



2025 - 2026

COURSE CALENDAR

GRADES 9 - 12

WELCOME TO LONDON CHRISTIAN HIGH



The Board and Staff of London Christian High (LCH) are happy to present this Course Calendar to you, our current and prospective students, our parents and guardians. It is designed to inform you about London Christian High, its educational creed, mission and purpose statement, the basis for policies, diploma requirements, academic affairs, program of studies and services.

London Christian High first opened its doors in September, 1965. LCH was founded by members of the Christian community who believe that the education of young people is a parental responsibility and that such education must be Christ-centred. Thus the school society seeks to provide facilities where the teachers and students can dedicate themselves to the communal task of teaching and learning of the curriculum in the light of God's threefold revelation of Himself through the Scriptures, through Jesus Christ and through His creation.

We believe that the Scriptures, the Old and New Testament, are the Word of God. With them as our basis, we seek to help students develop their knowledge of God, see themselves as God's creatures, and the universe as God's creation.

Through the study of God's Word and works, we will help students develop their God-given capabilities and realize their potential as image bearers of God. We try to develop students capacity to enjoy the world as God's creation and enjoy our shared work in it in all its cultural richness.

Please read the Course Calendar thoroughly to understand our program of learning as this will empower you to make intelligent choices about the program of studies that will be best. As you review this Course Calendar, please contact our Student Services Team with any questions.

It is our hope and prayer that we may help our students to become co-workers and servants of God, His faithful witness in our world, and well-oriented members of society, serving the Kingdom of God in the family, the church, the community, the nation, and the world.



In Christ,

Gabriella Hoogstra

Principal

On behalf of London Christian High



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Educational Creed

The Supreme Standard of the Corporation shall be the Scriptures of the Old and New Testaments, the Word of God.

We believe that the Lord God, by graciously giving us the Scriptures, has revealed to His people ordering principles intensely relevant to education and that He mandates His people to bring the whole word of God to bear in all its power upon education, and therefore the directors and members of the Corporation confess that:

Life: That human life in its entirety is religious, since God created men and women to serve Him everywhere. This requires us to educate our children for His service.

Bible: The Bible as the written Word of God is the Truth by which the Holy Spirit enlightens our understanding of God, ourselves, and the world, and is the infallible authority by which He directs and governs all our activities, including the education of our children.

Creation: We can understand the world rightly only in its relationship to God, because the world, in its origin, gracious preservation, and ultimate restoration, is the work of the Triune God, and that the glorification of His Name is its purpose.

Humanity: We were created in the image of God to enjoy covenantal fellowship with our Creator and to reflect in our person and our works the excellencies of our Maker, and were instructed to exercise dominion over the world in strict and loving obedience to God and to interpret all reality in accordance with His design and law.

Sin: Sin is disobedience to God’s law and that humankind, by sinning, forsook its office and task, became estranged from God and neighbour, and brought God’s curse upon creation. As a result, we have become corrupt in heart and blind to the true meaning of life and repress and misuse the knowledge of God which confronts us in creation and in Scripture.

Jesus Christ: Through our Savior Jesus Christ, there is renewal of our educational enterprise, because He is the Redeemer of, and the Light and the Way for, our human life in all its range and variety. Only through Him and the work of His Spirit are we guided in the truth and recommitted to our original calling.

The Kingdom of God: The Kingdom of God is His present and future, righteous and universal reign through Jesus Christ. The reign of grace and power makes education possible and meaningful. In obedience to Christ, we submit in every area of life to His commandment to love the Lord with all our heart and mind.

Purpose of Education: The purpose of Christian education is to direct and guide the child to commit his or her heart to Christ the Truth, to attain understanding, wisdom, and righteousness, and to perform his or her competent and responsible service of the Lord in every aspect of life.

Parents: God has given parents the responsibility to nurture and educate their children. Therefore, parents and fellow Christians should establish and maintain Christian schools.

The Student: The student as child is entrusted to parents by God, needs direction, correcting, and instruction. Children of the Christian home share in the promises and demands of the Gospel. Hence, they ought to receive Christian education.

The Teacher: Christian teachers, both in obedience to God and in cooperation with parents, have a unique pedagogical responsibility while educating the child in the school.

The Christian School: The Christian school established and controlled by a society of Christian believers, in accordance with legitimate standards and provisions, possesses the freedom to function in total and voluntary submission to Christ, the King.

LCH Graduate Profile



Well-educated: demonstrates ownership in their learning; engages in a rigorous and well-rounded academic and extra-curricular high school program; actively preparing for life after high school.



Highly connected To God: invests in relationship with God daily; strong in faith and spiritual habits; their connection to God is expressed in an increasing growth of the fruits of the Spirit in their lives.



Wise: demonstrates thoughtfulness, curiosity, humility, and compassion in their words and actions; knows how to apply their learned knowledge; advocates appropriately for themselves and others.



Christian Perspective: possess a thinking that is informed by Scripture; identifies their personal idols and cultural idols and seeks to put God above all else; discerns and actions their responsibility to be Jesus’ love in the world.



Cultural Intelligence: prioritizes the dignity of all people as image-bearers of Christ; creates space for others with differing opinions and ways of life; possesses the skills to interact humbly with a diverse range of peoples, cultures and ideologies.



Effective Leader: employs a positive influence on others; cares for others; understands the importance of a restorative approach to brokenness in relationships; leads with humility.



Strong Communicator: articulates thoughts and ideas clearly; demonstrates emotional intelligence, healthy habits and practices in self-leadership.



World Citizen: sees themselves as part of the local and global community; learns from and serves others in local and global communities.



Faithful in difficulty: displays grit and resilience in the pursuit of excellence and beauty in all things; holds tension between hope and lament in the face of suffering.

LCH Purpose, Mission, Vision

Statement Of Purpose

London Christian High provides students with a secondary education that integrates Christian faith, learning, and living, for a life of service.

Mission Statement

Supported by a Christian community, London Christian High provides high school students with quality Christian education through a variety of academic and extracurricular programs.

Vision Statement

At London Christian High, we believe each student has been created on purpose and for a purpose. Our learning program is designed with two key thoughts in mind:

People - We believe that each person has been created uniquely and should be celebrated and developed starting with their God-given interests, talents, and natural gifting.

Purpose - We also believe that our God-given gifts are to be used for a purpose, namely, to serve Christ and others as we seek to make our world a better place.

LCH Goals

1. Open students to the reality of God’s claim on them as His own;
2. Challenge students to develop their relationship to Jesus Christ in reliance on the Holy Spirit and the Bible;
3. Lead students to respond in faith and love to God and neighbours.
4. Reveal to students the wonders, intricacies, and patterns of God’s creation, in both nature and society;
5. Encourage students to explore and evaluate the diversity of human knowledge and experience in science, the arts, literature, language, social sciences, applied technologies and physical activity;
6. Enable students to develop both creativity and discipline in full utilization of their gifts.
7. Point students towards a life of Christian discipleship;
8. Stimulate students to develop a desire for service;
9. Prepare students to live out their Christian commitment in all areas of life, as participants in God’s redemptive work.

Affiliation

London Christian High is an a multi-denominational school with a number of churches represented on staff and in the student body.

Edvance

“Our mission is to foster excellence in Christian elementary and secondary schools. And we believe that excellence in education depends on excellence in leadership. That’s why we aim to accomplish this mission by developing the courage, competence, and character of Christian school leaders. We’ll be supporting robust visions for Christian learning and citizenship and we’ll advance the

issues common to independent Christian schools. It’s our goal to know our school leaders by name, to understand the unique culture of each individual school, and to provide advice, coaching — and even just a listening ear — whenever needed.

Edvance exists to foster excellence in leadership, learning, and school operations in Christian schools in eastern Canada. By taking a big picture view, centralizing resource creation, bringing school leaders together for support and collaboration, and understanding the unique culture of each affiliate school, we endeavor to offer relevant advice and assistance to each school leader in our association.”

