



UNITY CHRISTIAN HIGH SCHOOL

Course Calendar 2025-2026

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COURSE CALENDAR

WELCOME TO UNITY CHRISTIAN HIGH SCHOOL

2025-2026

VISION:

Graduates of Unity Christian High School will be equipped to boldly seek and proclaim God's truth, and to respond to their calling to participate in Christ's kingdom.

MISSION:

Gifted teachers will engage the students of Unity Christian High School in biblically based education, in an environment where all students belong and are encouraged and supported to thrive.

Believe, Belong and Thrive!

Dear Students,

Welcome to Unity—we're so excited you're here! This is a place where we believe you can grow deeply in faith, expand your wisdom, and discover a passion for living out God's calling in your life.

Inside these pages, you'll find the essentials of our high school journey together: diploma requirements, courses and credits, and the many ways we teach, learn, and celebrate growth. Think of it as a roadmap for the years ahead.

As you plan your courses, we encourage you to seek God's wisdom, lean on the guidance of others, and dream about how God can use your gifts to make an impact in His kingdom.

Since your high school years are a significant part of your life, we are committed—through the leading of the Holy Spirit—to giving you an excellent education and a safe, welcoming community. At Unity, our mission is clear: to educate and involve the whole student for the glory of God.

We're here for you. We'll walk alongside you, pray for you, and support you as you explore your passions, make decisions, and grow into the person God is shaping you to be. Your high school experience at Unity is more than just preparation for the future—it's the foundation of the amazing story God is writing in your life right now.

May God bless you richly as you discover His will and develop the incredible gifts He has placed within you.

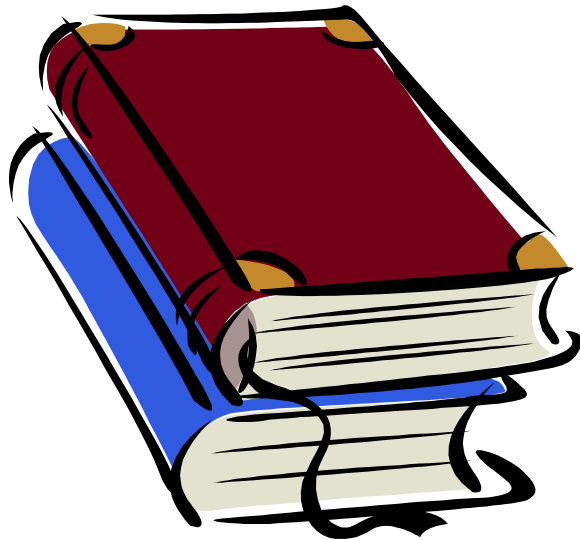
COURSE CALENDAR: UNITY CHRISTIAN HIGH SCHOOL

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I. The Academic Program



A. DIPLOMAS AND CERTIFICATES

Diplomas are an indication of work accomplished. Earning these diplomas, shows that you have worked hard! Enrolment at Unity requires you to be working to achieve all the requirements of two diplomas:

- 1) the **Unity Christian High School Diploma**
- 2) and the **Ontario Secondary School Diploma**

Unity Christian High School Diploma

In order for you to obtain the Unity Christian High School diploma, you will have obtained the OSSD and fulfilled a set of additional requirements. Graduates will have:

1. Successfully completed a “Senior Project” and presented it to the community (of peers, staff, and/or community members).
2. Contributed to a Graduate Portfolio (binder), which should include (annually updated):
 - Christian Academic Portfolio:
 - articulated demonstration of serving God,
 - media awareness project,
 - Senior Project,
 - position paper on chosen issue/topic,
 - personal world-and-life view paper.
 - Christian Life Portfolio:
 - resume,
 - transcripts,
 - career plans,
 - letters of recommendation and reference,
 - involvement in school activities,
 - out of school experience,
 - certificates, awards and scholarships.
3. Been involved in at least two (2) co-curricular activities.
4. Completed three (3) credits of faith and learning courses: Bible (Grade 9), Worldview (Grade 10) and Challenge and Change in Society (Grade 11).
5. Completed at least forty (40) hours of UNITY FOR CHRIST Service Learning, as per OSSD requirements.
6. Participated in all Unity Retreat and Service Days unless excused by Administration.



Ontario Secondary School Diploma (OSSD) -for students who started Grade 9 in or before Fall 2023

When you have met the requirements for the OSSD (see below), the principal of this approved high school may grant the diploma. In our case, the Ontario Ministry of Education must regularly inspect and approve the education taking place in our school before diplomas may be issued. The course requirements for the earning of a diploma in Ontario have been spelled out in various Ministry of Education documents which are available at the school. Unity Christian High School has the expressed desire to offer the Ontario Secondary School Diploma (OSSD), and will thus abide by the stipulations in these documents. Besides meeting the needs of our Christian community, the courses offered by this school have been developed according to, and have exceeded the requirements of the Ministry. All courses of study ("course outlines") are on file in the school office.

Under the regulations of the Ministry, in order to achieve an OSSD, any student entering grade 9 must earn a minimum of 30 credits, including:

18 Compulsory credits

12 Optional credits.

-40 hours of community service activities.

-Successful completion of the secondary school literacy test (OSSLT) administered in the grade 10 year, or successful completion of the Grade 12 Literacy course.

-Completion of 2 online courses (Unity student's exemption noted on page 9)

The compulsory credits are:

4 English (1 credit per grade)

1 French as a second language

3 mathematics (at least 1 credit in Grade 11 or 12)

2 science

1 Canadian geography (Grade 9)

1 Canadian history (Grade 10)

1 arts

1 physical and health education

0.5 civics and citizenship

0.5 career studies

Three additional credits consisting of one credit from each of the following groups:

1 (Group 1) additional credit in English (including the OSSLC), or French as a second language**, or a Native language, or a classical or international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***

1 (Group 2) additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education***

1 (Group 3) additional credit in Grade 11 or 12 science, or technological education, or French as a second language** or computer studies or cooperative education***

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

*** A maximum of 2 credits in cooperative education can count as additional compulsory credits, selected from any of Groups 1, 2 or 3.

In addition, 12 elective credits must be selected from available courses.

Ontario Secondary School Diploma (OSSD) -for students entering Grade 9 in Fall 2024 or later

When you have met the requirements for the OSSD (see below), the principal of this approved high school may grant the diploma. In our case, the Ontario Ministry of Education must regularly inspect and approve the education taking place in our school before diplomas may be issued. The course requirements for the earning of a diploma in Ontario have been spelled out in various Ministry of Education documents which are available at the school. Unity Christian High School has the expressed desire to offer the Ontario Secondary School Diploma (OSSD), and will thus abide by the stipulations in these documents. Besides meeting the needs of our Christian community, the courses offered by this school have been developed according to, and have exceeded the requirements of the Ministry. All courses of study ("course outlines") are on file in the school office.

Under the regulations of the Ministry, in order to achieve an OSSD, any student entering grade 9 must earn a minimum of 30 credits, including:

- 17 Compulsory credits
- 13 Optional credits.
- 40 hours of community service activities.
- Successful completion of the secondary school literacy test (OSSLT) administered in the grade 10 year, or successful completion of the Grade 12 Literacy course.
- Completion of 2 online courses (Unity student's exemption noted on page 9)
- Starting in September 2025 students must earn a new financial literacy graduation requirement as part of the Grade 10 Mathematics course.

The compulsory credits are:

- 4 English (1 credit per grade)
- 3 mathematics (at least 1 credit in Grade 11 or 12)
- 2 science
- 1 Technological Education (Grade 9 or 10)
- 1 French as a second language
- 1 Canadian geography (Grade 9)
- 1 Canadian history (Grade 10)
- 1 arts
- 1 physical and health education
- 0.5 civics and citizenship
- 0.5 career studies

The following apply to compulsory credit selections.

- you can use the Grade 11 English: Understanding Contemporary First Nations, Metis and Inuit Voices course to meet the grade 11 English Compulsory credit requirement.
- you can use the Grade 9 Expressions of First Nations, Metis and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group:

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

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credit currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional Credits

You must earn 13 optional credits by successfully completing courses from our school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Unity Christian High School Certificate: Grade 10

Students transferring to Unity Christian High School in Grade 10 may obtain the Unity Christian High School Certificate.

In order for you to obtain the Unity Christian High School Certificate, you will have obtained the OSSD and fulfilled a set of additional requirements. Graduates will have:

1. Successfully completed a "Senior Project" and presented it to the community (of peers, staff, and/or community members).
2. Contributed to a Graduate Portfolio (binder), which should include (annually updated):
 - Christian Academic Portfolio:
 - articulated demonstration of serving God,
 - media awareness project,
 - Senior Project,
 - position paper on chosen issue/topic,
 - personal world-and-life view paper.
 - Christian Life Portfolio:
 - resume,
 - transcripts,
 - career plans,
 - letters of recommendation and reference,
 - involvement in school activities,
 - out of school experience,
 - certificates, awards and scholarships.
3. Been involved in at least two (2) co-curricular activities.
4. Completed two (2) credits of Faith and Learning courses (Worldview grade 10, and Faith and Culture/ Challenge and Change in Society, grade 11).
5. Completed at least forty (40) hours of UNITY FOR CHRIST Service Learning, as per OSSD requirements or 10 hours per year in an Ontario high school.
6. Participated in all Unity Retreat and Service Days unless excused by Administration.

Unity Christian High School Certificate: Grade 11 and 12

Students transferring to Unity Christian High School in Grades 11 or 12 may obtain the Unity Christian High School Certificate.

In order for you to obtain the Unity Christian High School Certificate, you will have obtained the OSSD and fulfilled a set of additional requirements. Graduates will have:

1. Successfully completed a "Senior Project" and presented it to the community (of peers, staff, and/or community members).
2. Contributed to a Graduate Portfolio (binder), which should include (annually updated):
 - Christian Academic Portfolio:
 - articulated demonstration of serving God,
 - media awareness project,
 - Senior Project,
 - position paper on chosen issue/topic,
 - personal world-and-life view paper.
 - Christian Life Portfolio:
 - resume,
 - transcripts,
 - career plans,
 - letters of recommendation and reference,
 - involvement in school activities,
 - out of school experience,
 - certificates, awards and scholarships.
3. Been involved in at least one (1) co-curricular activity.
4. Completed one (1) credit of Faith and Learning courses (Society Challenge and Change grade 11).
5. Completed at least forty (40) hours of UNITY FOR CHRIST Service Learning, as per OSSD requirements or 10 hours per year in an Ontario high school.
6. Participated in all Unity Retreat and Service Days unless excused by Administration.

The Ontario Certificate of Accomplishment

If you wish to leave school before fulfilling the requirements of the OSSD or the Ontario Secondary School Certificate (see below), you may be granted a Certificate of Accomplishment. This certificate will be accompanied by your Ontario Student Transcript (OST). This certificate may be a useful means of recognizing achievement if you plan to take certain vocational programs or other kinds of further training or if you plan to find employment after leaving school.

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) is granted at your request if you leave school before earning enough credits to comply with the Ontario Secondary School Diploma requirements but you have accumulated at least the following credits.

The compulsory credits (total of 7) are:

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

The elective credits (total of 7) are:

- 7 credits selected by the student from available courses.

Online Learning Graduation Requirement Exemption

High school students in Ontario are typically required to earn two online learning credits in order to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-2021 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. Unity Christian High School (UCHS or Unity) 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. Unity’s educational mission believes this whole child development is best supported through in-person learning. Unity does not offer online courses internally. Occasionally students may choose to enrol in an external online course for their program and Unity can facilitate these opportunities through our Guidance Department. 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. Unity’s educational mission is to support the whole student within a Christ-centred learning community; therefore, all students at UCHS 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.

B. PROGRAM AND COURSE SELECTION

General

In choosing your courses and your career, remember to ask for God's wisdom and direction. God uses His people to encourage you and to point you in directions of His bidding. As you work with your parents, seek also the council of teachers, your youth pastor, and/or your guidance counsellor. Remember too, that entrance requirements to apprenticeships, universities and colleges are available from the programs, schools and universities in which you may be interested. Much of this information is also available in the Guidance office.

You and your parents should consider the following when choosing courses:

- as much as possible, choose a balanced, broad-based program in order to be knowledgeable in many areas of God's kingdom, and to enable a change in direction as your future comes into focus and your career goals possibly change.
- consider the diploma requirements according to credit value and area of study. For grades 11 and 12, the type of course is particularly important, especially in conjunction with your career plans.
- plan as far into the future as you can.
- remember that many courses are sequential, or on a continuum based on knowledge and skills learned in previous years (eg.: English, mathematics, French).
- consider the interests, aptitudes and abilities you have displayed in the past in certain subjects.
- consider the admission requirements of further educational institutions, colleges of applied arts and technology, teachers' colleges, agricultural colleges, apprenticeship programs and the like.
- seek advice from your teachers and from the Guidance department to help ensure a successful outcome from your time at Unity.
- *NOTE: You may not always be able to get every course you choose because of space and other limitations.*
- *NOTE: Parents/guardians must approve your selection of courses if you are under the age of 18.*
- *Note: Every student in Ontario must remain in secondary school until the student has reached the age of 18, or has obtained an OSSD.*

Annual Education Plan (AEP)

You should develop an annual education plan. This will be done in conjunction with the Guidance office. The functions of such a plan are as follows:

- it encourages education and career planning.
- it encourages decision making.
- it enables you to take ownership of your education path.

Look at [Appendix 1](#) (page 61) for some background ideas on the AEP.

