows the human intellect to grow and mature responsibly, furthering us as greater stewards for God’s kingdom.

CALCULUS AND VECTORS, GRADE 12 (UNIVERSITY)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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: In order to take this course, student must also take concurrently or beforehand Grade 12 Advanced Functions, University.

MCA Christian Perspective:

Throughout 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.

SCIENCE

SCIENCE, GRADE 9SNC1W

Ministry Course Description

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

Maranatha Course Perspective

Through the study of science, and knowing the universe to be created by God, who delights in beauty and order, students have the opportunity to discover the laws which govern the universe, as

well as their interrelationship. They are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of any science helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God’s creation.

SCIENCE, GRADE 10 (ACADEMIC).....SNC2D
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 further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Grade 9 Science, De-streamed (2022) or, Grade 9 Science, Academic or Applied (2008)

MCA Christian Perspective

Through the study of science, and knowing the universe to be created by God, who delights in beauty and order. The study of science helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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. Students become aware of the spiritual and the physical dimensions of the world and the need to respect the environment and use resources wisely as stewards of God’s creation.

SCIENCE, GRADE 10 (APPLIED).....SNC2P
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.

Prerequisite: Grade 9 Science, De-streamed (2022) or, Grade 9 Science, Academic or Applied (2008)

MCA Christian Perspective

Through the study of science, and knowing the universe to be created by God, who delights in beauty and order, students are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of science helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God’s creation.

BIOLOGY, GRADE 11 (UNIVERSITY)..... SBI3U

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.

Prerequisite: Grade 10 Science, Academic

MCA Christian Perspective

Through the study of biology, and knowing the universe to be created by God, who delights in beauty and order, students have the opportunity to discover how diverse the creation is as well as their interrelationship. They are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of biology helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God's creation.

BIOLOGY, GRADE 12 (UNIVERSITY).....SBI4U

Ministry Course Description

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

Prerequisite: Grade 11 Biology, University Preparation

MCA Christian Perspective

Through the study of biology, and knowing the universe to be created by God, who delights in beauty and order, students have the opportunity to discover how diverse the creation is as well as their interrelationship. They are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of biology helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God's creation.

CHEMISTRY, GRADE 11 (UNIVERSITY).....SCH3U

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 behaviours of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Grade 10 Science, Academic

MCA Christian Perspective

Through the study of chemistry, and knowing the universe to be created by God, who delights in beauty and order, students are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of chemistry helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God's creation.

CHEMISTRY, GRADE 12 (UNIVERSITY) SCH4U

Ministry Course Description

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

Prerequisite: Grade 11 Chemistry, University Preparation

MCA Christian Perspective

Through the study of chemistry, and knowing the universe to be created by God, who delights in beauty and order, students are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of chemistry helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God's creation.

PHYSICS, GRADE 11 (UNIVERSITY).....SPH3U

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.

Prerequisite: Grade 10 Science, Academic

MCA Christian Perspective

Through the study of physics, and knowing the universe to be created by God, who delights in beauty and order, students have the opportunity to discover the laws which govern the universe, as well as their interrelationship. They are encouraged to stand in wonderment and humility before the created world and to respond in worship and love towards the Author of all things. The study of any science helps students to learn to be reflective, critical, and creative thinkers, as well as discerning believers, who can apply their knowledge to the world around them. They can then make appropriate decisions in light of biblical values and Christian ethical teachings. 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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God’s creation.

PHYSICS, GRADE 12 (UNIVERSITY)..... SPH4U

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.

Prerequisite: Grade 11 Physics, University Preparation

MCA Christian Perspective

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, students become aware of the spiritual, as well as the physical dimension of the world and of the need to respect the environment and to use resources wisely in order to fulfill their roles as stewards of God’s creation. They can then make appropriate decisions in light of biblical values and Christian ethical teachings.

SOCIAL SCIENCES AND HUMANITIES

WORLD RELIGIONS: BELIEFS AND DAILY LIFE, GRADE 11 (OPEN)HRF30

Ministry Course Description

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

Prerequisite: None

MCA Christian Perspective

This course encourages students to develop their awareness of other religions while fostering a more authentic understanding and a deeper commitment to their own Christian faith. Student will learn to better articulate Christian beliefs, and to continue to journey as reflective, creative, and critical thinkers. By raising important questions about their faith, and investigating the religious traditions of others, students are led to a deeper understanding of their relationship with God and neighbour. The students are called to be caring family members and responsible citizens who respect and understand the history, cultural heritage, and pluralism of today’s contemporary society. As a result of this course, students should be able to dialogue in a respectful yet meaningful and informed manner, with those who hold to other religious traditions.