Copied from the Edvance website: www.edvance.ca on March 28, 2022.

Organization of the School Year

A) Semester System

London Christian High operates on a two-semester system. Students generally take four courses from September to January and another four from February to June.

B) Daily Schedule

DAILY SCHEDULE	
Block 1	9:00am - 10:17am
Block 2	10:22am - 11:39am
Lunch	11:39am - 12:13pm
Block 3	12:18pm - 1:35pm
Block 4	1:40pm - 2:57pm

School Policies

A) Basis

In the school, as in any other community, teachers and students bear the responsibility of living together in a Christian manner. To work out this responsibility in an orderly and meaningful way, definite guidelines or rules are necessary. In general, rules are needed:

- to be safe and to feel safe in our school in compliance with the Ontario Safe Schools Policy
- to let all concerned know their privileges and responsibilities
- to share time, space, and resources efficiently
- to provide an up-building school environment
- to protect the rights of others
- to do the school’s task efficiently

LCH policies provide a framework for our living as a Christian community.

B) Student Responsibilities

It is our calling to conduct ourselves in such a way that our behaviour shows that we are trying to live as Christians. All of us represent both Christ and this school of which we are a part. Specific expectations for achievement, attendance and behaviour are listed in our Parent/Student Handbook which is issued to students in September.

C) Student-Student Relationships

The relationship between students must reflect the Biblical directive to “love your neighbour as yourself” and the knowledge that each person is made in God’s image. Loving your neighbour and imaging God should be the basis for student relationships at LCH. Thus your words and deeds should always be those that give encouragement; demonstrate sensitivity, respect and love; and promote a sense of community.

D) Student-Teacher Relationships

The relationship between students and teachers must reflect the Biblical directive that encourages mutual respect. Each must respect the other in keeping with the unique task of each other.

Students are called to be diligent in their learning under the guidance of their teachers and to help others to learn as well. Students can fulfill this responsibility by respecting the teachers, co-operating with them, and sharing their knowledge with other students in appropriate ways.

Student Services

A) Guidance

Student Services is committed to offering individual assistance to students in a wide variety of areas.

Our counsellors and other teachers are available to help students find answers to questions about:

- a) course selection and education goals, study methods and optimum achievement,
 - b) vocational choices including both information about careers and an understanding of oneself in relation to career possibilities,
 - c) educational opportunities and requirements for post-secondary education (community college, university, apprenticeship),
 - d) inter-personal relationships
 - e) personal concerns
 - f) any other education, vocation and/or personal issues presented by a student or a parent.
- While our counsellors attempt to see all students once a year, they depend on student requests to enable them to be of assistance when they are most needed. As part of the Individual Pathways Plan, each student is provided access and training to www.myBlueprint.ca.
 - Students may request an appointment with the counsellors or any teacher of their choice.
 - Parents are invited to contact our guidance counsellor at: 519.455.4360.

B) The Learning Commons

Assisting students with their unique learning needs is the focus of the Learning Commons. The following services are examples of what is offered: study skills, organizational skills, specific task assistance, special test and exam assistance, transition planning, individual education plans and other intervention strategies for student success. In order to obtain assistance in the Learning Commons, requests should be made through Student Services. Requests can be made by parents, students, teachers, or administration. Each request will be treated individually and confidentially.

C) Student Assistance

Subject teachers will be available to provide additional tutorial assistance to students at a mutually agreed upon time.

D) English Language Learners (ELL)

There are a variety of supports in place to help students whose first language is a language other than English. Academic support, career counselling and other referrals to assist ELL students are available through Student Services.

E) Community Resources

The following community organizations work closely with our school: Various Municipal Health Units, Children’s Aid Society, Canadian Mental Health Association and the Tragic Events Response Team.

Academic Information

A) Homework

The number of hours that an individual student may spend upon homework will vary, depending upon study periods available in your daily schedule and your course workload. Take for granted, however, that you will require more study time as you progress from Grade to Grade. Grade 9 students should schedule approximately 30 minutes each week night for home study, and to increase that schedule up to 2 - 2.5 hours in Grade 12.

B) Culminating Activity

All courses have a culminating activity which may consist of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Exams are written for some courses at the end of each semester. Exams are scheduled with time frames and obligations posted one week prior to exams.

Attendance on scheduled culminating activity days is mandatory as per Ministry of Education requirements. Absences on these days must be approved by the Principal or VP of Learning. Failure to attend may result in a lost credit.

C) Assessment And Evaluation Procedures

All students will receive a course overview outlining expectations, content, and assessment and evaluation procedures for each course at the beginning of each semester. Assessment tools include quizzes, tests, essays, projects, notebooks, daily assignments, and exams.

A final Grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s Grade is 50% or higher. The final Grade for each course in Grades 9 – 12 will be determined as follows:

- Seventy per cent of the Grade will be based on evaluations or assessments conducted throughout the course.
- Thirty per cent of the Grade will be based on one or more final evaluations in the form of a culminating activity (final exam, performance, essay, and/or other method of evaluation) based on the course expectations and administered towards the end of the course.

D) Report Cards

Report cards are issued four times a year. Parent-teacher interviews are scheduled once each semester. The June report card is mailed to the home.

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills and work habits.

LEARNING SKILLS AND WORK HABITS E-Excellent G-Good S-Satisfactory N-Needs Improvement
RESPONSIBILITY <ul style="list-style-type: none">Fulfils responsibilities and commitments within the learning environment.Completes and submits class work, homework, and assignments according to agreed-upon time-lines.Takes responsibility for and manages own behaviour.
INDEPENDENT WORK <ul style="list-style-type: none">Independently monitors, assesses, and revises plans to complete tasks and meet goals.Uses class time appropriately to complete tasks.Follows instructions with minimal supervision.
INITIATIVE <ul style="list-style-type: none">Looks for and acts on new ideas and opportunities for learning.Demonstrates curiosity and interest in learning.Approaches new tasks with a positive attitude.Recognizes and advocates appropriately for the rights of self and others.
ORGANIZATION <ul style="list-style-type: none">Devises and follows a plan and process for completing work and tasks.Establishes priorities and manages time to complete tasks and achieve goals.Identifies, gathers, evaluates and uses information, technology, and resources to complete tasks.
COLLABORATION <ul style="list-style-type: none">Accepts various roles and an equitable share of work in a group.Responds positively to the ideas, opinions, values, and traditions of others.Builds healthy peer-to-peer relationships through personal and media-assisted interactions.Works with others to resolve conflicts and build consensus to achieve group goals.Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
SELF-REGULATION <ul style="list-style-type: none">Sets own individual goals and monitors progress towards achieving them.Seeks clarification or assistance when needed.Assesses and reflects critically on own strengths, needs, and interests.Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.Perseveres and makes an effort when responding to challenges.

The report card also includes teachers’ comments on the student’s strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides a record of the student’s achievement of the curriculum expectations in every course, in the form of a percentage Grade. The percentage Grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding provincial level of achievement.

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

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100%	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79%	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69%	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59%	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.
ESL/ELD	Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.
IEP	Individual Education Plan
FRENCH	The student receives instruction in French for the course.
SHSM	Specialist High Skills Major (for Grade 11 and 12)
Course Median	The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

E) Credit System

London Christian High is registered as a private school with the Ministry of Education and is authorized to issue the Ontario Secondary School Diploma. The school curriculum is organized along the lines of the credit system as are all the Public and Roman Catholic Separate High Schools in Ontario. The credit system is a means of promotion based on achievement in individual subjects rather than on overall achievement in a Grade. A credit is earned for successful completion of a course of study consisting of a minimum of 110 hours. A course is successfully completed if the student obtains a final mark of 50% or better in that course. Similarly a 1/2 credit is earned for a course of 55 hours.