School Organization

Unity Christian High School offers a 2 semester program. For the 2025-2026 school year:

- Semester 1 -September 2 to January 27
- Semester 2 –January 28 to June 23



Terms: each semester is divided into 2 terms. For 2025-2026 they are:

- Semester 1- Term 1 Report on November 7 and Final report on February 6
- Semester 2 – Term 1 Report on April 10 and Final report on June 26

At Unity our schedule for each day includes 5 periods. Period 1, 3, 4, and 5 are semestered periods and period 2 goes all year. Semestered periods are 70 minutes long and full year periods are 43 minutes long. Full year courses meet on Monday to Thursday. Chapels are held on Friday.

- Period 1 - 9:04 to 10:14
- Period 2 – 10:17 to 11:00 (full year)
- Period 3 – 11:03 to 12:13
- Lunch
- Period 4 – 12:48 to 1:58
- Period 5 – 2:01 to 3:11

C. A Place to Believe, Belong and Thrive!

(an introduction)

The vision of Unity Christian High School is to help ensure that “graduates of Unity Christian High School will be equipped to boldly seek and proclaim God’s truth, and to respond to their calling to participate in Christ’s kingdom”. To realize that vision, we want to build a community that cares for everyone and everything in it. We want to serve each other as brothers and sisters in the faith. We want to ensure that everyone at Unity lives in a safe and secure environment, in a place where all can Believe, Belong and Thrive. Therefore, we have also established an anaphylaxis policy, part of which states that our school is a peanut free building.

Unity will act as one part of the church-home-school foundation of your life, as we prepare you to live now and in the future in the Kingdom of God. We at Unity want to be both nurturing and educational, and you as a learner, want that too. As a community, we want excellent education; our community is one that will stimulate Christian thinking and living, in a secure environment.

To that end, Unity has structured guidelines that are positive and nurturing, recognizing both the effects of sin and the restorative power of Christ. What follows, enables serious education and loving Christian interaction, and enables your maturation as a Christian young person, living responsibly.

Therefore, the guidelines in this “Believe, Belong and Thrive!” policy make provisions for a standard of behaviour that promotes learning, encourages you to treat others with respect, enables you to care for your possessions and the possessions of others and encourages you to work with diligence. These are the guidelines referred to in the “Promise of Relationship” signed by parents, students, and the school. These guidelines apply to your behaviour throughout the school day (that is: between the time you get to school at the beginning of the day, until the time you leave at the end of the day). These guidelines also apply to any school-sponsored event or activity (eg. field trip, school-sponsored social activities, sporting events, etc.).

These guidelines are separated into six sections:

- A. 1. Respect and Dignity of Persons: Inappropriate Behaviour
- A. 2. Respect and Dignity of Persons: Serious Violations
- B. Respect for Property: dealing with behaviours toward the belongings of self and others,
- C. Attendance,
- D. Visitors
- E. Definitions and Explanations
- F. General Authority of the Administration.

These guidelines are listed, expanded and explained in the Student Handbook, pp. 19 – 31. They are also attached to this document in Appendix 2. (pp. 64-69)

D. COURSES AND CREDITS

Credits

A “credit” is earned for the successful completion of 110 hours of classroom instruction, a final mark of 50% or greater, and the completion of all major assignments, including the culminating assignment and/or exam. A ½ credit is defined as 55 hours.

Compulsory Credits

There are 17 or 18 (depends on year of entry-see page 7 and 8) secondary school credits, prescribed by the Ministry of Education and the Unity Christian High School policy, that you must earn in order to satisfy the requirement for an OSSD diploma. There are four courses that are required for a UCHS Diploma. Course outlines are available in the school office, should you or your parents wish to examine them. Ontario curriculum policy documents can be accessed online at

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary> or through the school.



Elective Credits

Elective courses are those 12 or 13 (for the OSSD) credits that are optional. You can choose from the list of optional courses to fill out the remaining course requirements for both diplomas. You may, of course, choose more elective credits.

Substitution for a Compulsory Course

The principal may substitute up to three compulsory courses (or the equivalent in half-courses) with courses from the rest of the compulsory course list on page 6. Substitutions are made to promote and enhance your learning, or to meet special needs and interests. A maximum of two credits in cooperative education can count as compulsory credits. Each substitution will be noted on your OST.

Prerequisites

Some subjects in grades 10, 11 and 12 build on skills and knowledge learned in previous courses. In these cases, prerequisites exist for those courses. These prerequisites must have been successfully completed before the next course can be attempted. In every case, the prerequisite

for courses is clearly stated after the course description in this booklet. In some exceptional situations, the principal may waive the prerequisite.

The Intermediate Program (grades 9 and 10)

The courses in grade 9 and 10 recognize that each student enters high school with different gifts, abilities and goals. Most of the courses you will take in grades 9 and 10 are compulsory, as they begin to lay the foundations on which senior courses at Unity are built. In grade 9 all courses are either open or de-streamed(except French), and in grade 10, courses can be taken at the Applied, Academic, or Open levels. In disciplines such as the Arts and Health and Physical Education, you will all take the same type of courses (called “open courses”). In the core subjects, in grade 10, you will be able to choose between two different types of courses - *applied* and *academic*.



W- De-streamed courses are designed to create an engaging and relevant experience for students so that each student is exposed to and can master the course material as they lay a foundation for further studies in that subject area.

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

P- Applied courses 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 you will be given more opportunities to experience hands-on applications of the concepts studied.

O- Open courses are designed to enrich your education generally, and to give you additional preparation for grades 11 and 12.

The Senior Program (Grades 11 and 12)

Grade 10 academic and applied courses provide you with the prerequisites for specific grade 11 courses. Courses in grades 11 and 12 may have specific prerequisites, which are clearly stated after each course description in this booklet. In grades 11 and 12 you will be able to choose courses from the five types listed below:

U- University preparation courses will provide you with the knowledge and skills necessary to meet the requirements for entrance to university programs.

M- University/college preparation courses will provide you with the knowledge and skills necessary to meet the requirements for entrance to university and/or college programs.

C- College preparation courses will provide you with the knowledge and skills necessary to meet the requirements for entrance to college programs.

E- Workplace preparation courses will provide you with the knowledge and skills necessary to meet employers' expectations with regard to preparation for direct entry to the workplace.

O- Open courses are not developed to meet the specific requirements of universities,

colleges or the workplace, but are intended to enrich your lives and to prepare you for active and rewarding participation in the kingdom of God and Canadian society.

Transfer Courses are offered to those of you who wish to move to another type of course in grade 11 from a grade 10 course in the same subject. The transfer course consists of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken (for example: moving from an applied grade 10 course to a University Preparation grade 11 course in the same program). Partial credits are granted for successful completion of a transfer course. Transfer courses are credit-based and are counted towards the 30 credits required to meet the OSSD diploma requirements. UCHS does not offer transfer courses.

Changing Course Types

You should select courses appropriate to your abilities and career plans. If you experience difficulties in a course, you may need to change course types. This can be done in consultation with your parents/guardians and the Unity staff, and you will need your parent/guardians' permission. If you do change courses after the school year has begun, you are responsible for all the work missed in the new course, and you are expected to do the final summative activities for the new course. If you change one course type between grade 10 and 11, and/or grade 11 and 12, you will need to choose one of these two options.

- take a transfer course to bridge the gap between courses.
- take a course in a summer program, or with prior approval by the administration, an independent study course in order to achieve those expectations which were not completed, but which are required to enter the new program.

Withdrawal from a Course

Generally, withdrawing from a course during a semester puts you at a disadvantage in any new course that you wish to enter after the semester has begun: you will have missed quite a bit. The wisest policy is to clearly and thoughtfully plan your courses during the previous year, so withdrawals will not be necessary. Changing courses after the second week of the semester will generally not be permitted.

Grades 9 and 10 If you withdraw ("drop") from a grade 9 or 10 course, the course from which you withdrew is not recorded on your OST.

Grades 11 and 12: If you withdraw ("drop") from a course within five instructional days following the issue of the first report card, that withdrawal is not recorded on your OST. If you withdraw from a course after five instructional days after the issue of the first report card, that withdrawal is recorded on the OST by entering a "W" in the credits column. The % grade that you achieved at the time of the withdrawal is noted in the "%" column. As a general rule, course changes will not be permitted beyond two weeks after the start of a semester.

Repetition of a Course

Students in grade 11 and 12 who choose to repeat a course that they have already passed (to get, for example, a higher mark), be aware that:

- you get only one credit per course,
- An "R" is noted on the OST in the credit column, for the courses with the lower percentage grade.

If a grade 9 or 10 course is repeated only the attempt on which the student earned a higher percentage grade will be recorded on the OST.



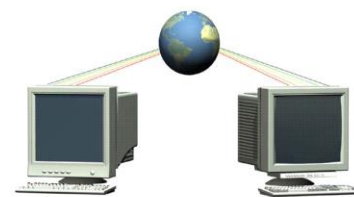
E. ALTERNATIVE METHODS OF ACHIEVING CREDITS AT UNITY

Music Certificates Accepted for Credits

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

Notes:

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



Correspondence or On Line Courses (“e-learning”)

Various Boards of Education in Ontario and learning centers make Ministry of Education certified courses available. These courses are made available to allow students to earn credits outside of the regular classroom. These options help the school to expand course offerings where it cannot offer such courses, they support alternative programs, they support students if they are unable to enroll in a course due to timetable conflicts, and they provide alternatives to summer school. These options include the provision of all printed and other course materials, assessment by certified teachers, final summative evaluation, and academic assistance to students via mail, phone, fax or electronic communication. By and large, Unity has every course a student needs; the school does not have everything a student may want. Therefore, through the independent and online courses, Unity can accommodate all of these wants.

A. Reasons to take an Independent or Online Course

1. If Unity does not currently offer the course,
2. If the course is required by a post-secondary program and is not available to the student at Unity,
3. If the student is making up missed credits which conflict with grade course scheduling, past or present.

B. Considerations

When considering an independent or online course, the student must meet with the Guidance Counsellor.

The student should:

1. Learn the prerequisites for a particular post-secondary schooling choice,
 2. Remember the compulsory subjects for the Unity Diploma and the OSSD,
 3. Be aware of the course schedule for the year,
 4. Remember that independent learning courses generally lack a Christian perspective,
 5. Recognize that to be successful, students need to have great self-discipline and motivation.
1. If a student is permitted to take an on-line course through AMDEC or Virtual Learning, there is no cost to the student as there is no cost to the school (apart from the initial \$50 deposit paid to Virtual)
 2. If the student and guidance department decide to take an independent course through the ILC (Independent Learning Center) or VHS (Virtual High School) or any other online course provider, the payment is as follows:
 - **Unity pays** if any or all of the points in section A above were agreed upon prior to enrolling in the course. The student will offer a post-dated cheque to the school for the cost of the course before he/she may begin the course. If the course is successfully completed Unity will return the post-dated cheque to the student.
 - **The student pays** if the student:
 - is retaking the course either through having failed it the first time, or wishes to achieve a higher mark.
 - enrolls for semester 2 (and not semester 1), and the requisite was offered during semester 1.
 - wishes to take a course that is available at Unity, but desired in a different semester in order to better balance work load.
 - wishes to take a course over and above what is considered a full course load

D. Parameters of Independent or Online courses:

The student will discuss the options with the Guidance Department prior to enrolling. In this discussion, these elements will be agreed upon:

- a. the time frame of the course and the date for completion,
- b. the payment (up front) and the possible reimbursement of the cost.

Summer School

If you fail a course at Unity and need to have the credit for that subject, you may enrol in the summer school program offered by a local publicly-funded school board (retaking a course

takes about 3 weeks). You may also choose to take a new course with a local publicly-funded school board (that takes about 4-6 weeks). However, if you fail a course for which there are no equivalents in the public or separate school systems, such as Bible, you may request permission to do make-up work during the summer or during the next term. This must be arranged with the administration. Most summer schools have registration deadlines in the last week of June. Therefore, it is important that you find out where and when the course is available. It is your responsibility to see to it that the results of the summer school courses are passed on to the office before October of the same calendar year. *Note: conditions may change slightly from year to year in the delivery of these summer school courses.*

Night School

You may take a night school course for credit through a local publicly-funded school board. You may wish to take night school courses to fast track, to take courses not offered at Unity, or to take courses that you may need but which do not fit in your day school schedule. Night school courses require a time commitment of two evenings per week for one semester or one evening per week for the entire school year, as determined by the local school board. The selection varies and courses offered are based on a minimum enrolment. You require a Night School Application form, signed by the day school principal, for each credit course. These forms are available in the office and must be sent by Unity to the school offering the Night School course.

Prior Learning Assessment and Recognition (PLAR)

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in OS). PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities.

While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. See the principal or guidance counsellor for details.

Reach Ahead: Grade 8 Students Obtaining High School Credits

Gifted students often benefit from enrichment opportunities which enable them to work at a more advanced standing than what the curriculum prescribes for the grade in which they are enrolled.

Though we work from the assumption that the best quality enrichment program for a student in grade eight is not necessarily taking courses for high school credit, we do recognize that some students are well served by the opportunity to work toward high school credit while in elementary school.

For those students considered for this type of credit, Unity will:

- a. Provide a text book and course outline for the course taken.
- b. Provide and evaluate unit tests.
- c. Administer and evaluate the final exam at a time convenient to Unity and the student. This will likely be during second semester final exams at Unity.
- d. Enroll students in courses for which they recognize that the final exam is worth 30% of the student's final mark, and 70% of the student's mark will be supplied as the term mark as determined by the Unity teacher marking the tests.
- e. For the present, will consider enrolling students only in grade nine Academic Mathematics. In time, other courses may be added.

Reach Ahead courses that have been successfully completed will be added to the Ontario Student Transcript and a record will be kept in the OSR.

For more information, contact the school to request the complete "Grade Eight Students Obtaining High School Credits (*Reach Ahead*) Policy".