HUMAN DEVELOPMENT THROUGHOUT THE LIFESPAN, GRADE 12 (MIXED) HHG4M

Ministry Course Description

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience.

Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

Maranatha Course Perspective

The Human Growth and Development throughout the Lifespan course is intended to help prepare students for a wide array of jobs in the fields of human services. This course will also help prepare them for their future roles as parents and/or adult children who are caring for their aging parents. We will explore how the nuclear family serves as the primary vehicle for social, emotional, and cognitive development and how keeping the family unit strong promotes resilience throughout the lifespan. We will also examine what the Bible has to say about training children, raising healthy families, caring for the elderly, and developing a strong moral framework.

EQUITY AND SOCIAL JUSTICE: FROM THEORY TO PRACTICE, GRADE 12 (UNIVERSITY/COLLEGE) HSE4M

Ministry Course Description

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to equity and social justice issue.

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

Maranatha Course Perspective

The Equity and Social Justice: From Theory to Practice course is intended to prepare students to engage in their communities and explore opportunities that can effect positive change in their world. This course will use seeking shalom as the framework to guide the teaching and learning activities. Shalom is a Hebrew word that is often used in greetings and essentially it means “peace”. This is an all-encompassing word that doesn’t just mean an absence of conflict or war, but it extends to all areas of life. Shalom means living in right relationships with God, self, others, and creation and having joy in each of these relationships. Seeking shalom then means having a commitment to justice and harmony in all of these areas and working to restore broken relationships so that all can flourish. Students will come not only to understand our world but will seek to explore how we can change it. This course will also bring students face to face with the hurts and suffering in our world, and encourage them to become a healing presence in our society. Isaiah 1:17 calls all of us to “learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow’s cause” (ESV).

RELIGIOUS STUDIES

(Initial approval for the teaching of this locally developed course was obtained from the Ministry of Education and Training through the Ontario Alliance of Christian Schools (OACS).)

The Religious Studies curriculum recognizes that since the Bible is God's revelation, it is wholly authoritative and trustworthy. Through it God communicates His gracious saving activity in the history of redemption and confronts human beings with the call to repent, believe, follow and obey. We consider the Bible to be our primary and thus essential source of information about God's saving activity and, consequently, our basic rule for faith and life. The goals of Biblical study have several dimensions: To explore and explain God's revelation of Himself to men and women throughout biblical history; to evaluate the obedient and disobedient response of faith to God's revelation in Scripture; and to equip the student to render informed, obedient, creative service to God and other persons in school and contemporary society.

GRADE 9, OLD & NEW TESTAMENT BIBLE (OPEN – LOCALLY DEVELOPED).....HRE13

This course is largely a survey of the Old and New Testament. It begins with an introduction to the Bible itself and then moves on to examine the larger themes that unite the whole Bible into one unified book. God’s plan of salvation and His desire to have a relationship with mankind is the big picture presented as the students study creation, God’s covenant with Abraham, the establishment of the nation of Israel, and the deliverance under Moses. A survey of some of the prophets and the wisdom books help point the way to Jesus. In the New Testament this big picture continues as the students study the Gospels to see Jesus as the fulfillment of the Old Testament, examine the letters of Paul to learn about the application of Christian principles to daily life, and Revelation to appreciate this grand finale of the Bible. Students will examine how to read, interpret, and study the Bible, will gain a deeper understanding of who God is and will understand how to make an informed commitment to Christ as Saviour and Lord of their life. *Prerequisite: None*

TECHNOLOGICAL EDUCATION

TECHNOLOGICAL DESIGN, GRADE 10 (OPEN) TDJ20

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 postsecondary education and training leading to careers in the field.

Prerequisite: None

MCA Christian Perspective

The role of Technological Education in the Christian faith community is to enable students to develop and utilize their gifts and talents while creating products that benefit others in a way that models Gospel values. The focus of the curriculum is to enable students to become critical and innovative problem-solvers who question the use of resources and understand the implications of technological innovations. 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 global community. Collaboration and leadership are emphasized as students work as a team to create a work/learning environment that is safe, welcoming and respectful of individual differences.

COMMUNICATIONS TECHNOLOGY, GRADE 11 (UNIVERSITY/COLLEGE)..... TGJ3M

Ministry Course Description

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

Prerequisite: None

MCA Christian Perspective

Students will learn to use the communication technology skills to bring light to a dark world, and bring renewal to the society around them. Students will be encouraged to use their gifts and talents while creating products that benefit society. Since the course is based on completing hands-on projects, students will learn how to work as a team in both the planning and the execution of the project. Learning to work together as part of the body of Christ is a very valuable skill.