F) Course Types

The Ontario Curriculum was implemented in September, 1999 for students beginning Grade 9. It introduced new course types for Grades 9 – 12. They will keep options open for students in the earlier Grades and will prepare students in senior Grades for their future destinations.

GRADE 9

The Grade 9 program at London Christian High is destreamed. This means that all Grade 9 students take the same courses and that courses are appropriate for all students.

GRADE 10

In Grade 10, students take some open courses and choose others from two types of courses: academic and applied.

Students in Grade 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests and needs. Open courses in Grade 10 are courses for all subjects other than those offered as academic and applied. An Open course in a subject has one set of expectations for that subject at the Grade 10 levels and is appropriate for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and help prepare them for their role in society.

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied courses focus on essential concepts of the discipline. Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Grade 10 Academic and Applied courses will prepare students for Grade 11 courses. Courses in Grades 11 and 12 may have specific prerequisites.

GRADES 11 AND 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals.

University preparation courses are designed to provide students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to provide students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to provide students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to provide students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. LCH provides the opportunity to take some workplace preparation courses through the Independent Learning Centre (correspondence courses).

Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12.

G) Locally Developed Course(s) Of Study

HRE13 – Grade 9, Religious Education, Locally Developed	ENG1L – Grade 9, English, Locally Developed	MAT2L – Grade 10, Math, Locally Developed
HRE23 – Grade 10, Religious Education, Locally Developed	ENG2L – Grade 10, English, Locally Developed	SNC1L – Grade 9, Science, Locally Developed
HRE33 – Grade 11, Religious Education, Locally Developed	MAT1L – Grade 9, Math, Locally Developed	SNC2L – Grade 10, Science, Locally Developed

H) Access To Outlines Of Courses Of Study

Up-to-date copies of the outlines of all the courses of study for courses offered at LCH are available for parents and students to examine.

Parents and adult students (18+ years old) wishing to examine those outlines and/or Ministry of Education and Training curriculum policy documents should request access from the principal.

Provincial curriculum documents can also be accessed via the Ministry of Education and Training’s website: www.edu.gov.on.ca

I) Revision Of A Student’s Program

Students who are successful in any course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may:

- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher Grade (e.g., a university preparation course) that the student wishes to take;
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

J) Course Codes

All names of courses conform to the common course codes which are used by all schools in Ontario. Each subject is designated by a five-character code. Each character has its own significance. **e.g., SBI3U**

The first three characters identify the subject. The first letter identifies the department:

A Arts	M Mathematics
B Business	P Physical Education
C Canadian & World Studies	S Science
E English	T Technology
F French	
G Guidance	
H Humanities & Social	

The fourth character refers to the Grade:

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

The fifth character identifies the types of courses:

C College
D Academic
L Locally Developed
M University/College
O Open
P Applied
U University
W Destreamed

K) Records And Transcripts

An Ontario School Record (OSR) is established for each student when he/she enters school in Ontario. The record is maintained until the student retires from school.

This record is privileged information for the use of the principal and teachers and is not available to any other persons except with the written permission of the parent or guardian or the student where the student is an adult. A student, and his/her parent or guardian where the student is a minor, is entitled to examine his/her record, upon request to the principal.

An Ontario Student Transcript (OST) of marks listing courses taken, the course type, the marks, and the credits will be supplied at the request of the student.

For Grade 9 and 10 courses, the Ontario Student Transcript (OST) will record only courses which are successfully completed. Sometimes there are circumstances which require a student to withdraw from a course. Withdrawals from Grade 9 and 10 courses are not recorded on the OST.

Since September 1999, there is full disclosure of all Grade 11, 12/OA courses taken. A percentage Grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which you have withdrawn. If you take a course a second time to improve your mark, both attempts will be recorded with the marks, but you will receive only one credit.

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issuance of the first report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage Grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

L) Alternative Ways Of Earning Credits Towards The Ontario Secondary School Diploma

1. Music Programs Taken Outside the School

A maximum of two credits may be awarded to students taking music programs outside the school through the following processes:

- For music programs completed by students outside the school, the principal of a secondary school may award a maximum of two university / college preparation credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in school may be counted towards the secondary school graduation diploma. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university / college preparation credit. See the guidance counsellor for details. Reference: OS, 2016, 7.3.4.
- Students may be awarded a maximum of two Grade 10 to 12 music credits through the Prior Learning Assessment and Recognition (PLAR) challenge process.

2. E-Learning

Students are able to take E-Learning courses toward credit. These courses are available in consultation with the Student Services department.

3. Independent Learning

In special situations you may be permitted to earn credits through night school programs, summer school programs, the Independent Learning Centre (correspondence education) and online courses offered by other boards of education. See a guidance counsellor for details.

4. Prior Learning Assessment and Recognition (PLAR)

In a few cases, students may be eligible to earn credits for courses in which they already know the knowledge and skills. Students who have never left school may earn up to four credits in Grade 10 to 12 courses, with no more than two in one subject area, by demonstrating through formal tests and other assessments that they have already achieved the expectations of the course. Students may challenge for credit only for Grade 10, 11 and 12 courses in provincial curriculum policy documents. See the principal or guidance counsellor for details. Reference: OS, 2016, 7.2.5 and Ministry of Education Policy / Program Memorandum 129: PLAR: Implementation in Ontario Secondary Schools (July 6, 2001).

M) Diploma And Certificate Requirements

Students enrolled at LCH are expected to select courses which fulfill the credit requirements for the London Christian High Diploma. Upon completing these credit requirements they will also have earned a diploma from the Ministry of Education.

N) London Christian High Diploma (LCH)

For students entering Grade 9 after August, 1999, a London Christian High Diploma is granted to those who successfully complete the credit requirements approved by the Board of London Christian High Society. By setting these requirements we hope to give students a knowledge of the Bible, a core perspective on Christian living in society, and a certain breadth of knowledge and skills.

O) Ontario Secondary School Diploma (OSSD)

All students entering high school after August 1999 will earn this 30-credit diploma. It includes 18 specified compulsory credits, plus 12 electives. Students beginning Grade 9 after August 2024 must complete 17 specified compulsory credits and 13 elective credits. Students are encouraged to take more than the minimum 30 credits to broaden their range of knowledge.

P) Additional Diploma Requirements

In addition to the credit requirements, students beginning Grade 9 after August 31, 1999 must complete the following additional diploma requirements:

1. Community Involvement - As part of diploma requirements, students must complete 40 hours of volunteer service in their communities. This requirement reflects our belief that we are called by God to work, not only for our own good but also in the service of others. Activities may be completed at any time during a student’s years at high school. These activities may take place, outside of normal instructional hours, in a variety of settings, including non-profit organizations and public sector institutions. Students may not fulfill this requirement through regular course activities. The guidance department administers the records for community involvement. Students are expected to obtain the necessary forms and information there. Student progress towards achieving this requirement will be updated regularly through procedures developed and monitored by the Student Services Department.

Reference: OS, 2016 and Ministry of Education Policy / Program Memorandum 124a.

2. Literacy Test - The Ontario Secondary School Literacy Test is written by all Grade 10 students in either November or April, and is based on the expectations of the curriculum to the end of Grade 9. The successful completion of this test is a requirement for graduation. If students do not complete the test successfully in Grade 10, they will be provided with remedial assistance and with the opportunity to retake the test at a later date or they may take the course prescribed by the Ministry of Education (OLC4O) as meeting the requirements of the literacy test. Under special circumstances, accommodations, deferrals and exemptions may be provided for some students. All students who currently have an Individual Education Plan are entitled to the accommodations outlined in the IEP. Parents, students, and/ or student services may initiate any request for accommodations or deferrals. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

See the principal or guidance counsellor for further details. (Reference OS, 2016, Appendix 3).