F. UNITY FOR CHRIST SERVICE LEARNING

-Community Service Hours

It has always been recognized that service is a way of life for a Christian. That is: we are to serve our God through our worship, our prayer, our behaviour and our knowledge of God and His world. Service is doing specific loving actions directed toward other people and the rest of God's world. "Structured" service, increasingly recognized by the churches in our community, is to have a pro-active flavour, is to be infused with respect and compassion, and is to be implemented in an organized manner. This type of service implies initiative, diligence and a sense of "making a difference". This is the type of service that makes up the UNITY FOR CHRIST service learning program, a key element of our high school.



Unity Christian High School, has set as a prerequisite for graduation, your involvement with at least 40 hours of UNITY FOR CHRIST service through your years at our school. Ideally, this should be done in two major projects, 10 hours or so per year, enabling a strong and profound relationship between you and those with whom you are working. Service projects at Unity are meant for you to take the opportunity to put into practice the worldview you are learning in school. This service is meant to have a positive thrust ("doing something good"), and to instill respect and compassion.



Goals

Through this program, you will:

1. be introduced to the needs of others,
2. be able to see that need exists within your community,
3. develop a tendency and lifetime habit for Christian service,

4. put into practice the love given by Christ,
5. realize your own usefulness in practical, meaningful ways,
6. increase your knowledge of Jesus and develop commitment to Jesus by imitating his servant attitude,
7. learn both the humility and the honour of Christian service,
8. learn the principles of faithfulness and discipline in service,
9. become a contributing member of the community in a meaningful way,
10. develop and be able to articulate your Biblical philosophy of Christian service,
11. learn some ways to fulfil God's command to love others,

Guidelines

In planning and implementing the **UNITY FOR CHRIST** service learning projects, these guidelines should be understood and followed:

1. No payment may be received for your service activity,
2. Service must be given to people outside of your family and immediate relatives (uncles, aunts, grandparents, cousins), and cannot include helping friends,
3. Activities can be of your own choosing, or from the list provided below,
4. The 40 hours of UNITY FOR CHRIST service learning should ideally be divided between two sustained projects in the years at Unity,
5. You should understand that those receiving your service should be able to expect from you:
 - punctuality in arrival and departure,
 - proper dress, according to the standards of the organization,
 - cooperation, respect and obedience,
 - sensitivity to the needs and situations of the agency or organization,
 - positive attitude,
 - advance notice to the agency of any unavoidable absence.
6. UNITY FOR CHRIST SERVICE LEARNING can only occur outside of school hours.
7. Ideally, hours should be done in the greater community, and not only events specifically designated as Unity events.

List of Eligible Activities

The following is the list that UNITY Christian High School deems eligible as activities for UNITY FOR CHRIST service learning (this list is not exhaustive). Note that this list must be completed outside of school hours:



IN SCHOOL:

- planting flowers and other plants (looking after the community garden),
- making and displaying art in the school,
- clean-up or recycling campaigns in the school,
- clean-up/set-up crew for school events,
- office or library work outside of school hours,
- peer tutoring.

IN BROADER COMMUNITY:

- service in and for the church (eg.: contact your elders or deacons, youth pastor, minister),

- Christian local and global development agencies (eg.: World Vision, World Renew, etc.),
- volunteer in a nursing home or retirement home,
- yard work or household chores for someone requiring assistance,
- delivering to shut-ins,
- local Pro-Life group,
- Barrie Food Bank,
- Canadian Red Cross
- keep a length of road or creek clean,
- build a ball diamond or another such facility in a needed area,
- volunteer at/for:
 - McLaren Art Centre,
 - Colours of Barrie,
 - disability support programs,
 - hospitals,
 - libraries (as literacy coaches),
 - museums,
 - special needs children.



Forms

There is a two page form involved with UNITY FOR CHRIST service learning, with both sides of the form needing to be appropriately signed for each activity, and then submitted to the Main office.;

1. Completion of UNITY FOR CHRIST Service Learning Activity,
2. UNITY FOR CHRIST Service Learning Journal.

The form is available in the office and on the school website.



G. RECORD KEEPING, ASSESSMENT, EVALUATION AND REPORTING

Introduction

Evaluation of your work is one of the key ways in which teachers can help you learn. Since each of us learns differently, each course has a variety of assessment and evaluation tools that are used to give you both feedback and marks. Your achievement of the course expectations will be evaluated. These expectations are found in the courses of study that are kept on file in the school office. An evaluation outline is given to each of you at the beginning of each course, so that you will know roughly when and how your work will be evaluated. Regular report cards are sent home to keep you and your parents up to date on your progress.

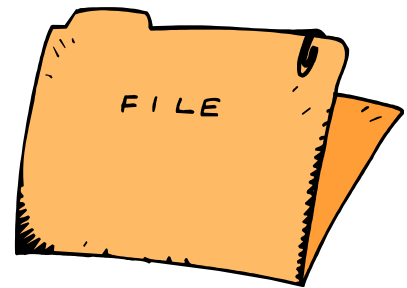
Ontario Student Record (OSR)

This is your official school record. Every Ministry inspected Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other important information about your education.

The OSR moves with you as you go from school to school (that is: it follows you as you move from elementary to high school).

Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment, but only if you as a student, or you as a former student or your parent/guardian(s) if you are not an adult student

make a written request for such a report. You and your parents (if you are not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.



Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of your overall achievement in high school. This is a standard form that must be used by all Ministry inspected Ontario secondary schools. The credits (with the final mark) that you have earned towards fulfilment of the requirements for the OSSD will be recorded on the OST. This record will include all the credits you have gained using any of the means described in this document. The successful completion of 40 hours of UNITY FOR CHRIST Service Learning (Community Service) and the grade 10 Literacy Test will also be recorded on the OST. In grades 9 and 10, your successful course achievements are recorded, with % grades earned and the credits gained. In grades 11 and 12, your achievements for all courses taken or attempted is recorded, showing the % grades earned, credits granted (if successful), or "W" for "withdrawn before completion". Identification of any course that has been substituted for a compulsory course will be noted. After you leave school, the OST will be kept on file at the last secondary school in which you were enrolled, and a copy will be given to you after graduation or leaving school. A copy of the OST is also kept in the Graduate Portfolio. This record is kept in case any post-secondary institution or employer wants an official report of marks. The school will not release marks without your permission or that of your parent/guardian if you are under 18 years of age. The OST is updated annually and is part of the Ontario Student Record.

Ontario Secondary School Literacy Test (OSSLT)

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

Students who have an IEP or otherwise receive accommodations or special provisions are entitled to those same accommodations on the OSSLT. This includes a quieter environment, extra time, a different format as well as a scribe and or other assistive technologies. These supports must be consistent with supports offered for this type of knowledge base.

Students who are otherwise eligible to graduate in June of a given school year are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the criteria outlined in Ontario Schools section 6.1.3.3.

Assessment and Evaluation

Specific skills are targeted in the assessment and evaluation scheme for each course so that you are able to understand which elements of learning require your specific attention. Assessment of your work revolves around these four learning categories:

- 1) Knowledge and understanding
- 2) Thinking and inquiry
- 3) Communication
- 4) Application



Assessment Principles

Unity Christian High School:

1) Uses Assessment and Evaluation Categories. Teachers go beyond gathering evidence of the students' *knowledge* of the curriculum to include assessing your *skills* and abilities and to *communicate* and *apply* those skills. Teachers design learning assignments and assessment tools to address those four categories. Your achievement in the four learning categories is assessed in each major assignment.

2) Assesses learning skills and Work Habits. In addition to the four categories of assessment, teachers assess different learning skills. Although these are not attributed a percentage mark, they are recorded on your interim and early progress report cards. The learning skills included on the report card are as follows: *responsibility, organization, independent work, collaboration, initiative, self-regulation, interpersonal respect*.

3) Uses a standards-based model. Your achievement is judged according to clearly established and stated standards, not through comparison with work from other students in the class. It is based on expectations noted in the course outlines which state exactly what you should know and be able to do in each course. Each lesson and learning activity is based on these expectations,

and assessment tools are designed to target those expectations. Teachers use exemplars in the classroom to demonstrate what is expected of students.

4) Uses Achievement Charts to identify degrees of achievement. Four levels provide a framework for assessing, evaluating, and reporting how well you achieve the expectations. Teachers assess assignments using these levels and then assign a percentage grade based on the achievement levels.

5) Uses Rubrics, Achievement Charts and Success Criteria on major assignments to clearly state the expectations and achievement levels to you and parents in advance. This allows you to better understand how to complete an assignment because you are aware of the expectations.

6) Uses a wide assortment of assessment methods. In addition to teacher-led assessment, Unity encourages you to develop the ability to assess your own work. Through journals, self-editing, and self-assessment sheets, you learn to evaluate how well you have met the expectations for yourself. Peer-assessment is encouraged through peer-editing, and group evaluations.

7) Is fair to all. This may require the teacher to make accommodations for those of you with special needs or who are learning English.

Evaluation and assessment are broken down into four levels of achievement (consistent with provincial criteria):

80 - 100%: (A): above the provincial standard

70 - 79%: (B): provincial standard

60 - 69%: (C): below the provincial standard

50-59%: (D): substantial work required

below 50%: no credit achieved.

Every course has some form of final evaluation(s), the total of which makes up 30% of the final grade in the course. These evaluations can be, for example, a major performance, a major year-end project and/or an examination. That means that 70% of the final grade in the course is made up of term work.

Reporting

Most courses are offered in a one semester time block, beginning in September (and again in February) and ending at the end of January (and again the end of June). Interim marks are sent home on a report card at the mid points of each semester, with the final grade being sent home on a report card at the end of each semester.

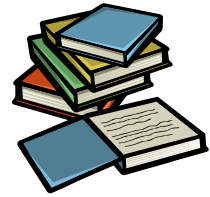
Summative Activity Requisites

Each of you enrolled in a course which has a final exam, must write the exam in order to obtain a pass. Each of you enrolled in a course which has a summative activity, must submit the summative activity in order to gain a pass, unless other arrangements have been made with the administration at least two weeks prior to the end of the semester. The summative activity must be submitted by the last day of a semester before the exams, unless other permission has been received from the principal.

Plagiarism

When you do research for a project or a paper, it is legitimate to borrow material. This can take any one of these forms:

- quoted materials,
- ideas or opinions,
- statistics or facts not commonly known,
- someone else's organization or layout.



When you acknowledge the author's work through specific citation, that is legitimate borrowing. When you do not acknowledge someone else's work, that is illegitimate borrowing, or plagiarism. Submission of virtually the same work for two different courses also constitutes plagiarism. Using ChatGPT to complete a written assignment will also be considered plagiarism. Written work must be done by the student using legitimate resources. Unity Christian High School is committed to a learning environment that promotes honesty. Plagiarism is simply unethical and dishonest. The following guidelines shall be followed in cases of plagiarism:

1. Students in grades 9 or 10: First time plagiarism results in the return of the assignment for re-submission. Students will meet with the teacher or principal to discuss proper methods of quoting material. A second infraction will result in the loss of assignment; a third infraction will result in parent/student/staff/principal discussions.
Students in grades 11 or 12: First and second time plagiarism results in loss of assignment; third time plagiarism results in the loss of credit in the course for which that assignment was written. Students will still have the opportunity for credit recovery in the event there is a third offense. In a restorative process, the student will meet with administration, his/her parents or guardians, and the teacher to outline a plan. A record of these offences will be kept in the student's OSR. These measures are cumulative from grade 11.
2. Parents/guardians will be notified in every case of plagiarism.
3. The names of students who have plagiarized are given to the principal. A list is compiled and retained in the office.
4. You will be taught methods of plagiarism avoidance.
5. Students will be taught the importance of the learning skills and habits.

Copying Another Student's Work

Copying an assignment is an offense as serious as plagiarism, since it too is taking someone else's work, and submitting it as your own work. The procedures outlined above will take effect if any assignment completed by a student was copied from another student's work. This includes submitting the same, or virtually the same, work for two or more different courses.

Late Assignment Policy

All students will complete every assignment for each course unless there are circumstances that are deemed exceptional by the teacher.

School policy: Completed assignments are expected to be submitted by the date assigned. If there are extenuating circumstances, a student may work out a new deadline with the teacher. However, if a plan has not been developed and the assignment is not submitted by the due date, the student must meet with the teacher to ensure the work is completed. The student and teacher will develop a plan with a deadline that should be completed within one week. If the new deadline is not met, parents will be contacted to ensure that the student completes the work. This plan may take assistance in working with the Student Success department and developing work in organizational skills. Teachers may also implement a variety of strategies to assist the students, including, but not limited to student contracts, conferences, peer tutoring, and alternate assignments. Teachers need to document the plan and any contact made with the student and home. Strategies for developing better time-management skills should also be discussed with the student. If the student continues to not comply with completing work, mark deduction as a consequence of late assignments will be at the discretion of the individual teacher, with the possibility of receiving a zero. This is meant to be used as a last resort.

Rationale:

In compliance with *Growing Success* from the Ministry of Education, deducting marks and giving a zero does not give a true indication of achievement level. The issue is related to learning skills and habits. A student who habitually hands in late assignments or fails to hand in assignments needs to work on these habits and may be required to work with the Student Success Centre.

Tests and Assignments Policy

- If a student is going to miss a class in which a test or assignment will be given, the student must discuss this matter with the teacher prior to the date and make alternate arrangements.
- In the event that a student does not make alternate arrangements, the student will meet with the principal and teacher to determine the course of events.
- If you cheat in any way on any part of a test, you will receive a "0" for that test.
- Major assignments such as Independent Studies and Summative Activities are due on their due dates regardless of illness or computer breakdowns.
- You will not have more than two tests per day for courses in the same grade.
- Tests will normally not be given on Monday.