Q) The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

2 credits in English
1 credit in Canadian geography or Canadian history
1 credit in mathematics
1 credit in science
1 credit in health and physical education
1 credit in the arts or technological education
Optional credits (total of 7)
7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described in OS, 2016 section 6.2: Substitutions for Compulsory Credit Requirements) also apply to the Ontario Secondary School Certificate.

R) The Certificate Of Accomplishment

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

S) Substitutions For Compulsory Credit Courses For The OSSD

In exceptional circumstances, parents of a student may submit a request to student services that a substitution be made of one compulsory credit course for another. The principal, in consultation with the parents, will decide if such a substitution should be made. To meet individual students’ needs, the principal may replace up to three compulsory credit courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.

T) Special Education

The LCH Learning Commons Team will work with students on a case by case basis to determine the learning support needed. LCH has a robust student support system that includes a wide variety of accommodations to support student learning, including, but not limited to Education Assistant support, assessment accommodation, technology accommodations. Applicable accommodation will be determined in consultation with the student, parents, teachers, the Learning Commons Team, and Student Support Services, and documented in the student’s Individual Education Plan (IEP).

U) Lifeskills

The Lifeskills Program at LCH is designed to support a small group of students through individualized programming and integration with existing courses, helping them discover their gifts and prepare for life after high school in service to God and others.

With small class sizes, the program accommodates diverse pathways, including extended diploma or certificate tracks, or non-credentialed learning focused on personal growth. Integration opportunities include courses like PE, Integrated Arts, Technology, and Learning Strategies, with modifications available for others such as Food & Culture, Business, Bible, Art, and Music. The program’s mission is to meet students where they are academically, foster their interests, and prepare them for meaningful futures.

General Information

A) Cooperative Education

The cooperative education program gives students an opportunity to earn credits through “on the job” work experiences. A student may take up to 12 cooperative credits but only 2 credits may be used to meet compulsory credit requirements needed for the OSSD. A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student’s cooperative education program, designed to suit the student’s strengths, interests, and needs and to enhance the student’s preparation for the future.

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

Senior students apply to take a cooperative education course during the course selection process. An interviewing process determines applicants’ suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

Once a cooperative work placement has been established, the student is required to remain with that placement for the entire semester. Further assistance regarding possibilities or options and procedures can be obtained from the Guidance Counsellors.

B) Library

The library helps students and staff access relevant and reliable information that supports curricular and general research needs. We are committed to providing a balanced collection including print and electronic resources. The library space allows for collaboration and creativity for student work. Students are encouraged and supported to take responsibility for their own learning in order to enhance their academic achievement. A solid collection of various genres of literature fosters a love of reading.

C) Bring Your Own Device

At LCH, we have a BYOD (Bring Your Own Device) model, which requires students to bring their own device to school each day. These are used in place of the traditional computer lab, and gives teachers and students more flexibility in how and when devices are used for class work and activities. Students are able to work consistently on their own device, at home and at school. Students receive an account with the school, which includes an email and access to all Google apps, for which they must first sign a statement of compliance with the LCH Acceptable Use Policy. A parent signature is also required. Limited wifi access is provided for students to use with their own devices. We enforce content filtering for all Internet use at the school.

School Expectations

A) Attendance

Students are required by law to attend school until the age of 18 or they have graduated. Because we care about all of our students, LCH will follow up on all absences. Extended absences will be investigated and we will respond to individual situations on a case by case basis. Attending classes is a privilege and a responsibility. Attendance at classes is important and crucial for success in a course. The classroom experience cannot be duplicated.

At the beginning of their courses, the subject teachers will inform the students about individual policies regarding absences for a test or project due date.

Students are considered to be absent if they are not present for a scheduled class and not gone for a school related activity (field trip, school sporting events). If more than 15 classes are missed in a course, it may be difficult for a student to achieve the course expectations, and Student Services will communicate with both the student and parents to determine mutually agreeable remediation strategies. Attendance on scheduled culminating activity days is mandatory as per Ministry of Education requirements. Absences on these days must be approved by the Principal or VP of Learning. Failure to attend may result in a lost credit.

B) Lateness

Students must arrive at school on time for the daily activities, and must be in class on time. At the sound of the warning bell, students should go to their classrooms and prepare for class to begin. If students arrive at school part way through the school day, they must first report to the office.

C) Absences

If students are absent for part or all of the day, their parent(s) should contact the school before 9:00 a.m. No student who is ill or injured should leave school without the knowledge or permission of the office staff.

If students need to leave the school during regular classes for any reason other than illness, they must bring a parental note to the office, or have a parent phone or email the office.

Students eighteen years of age or older may sign themselves out of classes or study periods provided that the student has been given parental permission to do so. There must be a letter on file in the office stating that the parent(s) give written permission for the student to sign out.

D) Missed Work

Students are responsible for any work missed during an absence. Tests and quizzes which are missed for legitimate one or two day absences will be written on the first day back to school unless other arrangements have been made with the subject teacher.

If students expect to be absent (including field trip, drama, club, or sports activities), it is their responsibility to find out in advance from the subject teacher the assignments the class will be receiving and to have these completed for the next class.

E) Late Work

Our goal is to encourage students to be accountable and take responsibility for their work. Students are expected to complete assignments by the due date. Individual teachers will communicate their expectations regarding due dates and consequences for late work in writing in the syllabus distributed at the beginning of each course.

Planning Your Program Of Studies

When selecting your courses of study, the following information should be kept in mind:



Diploma Requirements

Students enrolled at London Christian High must select courses which fulfill the credit requirements for the LCH Diploma. The LCH Diploma is designed to ensure that its recipients receive a well-rounded education. Upon completing the LCH Diploma requirements, students will automatically complete the requirements for the Ontario Secondary School Diploma.

WHAT DO YOU NEED TO GRADUATE FROM HIGH SCHOOL?		
ENROLLMENT PRIOR TO AUGUST 2024		
OSSD - 18 (TOTAL) COMPULSORY CREDITS		OSSD + LCH DIPLOMA
15 Compulsory Credits 4 credits in English (1 credit per Grade) ¹ 3 credits in mathematics (Grade 9, 10 and one in either 11 or 12) 2 credits in science 1 credit in Canadian history 1 credit in Canadian geography 1 credit in the arts 1 credit in health and physical education 1 credit in French as a second language 0.5 credit in career studies 0.5 credit in civics	3 Credits; (1) from each of the following Group 1: • English or French as a second language ² • a Native language • a classical or international language • social sciences and the humanities • Canadian and world studies • guidance and career education • cooperative education ³ Group 2: • health and physical education • the arts • business studies • French as a second language ² • cooperative education ³ Group 3: • science (Grade 11 or 12) • technological education • French as a second language ² • computer studies • cooperative education ³	OSSD + 3 credits 1 Bible 1 World Religions 1 Capstone
In addition to the 18 credits above, students must complete • 12 optional credits • 40 hours of community involvement • Provincial literacy test • Online Course requirement ⁴		
ENROLLMENT AFTER AUGUST 2024		
OSSD - 17 COMPULSORY CREDITS		OSSD + LCH DIPLOMA
17 Compulsory Credits - all of the above listed as “15 Compulsory Credits”, plus; 1 credit in technology 1 credit from the STEM course group • business, computer studies, cooperated education, additional mathematics, additional science, or additional technological education credit		OSSD + 3 credits 1 Bible 1 World Religions 1 Capstone
In addition to the 17 credits above, students must complete • 13 optional credits • 40 hours of community involvement • Provincial literacy test • Online Course requirement ⁴		
<small>1 A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. 2 In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. 3 A maximum of 2 credits in cooperative education can count as compulsory credits. 4 Ontario private school students are exempt from the online course requirement.</small>		

Grade 9 - 12 Course Offerings

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
THE ARTS				
Integrated Arts	• ALC10			
Dramatic Arts		ADA2O	ADA3M	ADA4M
Music		AMU2O	AMU3M	AMU4M
Visual Arts		AVI2O	AVI3M	AVI4M
BUSINESS STUDIES				
Financial Accounting Fundamentals			(o) BAF3M	
Marketing: Goods, Services, Events			(e) BMI3C	
Entrepreneurship: Venture Planning in an Electronic Age				BDV4C
Business Leadership Management Fundamentals				BOH4M
CANADIAN & WORLD STUDIES				
Civics and Citizenship		• CHV2O		
Analysing Current Economic Issues				(e) CIA4U
Exploring Canadian Geography	• CGC1W			
The Environment & Resource Management				(e) CGR4M
Canadian History Since World War I		CHC2P		
World History since 1900: Global and Regional Interactions			(e) CHT3O	
World History to the End of the 15th Century				(o) CHY4U
Understanding Canadian Law			(o) CLU3M	
COMPUTER STUDIES				
Computer Science			ICS3U	ICS4U

Grade 9 - 12 Course Offerings

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH				
English as a Second Language		ESLCO ESLDO	ESLEO	
English	• ENL1W	ENG2P	• ENG3U • ENG3C	• ENG4U • ENG4C
Media Studies			(o) EMS3O	
The Writer's Craft				(o) EWC4U
Ontario Secondary School Literacy Course				OLC4O
FRENCH AS A SECOND LANGUAGE				
Core French	• FSF1D	FSF2D	FSF3U	FSF4U
GUIDANCE AND CAREER EDUCATION				
Learning Strategies I: Skills for Success in Secondary School	GLE1O			
Career Studies		• GLC2O		
Leadership and Peer Support			GPP3O	
Co-operative Education			DCO3O	DCO3O
HEALTH AND PHYSICAL EDUCATION				
Healthy Active Living Education	• PPL1O	PPL2O	PPL3O	
Introductory Kinesiology				PSK4U
Recreation & Healthy Active Living Leadership				(e) PLF4M
MATHEMATICS				
Principles of Mathematics	MTH1W	MPM2D		
Foundations of Mathematics		MF2M2P		

Grade 9 - 12 Course Offerings

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
MATHEMATICS				
Functions			MCR3U	
Functions and Applications			MCF3M	
Foundations for College Mathematics			MBF3C	MAP4C
Personal Finance				IDC3O**
Advanced Functions				MHF4U
Calculus and Vectors				MCV4U
Mathematics of Data Management				MDM4U
SCIENCE				
Science	• SNC1W	SNC2P		
Biology			SBI3U SBI3C	SBI4U
Chemistry			SCH3U	SCH4U SCH4C
Physics			SPH3U	SPH4U SPH4C
SOCIAL SCIENCES AND HUMANITIES				
Bible		• HRE23		
Family Studies				
Food and Culture			(e) HFC3M	
Raising Healthy Children			(o) HPC3O	
General Social Science				
Introduction to Anthropology, Sociology and Psychology			HSP3U	
Families in Canada				HHS4U

Grade 9 - 12 Course Offerings

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
SOCIAL SCIENCES AND HUMANITIES				
Equity and Social Justice: From Theory to Practice				HSE4M
World Religions				
World Religions and Belief Traditions in Daily Life			• HRF3O	
Capstone Course (Grade 12)				• IDC4U or IDC4O
TECHNOLOGICAL EDUCATION				
Technology and the Skilled Trades	• TAS1O			
Construction Technology		TCJ2O	TCJ3C	TCJ4C
Communication Technology			(e) TGJ3M	
Technological Design			TDJ3O	TDJ4O
Green Industries			THJ3M	THJ4M
Manufacturing Engineering Technology			TMJ3M	TMJ4M
Transportation Technology: Vehicle Ownership			TIJ3O	
Health Care			TPJ3M	

- (**) Cannot be counted as the required senior Mathematics course
- (•) Compulsory courses for LCH diploma requirements
- (e) Taught even years (September 2026/2027)
- (o) Taught odd years (September 2025/2026)

Note: Courses are offered only if there is sufficient enrolment and available staff. Students will select the equivalent of 8 credits in Grade 9 and 10 and 8 credits in Grade 11 and 12

Description of Programs and Courses

Note: In this section the information in regular print represents that which we are required to print verbatim by the Ministry of Education and Training. The italicized print is additional information provided by London Christian High.

The Arts

“Art is the signature of man. Art declares the unique identity of people as creatures made in the image of God.” G. K. Chesterton

The Bible reveals God as first and foremost the Creator of all that exists. Creation itself testifies to God’s creativity and aesthetics. The amazing thing is that God chooses to share that aspect of Himself with humans. Of all His creatures, He blesses humans with an aesthetic capacity that includes not only a sensitivity to appreciate the variety, intricacy and underlying harmony of His creation, but also the ability to act creatively in response to our relationships with our Creator, the creation and other people.

Our curriculum gives expression to this God-inspired area of human communication through drama, music and visual art. By offering our students the opportunity to explore these areas of artistic creativity, we are obeying a creation norm (something that God intends for His people) which brings praise to our Creator.

INTEGRATED ARTS | GRADE 9 | OPEN - ALC10

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

Drama

Drama offers a unique opportunity for the student to explore and hone important life skills. Using both real and imagined situations drama creates a safe, controlled environment to learn more about ourselves and all types of relationships. By striving for artistic excellence, constantly challenging creativity, and learning to give and accept positive criticism, our human understanding grows enormously. Drama enhances communication skills, problem solving and presentation techniques, both written and oral while developing self-confidence and spontaneity. Using both individual and group work to complete the curriculum, students can expect stimulating and enriching courses.

DRAMATIC ARTS | GRADE 10 | OPEN - ADA20

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

Prerequisite: None

DRAMATIC ARTS | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - ADA3M

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

Prerequisite: Dramatic Arts, Grade 9 or 10, Open (students need to complete the equivalent of 1 full credit of drama).

DRAMATIC ARTS | GRADE 12 | UNIVERSITY/COLLEGE PREPARATION - ADA4M

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation or Open

Music

MUSIC | GRADE 10 | OPEN - AMU20

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

Prerequisite: None

MUSIC | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - AMU3M

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

Prerequisite: Music, Grade 9 or 10, Open

MUSIC | GRADE 12 | UNIVERSITY/COLLEGE PREPARATION - AMU4M

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

Prerequisite: Music, Grade 11, University/College Preparation

Visual Arts

As image-bearers of our Creator, people have been making visual art since the beginning of human history, wherever they had lived in God’s world, for a diversity of communal and individual purposes that tie into their understanding of life and the world. The visual arts courses offer an opportunity to provide students with faith foundations on the philosophical nature of artistic activity; introduce students to aesthetic concerns through the study and application of the elements of principles of design; expose students to the characteristics and cultural significance of portions of western, world and Canadian art history; teach students methods of analysis and criticism that reflect a thoughtful Christian mind; challenge students to explore and become competent in the expressive qualities of a range of materials (media), processes, techniques and styles; encourage students to find and develop a visual voice by which they can communicate and consider how they might use their artistic gifts in the service of the Kingdom of God.

VISUAL ARTS | GRADE 10 | OPEN - AVI20

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 | UNIVERSITY/COLLEGE PREPARATION - AVI3M

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 and 10, Open (Students need to complete a full credit of art prior to taking the Grade 11 course.)

VISUAL ARTS | GRADE 12 | UNIVERSITY/COLLEGE PREPARATION - AVI4M

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 or Open

Business Studies

The rationale for business education in a Christian school is found in Genesis 1:26, 28 where God mandates men and women to work and to be accountable for their work. In sin, that work often falls short of the aims and goals which we have for our work. But the Good News is that “in the Lord our labour is not in vain.” (I Corinthians 15:58)

It is often through our work that we are able to love God and be of loving service to our neighbours. Our students, too, eventually will fulfill a variety of callings in the various professions, businesses, and services in the broader community. Their vocations, representing gifts which are given to them by God in trust, often are directly related to the aims, goals, and objectives set out in our Christian Business Education program. Even indirectly many of the principles of stewardship and the practical application found in the business world can be applied to our actions as consumers, taxpayers, homeowners, and investors.