Examination Policy

Examinations are a culmination of a semester's work, therefore they must be written on the date noted unless you are ill, or there are other extenuating circumstances that are beyond your control.

- All grades 9 exams are a maximum of 1.75 hours in length. Grade 10 exams are a maximum 2 hours in length. Grade 11 "C" and "O" exams are a maximum 2 hours in length. Grade 11 "U" and "M" exams, as well as, Grade 12 "C" and "O" exams are a maximum of 2.5 hours in length. Grade 12 "U" and "M" level exams are a maximum of three hours. All students must remain in the exam rooms for a minimum of one hour (1 ½ hours for Grade 12 U or M courses).
- All examinations and mid-term tests (for year-long courses) will be written in the PAC; they generally start at 9:15 but afternoon exams may also be arranged if needed. Ensure that you arrive at school at least 15 minutes before the exam starts.
- If you are ill for an examination, your parent(s) must inform the administration immediately on the morning of the exam day.
- Prior to writing the exam you must hand in the textbook(s) that were issued to you at the beginning of the course (or its equivalent monetary value) to your teachers.
- Each examination will start with devotions.
- Absolutely no talking will be tolerated after devotions. If you talk, you may lose your right to write the examination.
- Any form of cheating will result in forfeiting credit for the examination.
- You may not leave the examination room without the express permission of the teacher.
- Teachers will answer questions for mechanical clarification only.
- Exam question sheets must be turned in with all answer sheets.
- After you leave the exam room, you will not be allowed back into it.
- Students with accommodations will write their exams in a different space, so that they can receive the support that they need.

H. Programs and Courses

Introduction

As we develop programs and courses for Unity Christian High School, we are mindful of our vision and mission statements as well as our Curricular Principles. Each of the programs and courses listed here, are developed to be consistent with those statements and our Curricular Principles. The courses are also developed to meet the requirements of the Ministry of Education.

How do I access course outlines?

1. Each course of study is kept on file in the school office should you or your parent/guardians wish to peruse them. Course expectations, evaluation, curricular principles, and program planning is outlined in detail.
2. The Ministry of Education also produces curriculum books for each course. These can be accessed on their website through the following link:
<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

What do the letters and numbers in my courses indicate, and how do I read them?

Let's take, for example, the course code CGC1D

The first letter indicates the subject area:

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

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

e.g. CGC - Issues in Canadian Geography CHC- Canadian History since World War I

The fourth character, the number, indicates the grade level of the course:

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

The fifth character, the letter following the number, indicates the type of course:

Grade 9 & 10:

D = Academic

P = Applied

O = Open

W = de-streamed

Grade 11 & 12

U = University

M = University/College

C = College

E = Workplace

O = Open

Therefore: SNC1W is:

- Science,
- General Science
- grade 9
- de-streamed

Unity Christian High School Courses Offered in 2025-2026

PROGRAM		Grade 9	Grade 10	Grade 11	Grade 12
ARTS	<i>Art</i>	AVI10	AVI20	AVI3M	AVI4M
	<i>Music</i>	AMU10		AMU3M	AMU4M
	<i>Instrumental Music</i>		AMI20 (½ credit)	AMI30 (½ credit)	AMI3M (½ credit)
	<i>Vocal Music</i>		AMV20 (½ credit)	AMV30 (½ credit)	AMV3M (½ credit)
BIBLE and CHRISTIAN PERSPECTIVES	<i>Christian Perspectives</i>		HRW13	HSB4U	SENIOR PROJECT: IDC4U IDC4O
	<i>Bible</i>	HRE13			
BUSINESS STUDIES	Computers			BTA30	
	Entrepreneurship		BEP20	BDI3C	
CANADIAN AND WORLD STUDIES	<i>Geography</i>	CGC1W			CGR4M
	<i>History</i>		CHC2D		CHY4U
	<i>Civics</i>		CHV20 (½ credit)		
ENGLISH	<i>English</i>	ENL1W	ENG2D ENG2P	ENG3U ENG3C	ENG4U ENG4C EWC4U EWC4C
ENGLISH AS A SECOND LANGUAGE	<i>ESL- offered if needed</i>	Not Offered	Not Offered	Not Offered	Not Offered
FRENCH	<i>French</i>	FSF1D	FSF2D	FSF3U	FSF4U
GUIDANCE AND CAREER EDUCATION	<i>Guidance</i>		GLC20 (½ credit)	Co-op DCO30	Co-op DCO30
		GLE10	GLE20	GLE30	GLE40
HEALTH AND PHYSICAL EDUCATION	<i>Health and PE</i>	PPL10			PLF4M

PROGRAM		Grade 9	Grade 10	Grade 11	Grade 12
MATHEMATICS	<i>Math</i>	MTH1W	MPM2D	MCR3U	MHF4U
			MFM2P	MBF3C	MCV4U
					MAP4C
SCIENCE	<i>General</i>	SNC1W	SNC2D SNC2P		
	<i>Biology</i>			SBI3U SBI3C	SBI4U
	<i>Chemistry</i>				
	<i>Physics</i>			SPH3U	SPH4U
TECHNOLOGICAL EDUCATION	<i>Technological Education</i>	TPJ1O TCJ1O	TDJ2O	TCJ3C	

***Please note that Unity Christian High School reserves the right to adjust courses, including removing or adding a course, based on student enrolment at the school and for each class. All courses that are required for the OSSD will be offered.*

Unity Christian High School Courses Offered in 2026-2027

PROGRAM		Grade 9	Grade 10	Grade 11	Grade 12
ARTS	<i>Art</i>	AVI10	AVI20	AVI3M	AVI4M
	<i>Music</i>	AMU10		AMU3M	AMU4M
	<i>Instrumental Music</i>		AMI20 (½ credit)	AMI30 (½ credit)	AMI3M (½ credit)
	<i>Vocal Music</i>		AMV20 (½ credit)	AMV30 (½ credit)	AMV3M (½ credit)
BIBLE and CHRISTIAN PERSPECTIVES	<i>Bible</i>	HRE13			
	<i>Christian Perspectives</i>		HRW13	HSB4U	SENIOR PROJECT: IDC4U IDC4O
BUSINESS STUDIES	<i>Accounting</i>			BAF3M	
	<i>Entrepreneurship</i>		BEP20		
CANADIAN AND WORLD STUDIES	<i>Geography</i>	CGC1W			CGW4U
	<i>History</i>		CHC2D CHC2P	CHW3M	
	<i>Civics</i>		CHV20 (½ credit)		
ENGLISH	<i>English</i>	ENL1W	ENG2D ENG2P	ENG3U ENG3C	ENG4U ENG4C
ENGLISH AS A SECOND LANGUAGE	<i>ESL</i>	Not Offered	Not Offered	Not Offered	Not Offered
FRENCH	<i>French</i>	FSF1D	FSF2D	FSF3U	
GUIDANCE AND CAREER EDUCATION	<i>Guidance</i>		GLC20 (½ credit)	Co-op DCO30	Co-op DCO30
		GLE10	GLE20	GLE30	
HEALTH AND PHYSICAL EDUCATION	<i>Health and PE</i>	PPL10			PPL40 PSK4U

PROGRAM		Grade 9	Grade 10	Grade 11	Grade 12
MATHEMATICS	<i>Math</i>	MTH1W	MPM2D	MCR3U	MHF4U
			MFM2P	MBF3C	MCV4U MAP4C
SCIENCE	<i>General</i>	SNC1W	SNC2D SNC2P		
	<i>Biology</i>			SBI3U SBI3C	SBI4U
	<i>Chemistry</i>			SCH3U	SCH4U
	<i>Physics</i>				
TECHNOLOGICAL EDUCATION	<i>Technological Education</i>	TPJ10 TCJ10	TDJ20	TCJ3C	

***Please note that Unity Christian High School reserves the right to adjust courses, including removing or adding a course, based on student enrolment at the school and for each class. All courses that are required for the OSSD will be offered.*

THE ARTS

The arts reflect in a special way, the delight and creativity that God expects his human creatures to experience. The arts are a unique discipline whereby students are able to develop and discover their creative gifts, set individual goals, and challenge themselves. Art is a form of expression or worship, and a gift in and to all people. Art objects, whether visual, musical or dramatic, are creations which use and respond to the gifts God has given us, explore the creation, redeem culture and communicate. Students in the arts program, through the creative process, are encouraged to create, compose, listen to, view and knowledgably appreciate artistic and creative pieces, in order to continue their task of being servants of the King.

Music, Grade 9, Open (AMU10, one credit)

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

Music is a gift from God that has the power to transform the soul and communicate spiritual truths about humanity and community. Making and listening to music is one of the most basic abilities with which we are born, and it is also the most easily trained part of us, for use in praising our Maker in one voice, solely and collectively. The student will experience expression of music through both sacred and secular repertoire.

Prerequisite: None

Instrumental Music, grade 10, Open (AMI20, half credit)

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

This course emphasizes the performance of instrumental music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

The course focuses on techniques and skills required to play a wind, brass or percussion instrument through listening, creating and performing. Students develop tone quality, rhythmic skills, fingerings, dynamics and breath control. An understanding of a Christian worldview of music will be developed.

Prerequisite: None

Vocal Music, Grade 10, Open (AMV20, half credit)

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

The course focuses on developing students' vocal skills as well as their knowledge of musical history. Students will develop as independent singers and acquire rudimentary sight-reading

skills. They will also learn proper respiration, phonation, tone production and expressive techniques. An overview of choral music history will be presented.

Prerequisite: None

Instrumental Music, Grade 11, Open (AMI3O, half credit)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. This course emphasizes performance of instrumental music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of instrumental music, including the elements, terminology, and history. Students will thereby expand the techniques and skills required to play a woodwind, brass or percussion instrument from the grade 10 level to a more advanced level. Band music will provide an opportunity to study different styles of music, including music of other cultures.

Prerequisite: None

Vocal Music, Grade 11, Open (AMV3O, half credit)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. This course emphasizes performance of vocal music at a senior level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of vocal music, including the elements, terminology, and history. Singing skills are enhanced through development of theoretical knowledge in notes and rest value, accents, key signatures and time. Breath control, balance and intonation in choral ensembles are stressed. Choral music will provide an opportunity to study different styles of music, including music of other cultures.

Prerequisite: None

Music, Grade 11, University/College preparation (AMU3M, one credit)

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

Prerequisite: Music, Grade 9 or 10, Open

**Instrumental Music (Part 1), Grade 11, University/College preparation (AMI3M, half credit)
(offered as needed)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical

exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

This course emphasizes performance of instrumental music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of instrumental music, including the elements, terminology, and history. Students will thereby expand the techniques and skills required to play a woodwind, brass or percussion instrument from the grade 10 level to a more advanced level. Band music will provide an opportunity to study different styles of music, including music of other cultures.

Prerequisite: Music, Grade 9 or 10, Open

Vocal Music (Part 2), Grade 11, University/College preparation (AMV3M, half credit)

(offered as needed)

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

This course emphasizes performance of vocal music at a senior level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of vocal music, including the elements, terminology, and history. Singing skills are enhanced through development of theoretical knowledge in notes and rest value, accents, key signatures and time. Breath control, balance and intonation in choral ensembles are stressed. Choral music will provide an opportunity to study different styles of music, including music of other cultures.

Prerequisite: Music, Grade 9 or 10, Open

Music, Grade 12, University/College preparation (AMU4M, one credit)

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

Music is a gift from God that has the power to affect the spirituality of a human being through the message it delivers and the emotions it stimulates. Music is present in every culture and shows the values and beliefs of that culture. Through performance (both vocal and instrumental), listening, studying theoretical concepts, composing and analyzing music from various cultures, one's knowledge of musical form notation is expanded, creativity stimulated and Christian thinking discussed.

Prerequisites: Music, Grade 11, University/College Preparation

Visual Arts, Grade 9, Open (AVI1O, one credit)

(offered with AVI2O)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and

styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O, one credit)

(offered with AVI1O)

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

Prerequisite: None

Visual Arts, Grade 11, Open (AVI3O, one credit)

(offered with AVI3M and AVI4M- Only offered as needed for students without a prerequisite)

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

Prerequisite: None

Visual Arts, Grade 11, University/College Preparation (AVI3M, one credit)

(offered with AVI4M)

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

Visual Arts, Grade 12, University/College Preparation (AVI4M, one credit)

(offered with AVI3M)

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

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

BIBLE AND CHRISTIAN PERSPECTIVES

The perspectives elements of this program begin in grade nine with the worldview course. Here, each student will be challenged to recognize the dominant worldviews of their society and will be encouraged to respond to these ideas having been given a profound and bold Christian foundation. The grade twelve course will entail a culminating and synthesizing study of God's call to individuals, communities and nations. Much of the worldview work done in all the courses

over each student's high school career is reviewed and restructured in such a way as to enable each one to have an articulated and courageous Christian strength for life after high school.

Worldview Perspectives, Grade 10, open (HRW13, one credit)

See Social Sciences for course description

Prerequisite: None

Challenge and Change in Society, Grade 12, University Preparation (HSB4U, one credit, taught in Grade 11)

See Social Sciences for course description

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

Interdisciplinary Studies: Senior Project, Grade 12, University Preparation (IDC4U, one credit)

See Interdisciplinary Studies section for course description.

Prerequisite: Any Grade 11 University/College Preparation course.

Interdisciplinary Studies: Senior Project, Grade 12, Open (IDC4O, one credit)

See Interdisciplinary Studies section for course description.

Prerequisite: None

BIBLICAL STUDIES

Biblical study at Unity is academic in nature and confessional in intent. The program transmits to each student, the most foundational and important truths necessary for the life-long journey of Scripture-based faith. The rich legacy of the Christian faith comes to expression in the study of creation-fall-redemption; the Bible program applies this ultimate understanding in concrete case studies from Scripture and contemporary life, while leading students to a deeper understanding of the themes of covenant, kingdom, church, law and salvation.