Culture shaping probably is affected by business and the world of work more than any other human pursuits. Business changes the world more profoundly than any other human institution. Therefore, studying business, its effect on trade and commerce, invention and innovation, urbanization and globalization, economics and justice are explored by the LCH business student. To find one’s calling in this great commission is a main aim.

With the advent of computers in the late twentieth century, technology has changed the character of the workplace. Yet our calling remains the same: to be of service to God and to his people. Through the gift of computer technology we can better explore and subdue God’s creation by opening up the vastness of his universe, the order of his creation, and the majesty of his greatness!

To a large extent, computers are used in business; our place of work. Our call to stewardship here is great. It is our goal to seek appropriate responses to God’s Word through Business and Computer Education. Specific objectives include: to encourage Christian values, to provide students with direction in career interests, to provide opportunity for post-secondary learning, and to become more Christ-minded in our perspective of life as we learn how to respond to Him. (P. Minnesma, 1984, 1997, 2014)

FINANCIAL ACCOUNTING FUNDAMENTALS | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - BAF3M

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 and ethics in accounting. It will be emphasized that we are accountable to God for our stewardly use of time and resources. The LCH curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.

Prerequisite: None

MARKETING: GOODS, SERVICES, EVENTS | GRADE 11 | COLLEGE PREPARATION - BMI3C

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. Living in a materialistic world, students will be challenged to make lifestyle choices and consider stewardship from a Christian point of view. The LCH curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.

Prerequisite: None

BUSINESS LEADERSHIP MANGEMENT FUNDAMENTALS | GRADE 12 | BOH4M

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

Prerequisite: None

ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE | GRADE 12 | COLLEGE PREPARATION - BDV4C

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website. Creating business ventures (self-employment) and shaping culture through business are main aims. The LCH curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.

Prerequisite: None

Canadian And World Studies

CIVICS AND CITIZENSHIP | GRADE 10 | OPEN - CHV2O

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

God created humans to live in community with Himself, each other and the creation. He established a covenant with humanity based on the words of the prophet Micah; “He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.” To that end, we have governments, we elect people to represent us, to act justly, love mercy and walk humbly before God and their neighbour. The Civics and Citizenship course establishes a biblical basis for community and leadership which takes the form of government and calls individuals to live as Kingdom citizens, to understand and see justice done, to live in meaningful and dignified relationships and to recognize the beauty in each person and in the institutions which provide us with freedom, stability and peace.

Prerequisite: None

Economics

ANALYSING CURRENT ECONOMIC ISSUES | GRADE 12 | UNIVERSITY PREPARATION - CIA4U

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues. Additional topics include the implications of the Greek term “oikonomia”, conservation, stewardship, justice and other Christian teachings. The LCH curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.

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

Geography

Christian education involves preparing students to lead a life of service to God. An integral part of this education includes the preparation of students for living responsibly as stewards of the creation. Students should gain an increased awareness of their living in relationship with the environment. The Biblical principles of stewardship and sustainability are applied to responsible living in relationship with the earth. Healing and restoration is considered where these relationship have been broken causing environmental pollution and degradation. One of the ways the curriculum at LCH is viewed is as a tapestry of God’s grand story of salvation held together by interconnected threads. Each thread represents a curricular connection to the tapestry. We desire healthy relationships, justice, beauty, and responsible citizenship. These four threads are woven throughout the Geography curriculum.

EXPLORING CANADIAN GEOGRAPHY | GRADE 9 | ACADEMIC - CGC1W

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

Prerequisite: None

THE ENVIRONMENT AND RESOURCE MANAGEMENT | GRADE 12 | UNIVERSITY/COLLEGE PREPARATION - CGR 4M

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

History

As Christians living in the post-modern western world, we face many challenges in responding to God’s call to serve him and live for him. Believing that God is actively working in history to bring about his plan of redemption and renewal, our challenge as humans is to recognize the pain and brokenness experienced by many people today, both within our western culture and beyond, and to be God’s agents of peace and healing. In our history courses, students are made aware of human cultural activities in areas such as politics, economics, social structures, arts, philosophy, etc. in particular settings of time and space. Through these studies, we become of aware of the background to many of the issues our world faces today, to the changes that have occurred over time, to the development of a global community, and to the contributions groups and individuals have made for the benefit of fellow humans. We profess that all of human activity is done under the Lordship of Jesus Christ. A greater understanding of human cultural activities over time will equip us to fulfill our calling to live as Christians in the contemporary world.

The History curriculum at LCH is taught as a tapestry of God’s grand story of salvation held together by interconnected threads. Each thread represents a curricular connection to the tapestry. In our History courses, we desire healthy relationships, justice, beauty, and responsible citizenship. These four threads are woven throughout all History courses.

CANADIAN HISTORY SINCE WORLD WAR I | GRADE 10 | ACADEMIC - CHC2D

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

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

WORLD HISTORY SINCE 1900: GLOBAL AND REGIONAL INTERACTIONS | GRADE 11 | OPEN - CHT3O

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

WORLD HISTORY SINCE THE FIFTEENTH CENTURY | GRADE 12 | UNIVERSITY PREPARATION - CHY4U

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

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

Law

UNDERSTANDING CANADIAN LAW | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - CLU3M

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

As Christians we are called to serve God in every area of life, including law. We recognize that, given the brokenness of our relationship to each other because of the fall into sin, the law is a gift from God which frees us as humans to attempt to live in harmony with each other. In this course we will study various aspects of the Canadian legal system, its history, its structure, and of course, the law itself. We will wrestle with the concept of justice, how our society’s sense of justice and God’s sense of justice are distinct and how they are similar.

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

Computer Studies

INTRODUCTION TO COMPUTER SCIENCE | GRADE 11 | UNIVERSITY PREPARATION - ICS3U

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

Prerequisite: None

COMPUTER SCIENCE | GRADE 12 | UNIVERSITY PREPARATION - ICS4U

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

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

English

While maintaining all Ministry standards and expectations, the English courses at LCH recognize that the world in its entirety – including human culture and institution – belongs to God and that humans are therefore fundamentally religious creatures.

Through the study of literature, students will become familiar with representative contemporary and classical works, and with various literary genres. They will become aware of, and come to terms with, some of the great issues and ideas of human history and culture, and achieve a heightened sensitivity to the many facets of creation. They will become aware of the craftsmanship of the writer in giving aesthetic embodiment to ideas and issues in an imaginative way. Literature exposes students to new ideas, new experiences and new worlds and thus can deepen their understanding of their own relationships.

The aim of the composition component is to increase the student’s ability to communicate clearly, both orally and in writing. Communication is one of the greatest gifts God has given to human beings and strengthening this skill will increase the student’s ability to communicate effectively in all areas of the curriculum as well as in life. Students will appreciate language as a gift of God for human enjoyment and enrichment, and see reading as a recreational and entertaining activity to exercise the whole mind, including the imagination. They also will understand the role of language in communication, and the various purposes for which it is used and misused.

Through the study of media, students will develop an appreciation and aesthetic understanding of the media; and the skills, knowledge and attitudes necessary to interpret the ways the media actively construct reality. Students will develop their research and critical skills in order to be able to make informed and discriminating judgements about ideas transmitted through the various media.

English courses encourage students to find and to value their own voices; and encounter literature which helps develop their growing awareness of personal growth and relationship, and responsibility to the world and its people as followers of Jesus Christ.