Bible, Old and New Testaments, grade 9, open (HRE13, one credit)

This locally developed course introduces the study of Scripture and its major themes. The concept of redemptive history is introduced, and developed through a study of the Pentateuch in its historical setting, and the Psalms. The historical rise and fall of Israel is studied through the messages of the prophets, their meaning for Israel and for contemporary Christians.

The study of the New Testament begins with an examination of the political, social and religious developments of the inter-testamentary time period. Matthew is studied in the context of first century Judaism. The letters to the Galatians, Corinthians and Timothy as well as the pastoral letters, show the struggles of the early church. The course is completed with an introduction to Revelation. Our role as Christians in the Kingdom of God will be emphasized.

Prerequisite: None

BUSINESS STUDIES

The business studies program has at its heart the study of business theory and practice to encourage positive responses to God's gifts. Each student will learn the skills and attitudes necessary to engage in prospective business activity with confidence, competence and an understanding of Christian principles. The complete program enables each student to have a foundation in how business operates, its role in society, the opportunities for service that it generates, the skills it requires, and the potential impact that it can have on lives and society.

Launching and Leading a Business, Grade 10, Open (BEP20, one credit)

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C, one credit)

(offered 2025-2026, not offered 2026-2027)

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

The course begins with being an employee who learns from others around them and ends with taking acquired skills to have success in a venture planned and developed in the class. Students will discover how being a successful Christian business person can be a very rewarding calling.

Prerequisite: None

Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA3O, one credit)

(offered 2025-2026, not offered 2026-2027)

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

Prerequisite: None

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M, one credit)

(not offered 2025-2026, offered 2026-2027)

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

Christian ethics and business practices will be emphasized.

Prerequisite: None

CANADIAN AND WORLD STUDIES: GEOGRAPHY



This program offers each student the opportunity to learn about and evaluate human responses to God's call for justice and stewardship in local and global settings, past and present. It is a celebration of God's physical creation and an analysis of geographical interactions and relationships over time and space. This program is a vehicle which encourages students to struggle with the meaning of the unfolding of God's Kingdom in His creation first in Canada (grade nine), and then over the whole globe.

Exploring Canadian Geography, Grade 9, de-streamed (CGC1W, one credit)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

The interconnections and interactions will be studied through the theme of God's call to do justice in both the created and the human realms.

Prerequisite: None

The Environment and Resource Management, Grade 12, University College Preparation (CGR4M, one credit)

(offered 2025-2026, not offered 2026-2027)

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

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

World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U, one credit)

(not offered 2025-2026, offered 2026-2027)

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

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

CANADIAN AND WORLD STUDIES: HISTORY

The history program helps each student to understand past and present cultures and their contribution to the current state of affairs in the world, and to understand human responsibility for cultural formation and to make a commitment to share in that task in a responsible way. The history program helps each student explore how decisions of the past affect life today and; how actions are based on choices and worldviews.

Canadian History since World War I, Grade 10, Academic (CHC2D, one credit)

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

Canadian History since World War I, Grade 10, Applied (CHC2P, one credit)

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

Civics and Citizenship, Grade 10, Open (CHV2O, half credit)

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.

Students will gain a better understanding of the Biblical foundations of authority and government, thereby learning to think Christianly.

Prerequisite: None

World History to the End of the Fifteenth Century, Grade 11, University/College Preparation (CHW3M, one credit)

(not offered 2025-2026, offered 2026-2027)

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

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

World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U, one credit)

(offered 2025-2026, not offered 2026-2027)

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

This course seeks to help the students understand the time and place in which God has placed them. It uses a world view approach to reveal the cohesiveness of the ways different groups of humans have responded to the central issues of their day and striven to create a better world. Most broadly it traces the development of Modernism from the time of the Enlightenment to more recent times and how this world view is being challenged by post-modern ideas. Grounded in a broad exposure to trends in the arts, in politics, in religion and in philosophy, it helps students gain a foundational understanding of our culture in order that they may be effective agents for bringing God's call for peace and justice to the world.

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

ENGLISH

The English program includes the study of literature, the various media and language, both written and spoken. It seeks to enable students to understand and evaluate the nature and types of literature and other media. The program is designed to encourage creativity in each student, and an appreciation of the role of literature and other media in manifesting the great issues of the human experience in God's world.

English, Grade 9, de-streamed (ENL1W, one credit)

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

Novel studies analyse literary elements such as symbolism, character, plot, style and historical background. In all units, students are challenged to explore the work's deeper spiritual themes, within a Scriptural framework.

Prerequisite: None

English, Grade 10, Academic (ENG2D, one credit)

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

Students are stimulated to respond to issues and concepts from a discerning, Christian perspective, through evaluating situations and moral questions.

Prerequisite: English, Grade 9, de-streamed

English, Grade 10, Applied (ENG2P, one credit)

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 student interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Several short stories are analysed through studying character, conflict, plot, setting and theme. Poetry forms a unit of work to recognize and appreciate the craftsmanship and depth of poets and poetry. All literature is analysed and evaluated relative to Scriptural norms, encouraging a continued development of a Christian perspective for life.

Prerequisite: English, Grade 9, de-streamed

English, Grade 11, University Preparation (ENG3U, one credit)

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.

Students will study literature from a variety of genres and be challenged to respond spiritually to the philosophies and belief systems of the authors and their works. In an in-depth study of a Shakespearian tragedy and a classic novel, students will reflect on themes such as depravity, ambition, and our hope in Christ.

Prerequisite: English, Grade 10, Academic

English, Grade 11, College Preparation (ENG3C, one credit)

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

Prerequisite: English, Grade 10, Applied

English, Grade 12, University Preparation (ENG4U, one credit)

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

Throughout the course, students will be challenged to compare the Christian worldview with that presented in the literature studied.

Prerequisite: English, Grade 11, University Preparation

English, Grade 12, College Preparation (ENG4C, one credit)

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. Throughout the course, students will be challenged to compare the Christian word view with that presented in the literature studied.

Prerequisite: English, Grade 11, College Preparation

The Writer's Craft, Grade 12, University Preparation (EWC4U, one credit)

(offered 2025-2026, not offered 2026-2027)

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

Prerequisite: English, Grade 11, University Preparation

The Writer's Craft, Grade 12, College Preparation (EWC4C, one credit)

(offered 2025-2026, not offered 2026-2027)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, College Preparation

Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O, one credit)

(may be offered if demand warrants it)

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

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

ENGLISH AS A SECOND LANGUAGE

(None of these courses are currently being offered as we do not have any English as a Second Language students this year.)

The Unity ESL (English as a Second Language) program is tailored to the individual needs of our ESL students. The courses are offered as demand warrants. There is one full-time course offered for ESL. There is also an additional 43 minutes per day offered in ESL classes, in conjunction with the Learning Strategies class. There will be no more than 8 students in the

class. As they progress, students taking ESL courses will increasingly be able to participate in regular classes. (currently we have no international students who require ESL classes)

English as a Second Language, ESL Level 2, Open (ESLBO, one credit)

(Currently not being offered at this time)

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: ESLAO or equivalent English assessment

English as a Second Language, ESL Level 3, Open (ESLCO, one credit)

(Currently not being offered at this time)

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: ESLBO or equivalent English Assessment

English as a Second Language, ESL Level 4, Open (ESLDO, one credit)

(Currently not being offered at this time)

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: ESLCO or equivalent English assessment

English as a Second Language, ESL Level 5, Open (ESLEO, one credit)

(Currently not being offered at this time)

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

Prerequisite: ESLDO or equivalent English assessment

FRENCH

The French program aims to prepare each student to perform effectively as they speak the official language with confidence and gain transferable academic and cognitive skills. The learning of this second language offers each student opportunities to deal with another culture with understanding and appreciation. The program celebrates the gifts of communication and opens each student to wide-ranging possibilities in career and relationship options.

Core French, Grade 9, academic (FSF1D, one credit)

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.

The students study language as a gift of God, which will help them to understand and appreciate people of other cultures.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent. Students who do not meet the prerequisite will be placed in GLE1O and that course will be substituted for the French credit requirement.

Core French, Grade 10, Academic (FSF2D, one credit)

(Not offered at Unity this year. Students can take it online through an online course provider.)

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: Core French, Grade 9, Academic or Applied

Core French, Grade 11, University Preparation (FSF3U, one credit)

(Not offered at Unity this year. Students can take it online through an online course provider.)

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 continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: Core French, Grade 10, Academic

Core French, Grade 12, University Preparation (FSF4U, one credit)

(Will be offered every other year if there is sufficient demand)

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. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: Core French, Grade 11, University Preparation

GUIDANCE AND CAREER EDUCATION

The Guidance program aims to help each student to know and appreciate themselves as image-bearers of God, to relate in Christian ways to others, to develop appropriate educational plans, to explore career alternatives, and to be successful in their schoolwork.

Learning Strategies I: Skills for Success in Secondary School, Grade 9, Open (GLE10, one credit)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. This course will use as elements of its curriculum, various sections and units of grade nine courses in which students have identified and significant challenges.

Prerequisite: recommendation of principal (This course is often used as the substitute for the compulsory French course in Grade 9 for those who do not have the required prerequisite learning for French)

Career Studies, Grade 10, Open (GLC20, half credit)

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.

Students will explore who God made them to be, how they learn, and how they are related to the Christian and the broader community. So, students investigate God’s call on their lives, and how they can specifically respond in their career lives.

Prerequisite: None

Learning Strategies II: Skills for Success in Secondary School, Grade 10, Open (GLE20, one credit)

This course is a continuation of the grade 9 course (GLE10). This course explores learning strategies and helps students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

This course will use as elements of its own curriculum, various sections and units of grade ten courses in which students have identified any significant challenges.

Prerequisite: recommendation of principal

Advanced Learning Strategies: Skills for Success after Secondary School, Grade 11, Open (GLE30, one credit)

(offered as needed)

This course improves students’ learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations.

Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

This course will use as elements of its own curriculum, various sections and units of grade eleven courses in which students have identified and significant challenges.

Prerequisite: recommendation of principal

Advanced Learning Strategies II: Skills for Success After Secondary School, Grade 12, Open (GLE40, one credit)

(offered as needed)

This course is a continuation of the grade 11 course (GLE30). This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or post-secondary educational destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or educational choices and develop a plan to help them meet their learning and careers goals.

This course will use as elements of its own curriculum, various sections and units of grade twelve courses in which students have identified and significant challenges.

Prerequisite: recommendation of principal

COOPERATIVE EDUCATION

The cooperative education program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the cooperative education curriculum.

Cooperative Education Linked to a Related Course (or Courses)*

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

Creating Opportunities through Co-op, Grade 11, Open (DCO30, one or two credits)

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students 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 skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students 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

HEALTH AND PHYSICAL EDUCATION

The health and physical education program seeks to encourage each student to develop the attitude and practice of life-long physical fitness. The program implements this through individual and corporate physical skills training and health awareness to encourage individual motor skill

development and community participation. A major aim is also to engender sports and related skills in order to allow each student to be able to participate in organized and structured games. Leisure activities for fitness which allow for consistent, healthy service for the King are also emphasized.

Healthy Active Living Education, Grade 9, Open (PPL10, one credit)

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.

Because we are temples of the Holy Spirit, created in God's image, this course focuses on students' appreciation for their bodies, with an emphasis on the care and maintenance of physical fitness through individual fitness activities and team sports. Students will learn ways to improve personal fitness and physical competence as well as safety and injury prevention strategies.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20, one credit)

(offered when time and space permit – not offered in 2025-2026)

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.

This course will further develop the skills, rules and strategies of basketball, volleyball and badminton with an emphasis placed on the interaction, cooperation and communication with teammates. The health program will encourage students to discover and discern their mental and emotional well-being like self-esteem, relationships, emotions and stress.

Prerequisite: None

Healthy Active Living Education, Grade 11, Open (PPL30, one credit)

(only offered when time and space permit- not offered in 2025-2026)

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

Healthy Active Living Education, Grade 12, Open (PPL40, one credit)

(offered as needed, when time and space permit- not offered in 2025-2026)

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

Recreation and Healthy Active Living Leadership, Grade 12, College Preparation (PLF4M, one credit)

(offered 2025-2026, not offered 2026-2027)

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

Prerequisite: Any health and physical education course

Introductory Kinesiology, Grade 12 University Preparation (PSK4U, one credit)

(not offered 2025-2026, offered 2026-2027)

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

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

INTERDISCIPLINARY STUDIES

Interdisciplinary Studies: Senior Project, Grade 12, University Preparation (IDC4U, one credit)

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic and mass media resources to analyse historical innovations and exemplary research: and to investigate real-life situations, and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Any university, university/college, preparation course.

Interdisciplinary Studies: Senior Project, Grade 12, Open (IDC4O, one credit)

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into

contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.
Prerequisite: None

MATHEMATICS

The study of mathematics helps to bring about an understanding of order and logic in creation. The major importance of mathematics is to teach students to think critically, reason logically, and solve problems in a society where mathematics is increasingly relevant to their role in God's kingdom and their future in the workplace. This curriculum integrates appropriate technologies into the learning and doing of mathematics, while recognizing the continuing importance of students' mastering essential numeric and algebraic skills. Mathematical work is based around the recognition of the spatial and numerical order of God's creation and celebrates its unfolding to students.

Principles of Mathematics, Grade 9, (de-streamed) (MTH1W, one credit)

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.