Compulsory Courses

ENGLISH | GRADE 9 | ACADEMIC - ENL1W

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

We have been created in the image of God, and are called to live a life of obedient response to our Maker in all our cultural activities. We have been given the gift of speech and written expression to be better able to fulfill our task in creation. The aim of education must be to so nurture the student that they are best equipped to take up their responsibilities and many-sided callings in life to the honour of God and the well being of their neighbours. Part of the students’ cultural responsibility is to understand their culture’s literary history. In doing so, students enrich their own lives, benefit humanity and obtain a command of language all to the honour of God.

Prerequisite: None

ENGLISH | GRADE 10 | ACADEMIC - ENG2D

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

Students will learn to appreciate written and oral language as a gift from God for human benefit, enjoyment and enrichment. All units are designed to challenge students to explore beyond the immediate and obvious in order to explore others’ views of this world, to compare them to Scriptural views of God’s Kingdom, to examine their own beliefs and opinions, and to be able to express these views logically and coherently through writing and speech.

Prerequisite: English, Grade 9, Academic or Applied

ENGLISH | GRADE 10 | APPLIED - ENG2P

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

Students will learn to appreciate written and oral language as a gift from God for human benefit, enjoyment and enrichment. Considering the influence of literature and media in our society, an awareness of content, design, and production of literature and media works is addressed with the intent that students are provided with opportunity to practice analysis and discernment of literature and media in light of Biblical teachings and to acquire a basic knowledge of and appreciation for the craftsmanship and technology involved in literature media.

Prerequisite: English, Grade 9, Academic or Applied



ENGLISH | GRADE 11 | UNIVERSITY PREPARATION - ENG3U

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. This course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

This course helps students to fulfill their cultural responsibilities, within the context of a Christian worldview, by developing their command of language and their understanding of the English literary tradition. Richard Rodriquez, author of Hunger for Memory and Days of Obligation, expressed in an interview the following on the subject of education:

“We used a lot of skills that came out of medieval faith.... The notion that education was not so much little Junior coming up with a new idea, but little Junior having to memorize what was already known. Education was not about learning something new. It was about learning something old.... There is enough in America on the street to convince Johnny that he’s the center of everyone’s universe.... What the classroom should insist on is that he belongs to a culture, a community, a tradition, a memory, and that in fact he’s related to all kinds of people he’ll never meet.... Part of the process of education is teaching you that you are related to people who are not you, not your parents... that you are related to some continuous flow of ideas, some linkage, of which you are the beneficiary, the most recent link.”

This course will acknowledge and seek to understand those who have raised their voices and to answer them. If our answers “speak the truth in love” (Eph. 4:15), it will be evidence that we have received a Christian education. If our answers become part of the transforming vision, it will be through God’s grace.

Prerequisite: English, Grade 10, Academic

ENGLISH | GRADE 11 | COLLEGE PREPARATION - ENG3C

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.

This course looks at the place of individuals in community, particularly as we live in relationship with one another. God has blessed us all with unique gifts to be used to strengthen community. Through literature students examine how community can be destroyed or built up and explore how Christians can have a positive impact.

Prerequisite: English, Grade 10, Applied

ENGLISH | GRADE 12 | UNIVERSITY PREPARATION - ENG4U

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

As a Christian secondary school we proclaim that Jesus Christ is Lord of all cultural activity. What this means in the context of this university preparation English course is that the literature, essay writing, and the examination of media need to be critiqued with care and critical scrutiny within the context of a Christian worldview. Since this course analyzes the roots of postmodernism and its influence on literature and media in the past 25 years, the students in this course will use critical thinking, communication skills, and the development of a discerning Christian mind in order to wrestle with the spirits of our postmodern, literary culture. Text analysis of modern and postmodern literary works, a study of literary criticism and theory in connection with those works, the study of postmodern film, and analytical essays in connection with the above are an integral part of the course.

Prerequisite: English, Grade 11, University Preparation

ENGLISH | GRADE 12 | COLLEGE PREPARATION - ENG4C

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 information 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.

“Your kingdom is built on what is right and fair. Love and truth are in all you do.” Psalm 89:14

EXPLORING ISSUES OF JUSTICE

Issues of justice are part of our lives as individuals, as a society, and worldwide. Literature and media forms can act as spectacles through which students further explore issues relating to how God’s kingdom is built on justice and love. As Christians we can further determine how our faith integrates with our living through delving into various issues related to justice particularly as they are depicted in novels, plays, essays, short stories, research, newspaper articles, and films. Students can increase their social consciousness through study of literary and media forms.

Prerequisite: English, Grade 11, College Preparation

Optional Courses

MEDIA STUDIES | GRADE 11 | OPEN - EMS3O

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

Students are presented with many media forms every day that affect the way they think, dress, feel, and even what they believe about God. This course is a survival guide for the young Christian who will likely hear more messages from the media than any other source. It will help students understand and discern media messages, make wise choices concerning their relationship with the media, and participate in the media in a Christ-like manner. The LCH curriculum threads of relationships, citizenship, beauty and justice are woven throughout this course.

Prerequisite: English, Grade 10, Academic or Applied

THE WRITER’S CRAFT | GRADE 12 | UNIVERSITY PREPARATION - EWC4U

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.

“To speak a word, according to the Old Testament, is like dropping a stone into a pond. Its vibrant sound keeps on working - good or ill - like concentric ripples reach to the farthest shore. Words are deeds. Words are things that do something.”- Calvin Seerveld

Words can bring blessing or brokenness (James 3); deceit or truth (Confucius). When we use language, enjoy words, or sculpt expression, we ought to keep in mind that words are a gift and a responsibility. This course helps students to fulfil their cultural responsibilities, within the context of a Christian world-view, by developing their command of language.

Prerequisite: English, Grade 11, University Preparation



ONTARIO SECONDARY SCHOOL LITERACY COURSE | GRADE 12 | OPEN - OLC4O

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (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.)

ADDITIONAL INFORMATION:

OLC 4O is a Grade 12 credit and can be used to meet either the Grade 12 compulsory English credit requirement or the Group 1 additional compulsory credit requirement. Beginning in September 2004, the OLC 4O can serve as either a Grade 11 or Grade 12 compulsory English credit requirement. However, it may not be accepted as the Grade 12 English entrance requirement for university or college programs.

English As A Second Language

ENGLISH AS A SECOND LANGUAGE (ESL) OR ENGLISH LITERACY DEVELOPMENT (ELD)

Courses in ESL or ELD may be offered, depending on need. If a course is offered, it will be a course based on The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development, 2007.

Note: Students may count a maximum of three credits in English as a second language (ESL) or English literacy development (ELD) towards the four compulsory credits in English, but must earn the fourth compulsory credit in English at the Grade 12 level. The courses that meet the compulsory credit requirement in Grade 12 are ENG4U, ENG4C, and ENG4E.

Policy/Program Memorandum No. 146, November 19, 2007

LCH has an ESL program to help international students achieve fluency in English. The program also helps students make the transition to education and life in Canada. As Christian teachers, we hope to help students discern truth, experience God’s love, recognize their gifts, and hear God’s call on their lives. We want to encourage and inspire students to use their gifts and abilities to help others and make the world a better place.

ENGLISH AS A SECOND LANGUAGE | OPEN - ESL LEVEL 3 - ESLCO

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.

ENGLISH AS A SECOND LANGUAGE | OPEN - ESL LEVEL 4 - ESLDO

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.

ENGLISH AS A SECOND LANGUAGE | OPEN - ESL LEVEL 5 - ESLEO

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

French As A Second Language

Foreign language study is an integral part of Christian education; it aims to provide students with insight and skills necessary for meaningful participation in contemporary society.

Communication skills are an important aspect of created reality. Through the study of French, as students learn to communicate in another language, they also gain a better understanding of language itself, its structure and its role. In today’s “Global Village” it is imperative that students develop these skills.