Students discover some of the rich patterns and relationships that God has laid in His creation.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D, one credit)

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: Principles of Mathematics, Grade 9, de-streamed

Foundations of Mathematics, Grade 10, Applied (MFM2P, one credit)

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

Functions, Grade 11, University Preparation (MCR3U, one credit)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions

numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C, one credit)

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: Foundations of Mathematics, Grade 10, Applied

Calculus and Vectors, Grade 12, University Preparation (MCV4U, one credit)

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 or Co-requisite: Advanced Functions (MHF4U)

Advanced Functions, Grade 12, University Preparation (MHF4U, one credit)

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

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

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C, one credit)

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

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

SCIENCE

The creation is a wondrous, beautiful, complex manifestation of God's majesty; doing science requires a response to God's power, and recognition of His omnipotence. Science abstracts, examines and derives laws based on the regularity of God's works in creation. The science program at Unity Christian High School has a two-fold aim: to successively uncover the beauty and diversity of the creation, and to develop in each student a scientific literacy enabling each one to have the scientific knowledge, skills and habits of mind to make knowledgeable decisions and to have such positive attitudes to be able to live and work well in God's world.

Science, Grade 9, (de-streamed) (SNC1W, one credit)

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.

Students are made aware of the love and power of their creator, by studying the amazing intricacies of God's creation. Students explore these topics through discussion, observation and experimentation.

Prerequisite: None

Science, Grade 10, Academic (SNC2D, one credit)

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.

Students study the beautiful created order God has made, and are lead to proclaim: "Great are the works of the Lord; they are pondered by all who delight in them" Ps. 111:2.

Prerequisite: Science, Grade 9, de-streamed

Science, Grade 10, Applied (SNC2P, one credit)

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



In each case, students are reminded of the creation as "God's glory robe", science as our description of it, and our calling as wise stewards in our immediate and larger environment.

Prerequisite: Science, Grade 9, de-streamed

Biology, Grade 11, University Preparation (SBI3U, one credit)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function

of plants. The course focuses on the theoretical aspects of the topics under study and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

Biology, Grade 11, College Preparation (SBI3C, one credit)

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

The key theme of this course is the recognition of God's creative and sustaining power. This course focuses on the processes that occur in biological systems.

Prerequisite: Science, Grade 10, Academic or Applied

Chemistry, Grade 11, University Preparation (SCH3U, one credit)

(not offered 2025-2026, offered 2026-2027)

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

The student is encouraged to use the knowledge acquired in this course to become a better steward of God's creation.

Prerequisite: Science, Grade 10, Academic

Physics, Grade 11, University Preparation (SPH3U, one credit)

(offered 2025-2026, not offered 2026-2027)

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: Science, Grade 10, Academic

Biology, Grade 12, University Preparation (SBI4U, one credit)

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.

The threads that flow through this course are two-fold: 1, our God has made and upholds His creation through His power and providence, and 2, as the course progresses from microscopic to macroscopic phenomena, creation's complexity and diversity will be stressed. In each unit, Christian perspectives are used to evaluate concepts and theories.

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 12, University Preparation (SCH4U, one credit)

(not offered 2025-2026, offered 2026-2027)

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

Prerequisite: Chemistry, Grade 11, University Preparation

Physics, Grade 12, University Preparation (SPH4U, one credit)

(offered 2025-2026, not offered 2026-2027)

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: Physics, Grade 11, University Preparation

SOCIAL SCIENCES

Scripture shows a picture of humans in relationship with God, with self, with fellow humans and with all created reality. Taking this theme as central, the social sciences analyse and interpret actual and normative practices and ideals. Underlying the social sciences is the concept that basic to culture-forming activities and institutions is the heart-response to God. The grade nine course specifically explores the factors that affect attitudes and decisions about food and examines current issues of body image and food marketing, as they relate to this heart response to God. The food and nutrition course describes the role of food in enabling optimum health at all stages in life equipping students to be faithful servants in the Kingdom of God.

Worldview Perspectives, Grade 9, Open- Locally developed course (HRW13, taken in Grade 10 at Unity, one credit)

In a world where there the possibility of discovering a “capital T truth,” and where pluralism teaches a relativistic and pragmatic notion of belief systems and ethics, it is important for a Christian student to understand that a Christian worldview has a set of radically different assertions. It is also important for students to understand that everyone has a worldview perspective, implicit or explicit, conscious or sub-conscious, and that the articulation of a Christian worldview is paramount to fully “loving the Lord with all our hearts, souls, and minds” (Matt 22: 36-40), and to being “not conformed to this world, but be transformed by the renewing of your mind” (Rom 12:2).

Prerequisite: None

Challenge and Change in Society, Grade 12, University Preparation (HSB4U, one credit)

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

change.

At Unity this course is commonly referred to as Faith and Culture.

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

TECHNOLOGICAL EDUCATION

Technologies have consistently worked in tandem with society to illustrate cultural change. In this century, technology may be at the forefront of or even leading that change. This program has a two-fold aim: first, to offer a perspective on technological change and how it fits into contemporary culture; and second, to develop in each student, the skills necessary to live and work creatively and competently in the technology-based society in which they live.

Construction Technology and the Skilled Trades, Grade 9, Open (TCJ10, one credit)

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

Prerequisite: None

Health Care Technology and the Skilled Trades, Grade 9, Open (TPJ10, one credit)

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

Prerequisite: None

Technological Design and the Skilled Trades, Grade 10, Open (TDJ20, one credit)

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

Prerequisite: None

Construction Engineering Technology, Grade 11, College Preparation (TCJ3C, one credit) *(offered annually if time, space and resources permit)*

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

Prerequisite: None

EXPERIENTIAL LEARNING: (additional information)

Unity Christian High School offers experiential learning programs. These provide students with opportunities to apply classroom learning in a workplace, as well as exploring a career of interest.

1. COOPERATIVE EDUCATION

The cooperative education program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the cooperative education curriculum. Two cooperative education courses are included in the Ontario curriculum:

- Cooperative Education Linked to a Related Course (or Courses)
- Creating Opportunities through Co-op

The inclusion of these two courses in the curriculum is intended to ensure that all students have access to cooperative education, to meet the diverse needs of individual students, and to support a broad range of experiential learning opportunities. Schools are encouraged to offer both cooperative education courses.

Cooperative education places additional responsibilities on students; consequently, it is generally offered to students in Grades 11 and 12. However, when it is deemed to be in the best interest of a student in Grade 9 or 10, that student may also participate in cooperative education. In order to participate in cooperative education, students must be at least fourteen years of age. For details on age restrictions, see “Stage 1: Planning for the Opportunity”, on page 33 of the full Cooperative Education document.

All secondary school cooperative education courses must be scheduled for a minimum of 110 hours per credit. A cooperative education course may be planned as a single-credit or a multiple-credit course, depending on the student’s interests, strengths, needs, and aspirations. A multiple-credit course is planned to further extend and enhance the student’s learning and refine skills. For details on credits, see “Granting of Credits”, on pages 46–47 of the Cooperative Education document.

All cooperative education courses must include a classroom component and a community component.

Cooperative education courses must adhere to all relevant legislation and ministry and school board policies, including but not limited to legislation and policies relating to protection of privacy and workplace health and safety.

Cooperative education and other experiential learning opportunities are not to be used to fulfil the graduation requirement of 40 hours of community involvement.

The Classroom Component

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom component is to ensure that students are:

- prepared for their community experience, demonstrating the skills and knowledge required before the start of their community component;
- focused on integrating their learning throughout the course.

The duration of the classroom component before students start at their placement depends on a student’s readiness to participate in the community component safely and purposefully, according to the professional judgement of the cooperative education teacher. With its differentiated approach, cooperative education respects the individual strengths and needs of

each student and allows for staggered points of entry into the community component for individual students.

With respect to the integration of student learning throughout the course, teachers should consider a wide range of integration activities that will support the achievement of the curriculum expectations. These integration activities and the time required will vary depending on the needs of the student and the nature of the community component.

Learning activities delivered through classroom or e-learning instruction and assignments may extend into the community component, through interactions between the student, the cooperative education teacher, and the placement employer or placement supervisor in the community.

The Community Component

The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or “placement”, where the placement supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports students in achieving the curriculum expectations. The community component must include a variety of experiences of a sufficient duration to permit students to meet the expectations as identified in their learning plan (see “Developing and Implementing the Student’s Cooperative Education Learning Plan”, pages 24–26 of the full Cooperative Education document).

While participating in the community component students are considered workers in the province of Ontario under the Occupational Health and Safety Act (OHSA). As a condition of their cooperative education placement, they share in the same rights and duties as paid workers and benefit from receiving the same mandatory health and safety awareness training. This training is required in all workplaces and is distinct from any sector-specific, hazard-specific, or competency-specific training that may be offered by particular employers to all or some of their staff.

You may apply to take a cooperative education course during the course selection process. A counseling and interview process conducted by the cooperative education teacher and/or administrator, determines your suitability for the program. Prior to your placements, you will attend structured orientation sessions as part of the classroom component of the program.

In collaboration with you the student, subject teachers, and placement supervisors, cooperative education teachers prepare Student Cooperative Education Learning Plan (SCELP) that include a description of the curricular knowledge and skills and the employability skills that you will demonstrate at your placements. The cooperative education teacher will also conduct placement learning assessments and evaluate your performance in pre-placement, placement, and reflective learning activities. You will be invited to share and analyze your placement experiences with your teacher and peers in structured integration sessions.

Pre-Course Counseling and Interviewing:

A structured interview between you and the teacher responsible for the course (or the administration) will occur, in order to determine whether you have the necessary educational background and maturity for the program. This interview will occur prior to the start of the program. During this process, staff will be aware of your educational and career goals, annual educational plan, and post-secondary destinations.

OYAP (Ontario Youth Apprenticeship Program)

One or Two Credits

Unity is able to offer students an opportunity to participate in OYAP if they are taking a Co-op in a skilled trade work placement.

The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students to earn credits towards the Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is in an apprenticeship trade.

In order to be eligible for OYAP, students must be sixteen years of age or older, have completed 16 credits towards the OSSD, and be enrolled as a full-time student in a secondary school. Students, and their parents, if required, must also complete an OYAP Participant Application Form. Once that form is completed, students are considered “OYAP participants”.

As an OYAP participant, a student may have the opportunity to become an apprentice, with a registered training agreement, while attending secondary school. As an apprentice, a student may have the opportunity to complete Level 1 apprenticeship training offered by a Training Delivery Agent (TDA) approved by the Ministry of Advanced Education and Skills Development (MAESD).

In addition to the information in “Developing and Implementing the Student’s Cooperative Education Learning Plan” on pages 24–26, the Student’s Cooperative Education Learning Plan of an OYAP student includes the relevant skills or skill sets outlined in the on-the-job Apprenticeship Training Standard (ATS) for the specific trade, as identified by the Ontario College of Trades. Students and OYAP placement employers or placement supervisors are required to document a student’s achievement of these skills or skill sets from the apprenticeship training standard in their learning plan.

Students in OYAP must be provided with trade-specific health and safety training by the placement employer or placement supervisor.

In addition to the student record requirements described in the OYAP contract agreement, schools must retain the signed OYAP Participant Form for a period of seven years and make the signed OYAP Participant Form available to the Ministry of Advanced Education and Skills Development, upon request.

I. SENIOR PROJECT

Most courses at Unity Christian High School give you the opportunity to synthesize and extend the learning that has gone on through the course by means of a summative activity near the end of the course. In much the same way, the **SENIOR PROJECT** is designed to allow you to demonstrate your capabilities for research, creative thinking, rigorous analysis, and clear written and oral communication. The SENIOR PROJECT is the culmination of your years of high school education; the skills learned throughout these years will be tested and extended through the project; the characteristics described in the GRADUATE PROFILE will be solidified through this project.

Using traditional and performance based teaching and curricular strategies founded on strong basic knowledge and skills requiring a real world application, the **SENIOR PROJECT** is a challenging student driven, teacher-guided culminating program. Unity Christian High School requires each of you during your senior year, to competently complete each of the following related 5P’s, as a condition of your achieving the **UNITY CHRISTIAN HIGH SCHOOL DIPLOMA**:

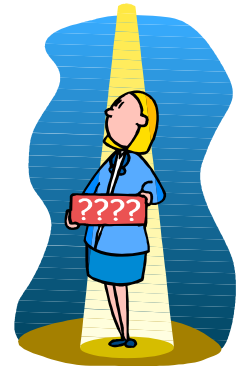
1. Research Paper

Grade 12 students select an approved topic and write a research paper; successful completion is required for graduation. During this phase, the skills applied include things such as knowledge acquisition, information literacy, validation, credibility and variety of sources, sorting, and selecting appropriate information, writing skills, research skills. Because you choose your own topics, Senior Project papers are as diverse as your interests (e.g., censorship in public education, effective online marketing strategies, robotic prosthetics, effective solutions related to the homeless).

2. Project

During the project phase, you will apply the knowledge gained during your research by defining, designing, and producing a related project (e.g., if you are studying water quality in the Kempenfelt Bay, you may do an independent research project related to the impact of gasoline pollution on the Bay's waters).

Because the projects must reflect a learning stretch, this phase of the Senior Project process offers you a unique blend of real-world experiences combined with the knowledge and skills learned in school. The project phase's 'learning stretch' requires a golden ratio of challenge and ability, hands-on learning in a real-world context. Though success is probable, it cannot be guaranteed. Your application of skills, the quest for quality, and the ability to apply and use appropriate information, as well as the demonstration of time management, problem solving, effective communication, and perseverance are key characteristics impacting your success.



3. Portfolio

A community of Unity-related people will listen to your presentation, and will view your portfolio, a collection of process pieces as well as the final showcase of your completed Senior Project work. The portfolio can be used by the community to help guide their questioning, it is also often a valued document that you take as you exit high school. Comprehensive Senior Project portfolios contain samples of material that can be used in the job and college application process, and are a perfect culmination to your GRADUATE PORTFOLIO.

4. Presentation

The final phase, the "Presentation", requires you to formally speak to a group of people assembled from the Unity community (from student body, the staff and parents and friends). The formal speech is followed by an informal question and answer session guided by the judges. You must not only demonstrate knowledge of the chosen subject but also show competent speaking skills and an ability to think on your feet.

5. Process

This part of Senior Project is the journal, in which you document your activities, such as planning, researching, writing, and project development. The reasons that you will keep a journal is to keep yourself accountable, keep all your progress in one spot, and remind yourself how you are using your time.

What is this all for? The over-all benefits to you from this program are enormous. Here is a list of just a few. The SENIOR PROJECT PROGRAM:

1. Requires you to model focused, rigorous, and relevant independent learning
2. Requires you to demonstrate not only what you know but also what you can do
3. Enhances the school/community relationship
4. Promotes cooperative and independent learning
5. Blends and assesses a variety of core skills as well as real-world skills
6. Requires you to model active vs. passive learning
7. Focuses all students in the school on a long-term, academic goal
8. Increases interdisciplinary efforts across the curriculum
9. Reinforces meaningful decision making
10. Supports school-to-career initiatives
11. Enhances college and workforce applications.

J. Supports and Resources

Guidance

The guidance program at Unity provides a range of services which help you to work at your given level of ability. It helps you to evaluate and make choices in educational planning, vocational planning and personal growth. The program can be summarized in these six areas:

Adapting to the high-school environment:

The guidance program provides information about the school and its programs as you make the transition to high school. The guidance counsellor provides a friendly source of help and support and gives instruction in the skills required for successful work in high school.

Working through personal or relationship difficulties

Personal counselling can provide an empathetic ear, and a referral to a professional counsellor may be of great, even critical help.

Choosing courses and educational paths

The guidance program provides regular information on diploma requirements, course requirements and descriptions, and on the consequences of various choices in opening or closing future possibilities. Our guidance department will work with students and parents in the selection of courses that will support future educational goals.



Exploring careers

The guidance program is probably your major source of information about the range of careers open to you. In addition, you are helped to consider various career options based on understanding the needs of God's kingdom and your own abilities, interests, and limitations. The program guides you through the decisions that need to be made providing

support and reassurance in what is for some of you a stressful process. This may be particularly true in your senior years.

Learning Resource

The Learning Resource Program provides additional resources to the regular academic program at Unity Christian High School. The resources include courses offered to assist students with identified learning disabilities, intervention in the regular classroom and program modification based on recommendations made by the classroom teacher in consultation with the administration.

UNITY FOR CHRIST Service Learning

The guidance department will keep a record of your service learning projects; your teacher will dialogue with both you and the Guidance office about the value, challenges and prospects of these activities.

STUDENT SUCCESS PROGRAM and Special Education

Student Success Program

The Student Success Program and Special Education at Unity is a multifaceted approach that supports students in working to their potential. It is important that all students, including those with learning exceptionalities have the resources and supports to be successful in their secondary school experience. Through formal IEPs and informal Student Profiles the resource staff will work alongside students, parents, teachers and other community professionals to offer students a differentiated approach to learning.

The Student Success Program will assist students who have learning challenges, by working with specific students to:

- develop and implement a functioning and successful resource program for designated students, providing assistance to students with particular learning needs,
- identify through testing, referral and interview, all those students requiring special academic assistance,
- write Individual Education Plans (IEPs) for students based on professional assessments, and update each IEP after Semester I,
- coordinate the development of clear work expectations for each student enrolled in the program,
- monitor students with academic needs for support, supervision and accountability,
- provide remediation for particular assignments, for designated students,

The staff of the Student Success Program will:

- teach GLE courses,
- teach study skills seminars as necessary,
- hold individual learning sessions.

Learning Resource

The Special Education and Student Success Program will support students' academic success, through accommodations, modifications, supervision and accountability. The program will assist students with learning exceptionalities, behavioural, communicational, intellectual, physical,

emotional, or multiple exceptionalities, by working with them and their teachers to develop appropriate instructional, environmental and assessment strategies.

To support student success, GLE courses are available to all students and grade 9s will participate in a study skills seminar prior to their first set of secondary school exams.

Documentation

The Student Success and Special Education staff will develop IEPs based on professional assessments and Student Profiles based on apparent educational strengths and weaknesses. Both of these documents will be reviewed and updated on a regular basis. A team approach to this documentation will include, the student, parents, teachers, SERT and Administration.

Student Success Center

The student success center is available to all students, as an individual work space or for a place to connect with a teacher for support in any subject. Students may check with the teacher to arrange for times.

Educational Liaison

The Student Success and Special Education staff will meet with community professionals and support people and help students and parents make connections with community agencies that will support educational success.

English Language Learners

English Language Learning

Unity is committed to providing an inclusive, respectful and equitable environment for English language learners. ELL profiles will be developed based on previous educational information and will include student strengths, note areas for improvement and highlight initial strategies to support student learning.

ESL classes will be offered as needed at the appropriate level for student abilities.

Learning Resource

To support student success, English language learners will receive appropriate, instructional, environmental, and assessment accommodations. Through informal assessment, observation and conferencing the student's profile will be updated, regularly. ESL courses will be available to students at their educational level.

Student Success – additional information

Educational Liaison

Throughout the school year, staff will connect with parents and guardian designates to ensure good communication of information, expectations and to address any educational concerns. In the case of students studying in Canada but living elsewhere, report cards will be sent to the appropriate agencies to ensure translation and communication.

Computer Lab and Library

The students of Unity have access to our school computer lab throughout the day unless there is a class scheduled in it. All students are set up with an Outlook-Office account with access to email and the ability to print through the school copiers. Students also have access to

documents placed on the OneDrive by teachers and other students to allow for greater collaboration. The library is open throughout the school day as a quiet study space for students. Students on spare are encouraged to use this space to work quietly on school work.

Community Resources

Students are encouraged to use the Barrie Public Library and trips are often arranged to go there to do additional research that cannot be done online. Additional access and support through community resources can be found through contacting the school guidance counsellor.

Accommodations

Students who are have an Individualized Education Plan (IEP) are entitled to accommodations to support their learning. Accommodations could include, use of a computer, chunking, quiet space, extra time on evaluations, a scribe, opportunities for oral testing and the support of an oral coach. Student success is the key and all necessary supports will be given to students to enhance their learning and success on class work, assessments and evaluations.

Appendix 1: PROGRAM AND COURSE SELECTION

Your Annual Education Plan

Your high school years are more than just a step between elementary school and whatever comes next. This part of your life has a profound impact on what that “whatever comes next” will be! Careful planning is really necessary for you to move into the destination that you want to reach. You want to have all the requisite courses and programs successfully completed so that you can continue moving on the career path that you establish through these years. You don’t want to arrive in grade 12, only to find that you are missing a compulsory course, or a prerequisite that you needed for the program you are applying for in a post-secondary institution. All students will use myBlueprint.ca to help with this process. They will be introduced to MyBlueprint in Grade 9.

The charts below will help you to do some of that planning. Use it as a guide. You may wish to change it as you go through high school; that’s OK. Make sure that you keep your planning high in your priorities, because, “if you don’t know where you are going, you might end up somewhere else!”

All of the UNITY and OSSD compulsory courses are noted in the chart already.

ANNUAL EDUCATION PLAN				
	First Year	Second Year	Third Year	Fourth year
1	English	English	English	English
2	Math	Math	Math	
3	Science	Science	Faith and Culture	Senior Project
4	Geography	History	Senior Science recommended	
5	French/GLE	Worldview		
6	Health/PE	Civics/Careers		
7	Bible (Old and New Testaments)	One or two of: GLE, Band, Choir		
8	Music or Visual Art	French or Business		
9	Construction or Health Care Technology	Visual Art or Technology		
# of credits:				Total:

APPENDIX 2: School Expectations

A.1. Respect and Dignity of Persons: Relatively Minor Inappropriate Behaviours

PREAMBLE: Process for Resolving Inappropriate Behaviour Violations: The following policies are designed to encourage appropriate behaviour in very specific cases. The list is not intended to be exhaustive, but rather, to identify those poor choices that are more common place.

The teacher has full authority to discipline students in the classroom, in the halls, and during all school activities. In some situations, the teacher may choose to refer the issue to the administration. In the case of repeated violations of school regulations, the student will be counselled according to the following progressive steps, with each step demonstrating increasing concern for the misbehaviour.

1. Informal discussion along with possible detention(s) or other appropriate actions.
2. A formal interview between the student and one or more school officials and an agreement for future behaviour is reached.
3. If the agreement (step 2) is violated, an interview will be arranged with the student, the administration and the parents. A suspension may take place until a contract is agreed upon, outlining the conditions for the student's return and continued attendance at Unity Christian High School.
4. The terms of the contract agreed upon in step 3 will be implemented. After these terms have been completed, a parental interview may again be held.
5. Continued violations will require a meeting with more persons than the administration. A new contract with more severe repercussions will be drawn up.
6. Repeated offences may result in stronger disciplinary action, such as a recommendation to the BOD for expulsion.



a. General: Dignity, respect, and love are behaviours and attitudes which ought to be evident in all interpersonal dealings. These elements are manifestations of a caring, Christian community. Therefore, this respect ought to show itself throughout the school and school day: for example, during assemblies or various presentations, students ought to give the speakers the honour of respectful listening. Running in the halls is a safety hazard and is therefore prohibited. Indecent language or using the name of God in vain will not be tolerated in school.

b. Dress: Students are expected to dress showing respect for self and others. Dress should be comfortable but neither inappropriate nor leisurely. Students should dress neatly and with clothing suitable for the Christian school setting. All uncovered tops are to have sleeves. Shorts for both boys and girls, and skirts for girls should be at least as long as the tips of the fingers with arms down. Necklines for girls should be modest. All tops must have ample yardage to cover the waistband of shorts, pants or skirts. Shoes must be worn at all times for hygienic reasons. Hats, caps and other head coverings are not to be worn during chapel. In the classroom, hats may be permitted at the teacher's discretion. Clothing advertising alcohol or other activities and/or organizations reflecting anti-Christian values, are not acceptable. Educational or school-sponsored excursions will either have a stated dress code, or else the above will apply.

Consequences for failing to follow the prescribed dress code will be as follows: 1st offence will result in a warning from staff and a note will be sent home via email to inform parents of the infraction. 2nd offence will result in the student being removed from class until suitable clothing is worn. Parents will be informed by phone. 3rd offence will result in the student being removed from class and sent home until a meeting can be arranged with parents to discuss a solution to the ongoing dress code concerns.

c. Physical Demonstration of Affection: To find someone to love is a blessing of the Lord; to have friends is one of the greatest joys of life. There are however, appropriate and inappropriate ways and times of demonstrating that affection. Therefore, passionate embracing and/or kissing are not appropriate behaviours at school. These are embarrassing to other students and staff, and it demonstrates a lack of social sensitivity.

d. Bus Expectations

1. Be respectful of other students on the bus.
2. Be respectful of the bus driver while getting on and off the bus, and while riding on the bus.
3. Enter and leave the bus in an orderly manner.
4. Follow directions the first time they are given.
5. Sit and remain in the (assigned) seat, facing forward with feet on the floor. Students may only stand when all seating is occupied. *Note: As a general rule, standing is not allowed on any school buses*
6. Do not interfere with nor annoy any passengers. Swearing or loud, obnoxious behavior will not be tolerated.
7. No eating or drinking on the bus. Students are only allowed to eat/drink on the bus when on select out-of-town events and are expected to clean up any messes that may occur. *This may occur only when allowed by the driver.*
8. Students must not litter, write on or damage the bus or anyone else's property in any way.
9. Loud music is not allowed on the bus at any time.
10. Students are not allowed to get off the bus at any other stop than their home without written permission from the principal.
11. All bags and other student carry-ons (e.g.: band instruments) must be placed under the seats, not in the aisles. Only items that fit in a knap sack are allowed on the bus, with the exception of the aforementioned musical instruments.

e. Student drivers on School Excursions: If required, transportation will be arranged in accordance with the following procedures:

- (teachers will) consult in advance with the event coordinator,
- as a general rule, students are allowed to drive their vehicle by themselves to and from an athletic practice or game, if it is within Barrie city limits, students may drive their sibling to a practice or game
- as a general rule, all athletic tournaments and field trips begin and end at Unity.
- exceptions to those rules may occur if there has been teacher-in-charge and parents dialogue such that parental permission has been granted for a student to be driven to/picked up from an agreed-upon location other than Unity CHS.

Regarding local athletic events (inter-collegial sporting activities within Barrie city limits): Unity will provide transportation to the event, but will not be responsible for transportation at the conclusion of the event. Parents should make their own arrangements so that their student-athletes return home from the event in a timely manner.

Regarding local athletic events (inter-collegial sporting activities within Barrie city limits): any driver transporting him/herself possessing a valid driver's license may drive themselves or a sibling to the facility at which the activity is being contested provided that the appropriate permission has been received from the principal and parent(s) of that student-athlete.

A. 2. Respect and Dignity of Persons: Serious Violations

Preamble: Procedures for resolving Serious Personal Violations: Some behaviours are an affront to our God, can be very harmful to persons in Unity, can affect our own Christian community and ultimately can impact the whole body of Christ. These behaviours will be dealt with more severely. Therefore, the procedure that will be followed in these cases is noted here (depending on the nature and seriousness of the offence, some of these steps may be simultaneous):

1. The principal will discuss the violation with the student. As much as possible, a restoration and/or restitution effort will be made.
2. In most circumstances outlined in this section, parents will be involved. A letter detailing the circumstances and consequences will be sent to the parent(s) when suspension or expulsion is involved.
3. Following a suspension, the student will meet with the principal to discuss commitments for the future. A contract may be set up, outlining conditions for continued attendance at Unity.
4. Continued violations will require a meeting with more persons than the administration. A new contract with more severe repercussions will be drawn up.
5. Repeated offences may result in stronger disciplinary action, such as a recommendation to the Board for expulsion.

a. Harassment, Bullying, and Cyber bullying: Every creature of the Lord should be treated with respect and dignity. Students are expected to be courteous and considerate in all interactions with each other. Students are encouraged to continue the positive atmosphere that has characterized UNITY. Overt or subtle signs of intolerance and harassment cause human pain and anger. This includes but is not limited to social media. Any degrading or humiliating game, prank, stunt, practical joke, video, text message or social media post or other activity that: intimidates or threatens another student; and/or

- subjects another student to stress, embarrassment, or shame; and/or
- adversely affects the mental health or dignity of a student, or discourages that student from remaining at UNITY, will not be tolerated and will result in parents being contacted, suspension, expulsion, and/or the involvement of the Barrie Police.

If you or someone you know is being harassed, you should:

- a. Document the who, what, when and where of the situation.
- b. Tell the guidance counsellor(s), principal or a teacher, who will:
 - Talk to both students involved to get the facts
 - Verify details
 - Notify parents
 - Document the incident
 - If both parties agree that the incident was not "serious", there will be an attempt to have both parties reconcile face to face

- If the incident is serious (sexual harassment, threats, or continual harassment) the principal will be involved, which may lead to suspension, expulsion, or police involvement.
- The school will work with the students and parents until there is a sense of resolution and the victim is satisfied that UNITY is a safe place to be.

b. Abuse: Abuse is contrary to how Christ wants people to live: as a loving, caring community of believers. All of us at Unity, staff and students alike, are expected to conduct ourselves with respect for our dignity and that of others. If you have concerns about any conduct or physical contact by an adult at Unity, by a fellow student or by a member of the public, you should immediately report this concern to the principal or another teacher, as well as your parent/guardian. All such reports will be taken very seriously, and handled discreetly and confidentially. However, we are required by law to report child abuse to the appropriate social agency. All the reports will be investigated by the school authorities following the school policy entitled: TOWARDS HEALTHY RELATIONSHIPS: PROTECTING TEEN WELFARE, REPORTING TEEN ABUSE POLICY. If a student or staff member has been found to have violated this policy, the protocols described in the above policy will be followed.

c. Substance Abuse: Possession and/or consumption of alcoholic beverages or illegal drugs on school property and/or during school hours, and/or at a school function are prohibited, and will result in an immediate suspension of five days. If the principal has a reasonable suspicion that a student has violated the law and/or the school's alcohol and drug policies, then the principal (or designate) and a second staff member have the right and authority to detain students, smell their breaths, conduct a search of their persons, and conduct a search of their book bag, desk, locker, etc. We also reserve the right to request that any student undergo a breathalyser test or a substance screening by a school-approved laboratory. Refusal to comply may result in an immediate suspension pending further investigation. Steps 2 and 3 (in section A.2.Preamble) will result as well. A second offence may result in a recommendation to the Board for immediate expulsion. If a student is in possession of illegal drugs or alcohol, the police may be notified.

A student will be suspended for up to five school days for the following infractions:

- being under the influence of alcohol or illegal drugs at school or at a school-related function (in the studied opinion of the principal or his/her designate and a second staff member);
- being in possession of alcohol or illegal drugs either at school or at a school-related function.

In order for restoration to occur, the student will be required to meet with the administration prior to being re-admitted to school. The school may require abuse counselling for the student as part of the restoration process. Any subsequent violation may result in expulsion for the remainder of the school year and would involve the loss of any potential credits.

A student will be immediately suspended for the distribution or sale of alcohol or illegal drugs during the school day or at school-related functions. At the executive committee's discretion, the student may be asked to attend an expulsion hearing with the administration and/or executive committee of the Board of Directors. Expulsion would be for the remainder of the school year and would involve the loss of any potential credits. The police may be notified if the student is involved with the selling or distribution of illegal drugs.

d. Tobacco Products: Use or Possession: Unity Christian High School is a tobacco-free environment. Smoking or holding of a lighted tobacco product or chewing tobacco is prohibited at any school-related activity. During the school day, smoking and/or the holding of a lighted tobacco product and/or using chewing tobacco is prohibited on school. This includes the inside and outside of the building and in vehicles on the school property.

This policy is in place to acknowledge that smoking is detrimental to health; that under the Tobacco Control Act (1994), the sale or supply of tobacco products to persons under the age of 19 is illegal; that under the Smoke Free Ontario Act (2005), smoking is prohibited on any school property (including private schools, section 9, 2).

The penalties for violating these rules on school property are as follows:

- 1st offence – the school will contact the parents
- 2nd offence – student detention and the school will contact the parents
- 3rd offence – may receive up to a three-day suspension

Providing or selling tobacco products to persons under the age of 19 is illegal. Students engaged in this illegal activity will be subject to the following penalties:

- 1st offence – may receive up to a five day suspension
- 2nd offence – expulsion for the remainder of the school year.

e. Weapons and Fighting: Unless specific permission has been given by a teacher for a school related function, students are not to bring any weapons to school or on school buses. This includes: guns of any type (or replicas), jack-knives, fire crackers, brass knuckles, scout knives or any such objects designed to cause harm to other people. Possession of any such weapon may result in a suspension of a minimum of one (1) school day up to a maximum of twenty (20) school days, and step 2 (A.2. Preamble) will be implemented. The police may be notified.

Fighting at school or on school buses is not permitted. Any student who purposely starts a fight can expect to be suspended for one week. Any student who threatens another student with a weapon can expect to be suspended for one week and the police may be notified. Any student accommodating, promoting or recording such activity can expect to be suspended for three days.

f. Fire alarms: To set off a fire alarm is a serious offence. Any student doing so wilfully, without it being necessary, may result up to a three-day suspension and the implementation of step 2 (A.2. Preamble). The student will pay the incurred costs associated with setting off a false alarm.

B. Respect for Property

a. General: It is important to respect the school building, and the functions that various parts of the building have. Please keep the school clean (put garbage and recyclable materials into designated containers), and help ensure that it is clear of book bags, gym bags and backpacks. Neither nor deface that which belongs to the school. The replacement or cleaning costs will be applied to the culprit.

b. Science Rooms: Following are the requirements for the laboratories (Science Rooms):

- Shoes must be worn at all times.
- Unless specified otherwise, safety goggles must be worn during all physical investigations.
- Waste materials must be placed in the Waste Disposal Container.
- Following the investigation or experiment, it is the student's responsibility to ensure that the glassware, cupboard and counter are clean.



- No eating or drinking is allowed in the science rooms.
- The student must pay for glassware that is broken, in order to replace it.
- For everyone's safety, no horseplay will be tolerated.

c. Technology ("Shop") Room: Following are the requirements for the Technology ("Shop") Room:

- Closed shoes must be worn at all times.
- Unless specified otherwise, safety goggles must be worn whenever using tools.
- No eating or drinking is allowed in the Tech ("Shop") room.
- For everyone's safety, no horseplay will be tolerated.

d. Electronic Communication Devices: Unity recognizes the benefits of electronic devices in the classroom. Students are not to use these devices unless specific permission is granted by the classroom teacher. Students must respect each other's space and privacy in the use of all electronic devices and technology within all areas of the school (classrooms, washrooms, change rooms, etc). If a teacher suspects that this policy has been violated by a student, the teacher may confiscate the device and may hand it over to the school administration who will meet with the student.



e. Backpacks and Gym Bags: Lockers have been provided to each student for the storage of backpacks and/or gym bags. These items are not to be left for an excessive length of time on floors, in public spaces, in common areas, or on top of the lockers.

f. Textbooks: Students already pay an annual rental fee for the use of text books; this fee is included in the tuition fees. Each school-owned textbook or calculator (or the financial replacement value of the book) must be turned in by the student to whom it was loaned before the final examination may be written. The student, to whom the book or calculator was loaned, must pay the replacement cost of a lost or damaged book or calculator.

g. Lockers: The office will assign each student a specific locker. The school is not responsible for lost or damaged personal belongings. It is recommended by the school that lockers should be locked at all times. Students are advised that, when engaged in sports activities, they should place valuables in the care of the coach or teacher, or keep them in their locked locker. Combination locks can be purchased virtually anywhere; no keyed lock will be used on lockers. The lock combination must be submitted to the office at the beginning of the year.

h. Equipment use: Equipment such as sound systems and other AV equipment may neither be used nor handled by students without staff permission.

i. Internet Access: Students who wish to access the internet at school must first sign a statement promising they will comply with the UCHS "Computer and Internet Use Agreement". A parent signature is also required on that form.

j. Electronic Music Devices: These devices may be used during individual work time at the discretion of the teacher. Listening to music in class on such a device is a privilege that can be revoked if it is abused or interferes with student learning. These devices should never be used in chapel. School computers may not be used for listening to personal music. Students wishing to listen to any type of audio file will be required to use headphones or earbuds and not external speakers.



C. Attendance

a. Regular Attendance: Students are expected to be at school by 8:53 A.M. and to remain at school until the end of the regular school day. If a student arrives at school after the start of the school day, the student must report to the office. Should a student be required to miss a day or part of the day, the parent/guardian must notify the school by 9:00 A.M. on that day.

b. Absences: An unexcused absence from a class shall have the following consequences:
Any student who skips a class:

- i. will meet with the principal, who will inform the parents of the unexcused absence,
- ii. must serve a detention,
- iii. must obtain permission from the classroom teacher to return to the class.
- iv. will meet with the classroom teacher and the principal to discuss any missed assignments or tests.

c. Classroom Attendance and Lates: Since individual classes begin on time, and late-coming students are a disturbance to the class, students must be in their designated classrooms on time. Should a student arrive into class after the bell has gone, he/she will fill out a late slip (found inside each room) and give it to the teacher. After three lates, parents will be called; after six lates, the student will receive a detention. A detention will follow after each subsequent late arrival after six lates have been accumulated per semester. Being in class is both a privilege and a responsibility.

d. Illness and Emergencies: Should a student become ill during the school day, he/she will report to the teacher and/or to the office. The office will contact that student's home and doctor, as necessary, in that order. Should a student experience an emergency which may be personal, he/she should report to the office and the same procedure will be followed.

e. Leaving School Property: All students are allowed to leave school property during lunch period, and grades 11 and 12 students may leave school property during non-supervised spares. Students may use community spaces such as Shear Park and Centennial Park for activities that promote and positively represent Unity Christian High School. Students shall be courteous of community members using these spaces and behave with Christian decorum. After having left school property, students are expected to arrive in their next class by the second bell. The results of not fulfilling these expectations are:

1. a warning on first infraction,
2. a lunch detention and parents notified on second infraction,
3. removal of off-property privileges and parents notified on third infraction.

f. Special School Days: From time to time, regular classes are suspended, and the school provides for special learning opportunities, such as Career Day, field trips and the like. All students are expected to be in attendance on those days.

g. Tests Missed: If a student is ill and misses a previously announced test, that student must expect to write that test on the return day, if the student has a note from the parent or guardian, attesting to illness. Should a student be absent for any reason other than medical without having made arrangements with the principal or teacher on the day before the proposed absence, and has no note from the parent/guardian attesting to the legitimacy of the student's absence, the student will meet with the principal and teacher to determine the course of events. At the discretion of the principal and teacher, a zero may be given.

D. Visitors

a. Visitors: Visitors are welcome at Unity. All visitors must report to the office on arrival. If a student has a friend who wishes to visit classes during school time, the student must obtain permission from the principal at least one day in advance of the visit. When that person comes, the student is to take him or her to the office to introduce him/her to the principal, and the visitor will be given a guest pass. As a general rule, those visitors without some legitimate business to take care of at Unity, will not be allowed to stay on school property.

b. Guests at Student Council Sponsored Activities or Events: Student Council events develop community among all of us here at Unity, because they are interesting, they develop a joyful atmosphere and they build school spirit. A student may invite one guest to these social events. The student must request a pass from the administration at least one week before the event, and the guest must receive written permission from the administration. The student must inform the guest of the Unity code of behaviour (Building a joyful, purposeful, atmosphere), and must inform the guest that he/she will pay the unsubsidized cost of the event. The form is available from the office.



E. Definitions and Explanations

Restitution: The student will repay such damages as were incurred by the behaviour in question.

Restoration: The student will be encouraged, through an apology and repentance, to seek to restore a Christian community relationship with an offended person.

Suspension: The principal may suspend a student from the privilege of being a student at this school for up to one week. During the period of suspension, most of the privileges of being a student are revoked; thus, the student may not ride on the school bus or be on school property. The principal reserves the right to determine whether quizzes, tests, and/or the submission of assignments (essays, projects, research papers), which are due during the period of suspension, can be completed. A "zero" on those quizzes and/or tests not written, and on assignments during this time, may be given under the principal's discretion.

Expulsion: Permanent dismissal for the remainder of the school year by the action of the school board, upon the recommendation of the principal for the following reasons:

- student conduct that does not conform to acceptable Christian behaviour.
- student actions and/or attitudes that undermine the purpose of Unity Christian High School.

You may apply to the Board for re-admission for the following school year.

Note: Parents are informed of a suspension as soon as possible. Parents will attend an interview with the Board when expulsion is being considered.

F. General Authority of the Administration

The principal has the full authority to exercise appropriate disciplinary actions that are different from those outlined above, if the student is involved in unacceptable behaviours. Some extenuating circumstances may require a course of action different from the letter of this policy (but not its spirit). Communication with parent/guardians, absolutely essential in these situations, may suggest a different course of action. In all cases, we will make every effort to restore what was broken, and encourage all participants to commit to living in love and harmony with each other within the school community.