The study of French also helps students to develop their awareness and knowledge of the diversity of expression among cultures. Language is the heart expression of a people, a symbol of a people’s identity. In learning a second language, students, in a sense, make a commitment to that particular people and identify themselves with them. As well, they are confronted with a different way of seeing and experiencing the world in which we live. In that light, language study is a means of fostering respect and building community among different cultures around the world. It is an important part of fulfilling our calling as Christians to love and serve others beyond our own small community.

CORE FRENCH | GRADE 9 | ACADEMIC - FSF1D

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

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

CORE FRENCH | GRADE 10 | ACADEMIC - FSF2D

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: Core French, Grade 9, Academic or Applied

CORE FRENCH | GRADE 11 | UNIVERSITY PREPARATION - FSF3U

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic

CORE FRENCH | GRADE 12 | UNIVERSITY PREPARATION - FSF4U

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 11, University Preparation

Guidance And Career Education

The purpose of life for a Christian is to serve our Creator and to be of service in His creation. The guidance and career education program consists of courses that are intended to help students develop self-awareness, learning and interpersonal skills, and to explore post-secondary educational options and careers.

One of the ways the curriculum at LCH is viewed is as a tapestry of God’s grand story of salvation held together by interconnected threads. Each thread represents a curricular connection to the tapestry. We desire healthy relationships, justice, beauty, and responsible citizenship. These four threads are woven throughout the Guidance and Career Education curriculum where they apply.

LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL | GRADE 9 | OPEN (BY REFERRAL ONLY) - GLE10

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

Prerequisite: Recommendation of principal

CAREER STUDIES | GRADE 10 | OPEN - GLC20

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

Prerequisite: None

LEADERSHIP AND PEER SUPPORT | GRADE 11 | OPEN (BY REFERRAL ONLY) - GPP30

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

Prerequisite: Career Studies, Grade 10, Open

COOPERATIVE EDUCATION

The Cooperative Education Program provides students with an opportunity to receive academic credit through a planned learning experience that integrates classroom theory (labour law, ethical issues in the workplace, etc.) to achieve learning based on the curriculum expectations of a related course.

The cooperative education course includes a classroom component, comprising pre-placement and integration activities, and a placement component. To join the Cooperative Education Program, students are required to arrange their placement for the course by May 15 for Semester 1 entry and November 15 for Semester II entry. Once a cooperative work placement has been established, the student is required to remain with that placement for the entire semester. Only in exceptional circumstances will a student be permitted to enroll in the Cooperative Education Program once the semester has started.

Prerequisite: Career Studies, Grade 10, Open

CREATING OPPORTUNITIES THROUGH CO-OP | GRADE 11 | OPEN - DCO30

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 objectives of health and physical education promote physical development and health fitness. They answer the question of how we are to use our divinely created bodies, the image of God, in His service. The aim is to develop in the student, responsible actions and reactions in everyday life. As part of this curriculum, physical education can be viewed as the study of the body in motion. The body is a priceless possession. We are “temples of the Holy Spirit” (I Corinthians 13: 16, 17, I Corinthians 6:15, 20, Romans 12: 1, 2). As a result, we should value our bodies as the temples we occupy while on earth. It is our duty to know how the body functions, and what we need to do to keep it functioning well. The temple must be kept “a sacrifice wholly acceptable to God.” Therefore we have the goals of health fitness and body conditioning.

We must be careful not to make the “body beautiful” an end in itself. The body is not a separate entity, nor is it the private possession of an individual. God made us whole beings, body and soul. Our task with our whole being is to love God, and our neighbour. Therefore, health and physical education is crucial. A body kept fit and in good working order permits the whole person to serve God totally.

HEALTHY ACTIVE LIVING EDUCATION (CO-ED) | GRADE 9 | OPEN - PPL10

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

Prerequisite: None

HEALTHY ACTIVE LIVING EDUCATION (CO-ED) | GRADE 10 | OPEN - PPL20

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

Prerequisite: None

HEALTHY ACTIVE LIVING EDUCATION (CO-ED) | GRADE 11 | OPEN - PPL30

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

INTRODUCTORY KINESIOLOGY | GRADE 12 | UNIVERSITY PREPARATION - PSK4U

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

RECREATION & FITNESS LEADERSHIP | GRADE 12 | UNIVERSITY/COLLEGE PREPARATION - PLF4M

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

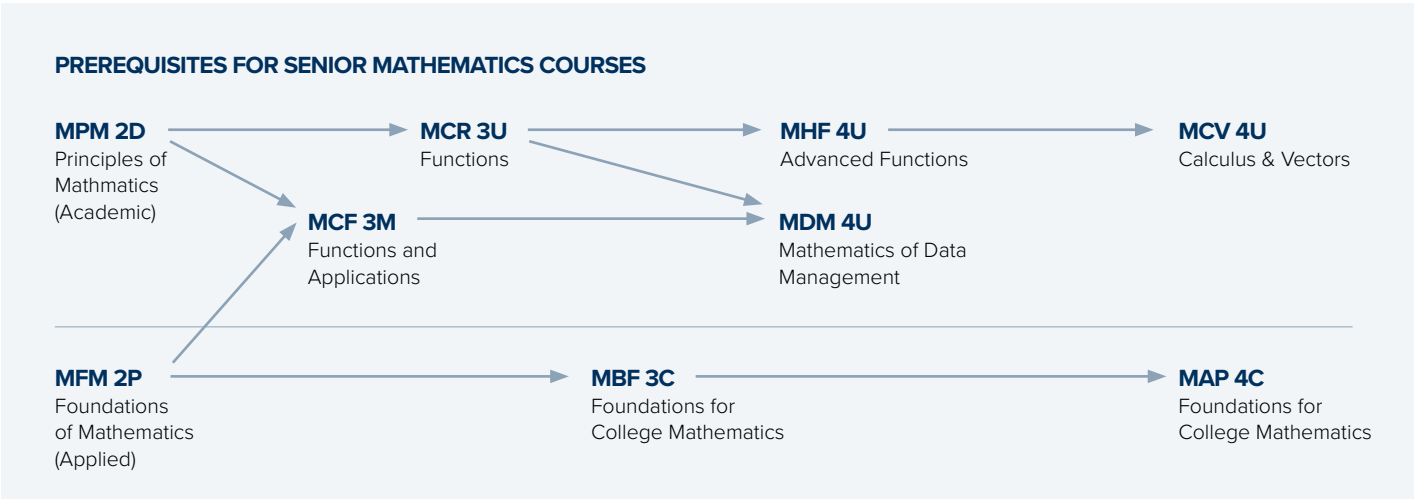


Mathematics

Mathematics is a science which deals with two aspects of the creation namely number and space. Arithmetic and its extension into algebra deals mainly with the first aspect while geometry deals with the second. Some branches of mathematics, such as analytic geometry, trigonometry, and calculus cover topics which are both numerical and spatial.

In our technological society, mathematics plays an increasingly important role. It is foundational for understanding many of the sciences and for doing scientific work. Proficiency in some areas of mathematics, such as probability and statistics, are also required in some of the social sciences. Mathematics is a human endeavour which tries to explain relationships and laws in creation governing number and space. But not all things can be “quantified” and any attempt to do so would be reductionistic. Mathematics has a rightful, though limited, role to play in understanding God’s creation. In our mathematics program we try to help our students see mathematics as a part of God’s creation order. They will be required to learn the important concepts, and develop their abilities to use them to solve problems. These problems will be as concrete as possible in order to relate the subject with reality around us.

Students must understand that all the learning and use of mathematics is done in service to God for the purposes He most needs done in the world. This overview provides a perspective for all mathematics courses taught at LCH. The content of the various courses is stated in the following course descriptions.



PRINCIPLES OF MATHEMATICS | GRADE 9 | DESTREAMED - MTH1W

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

Prerequisite: None

ADDITIONAL INFORMATION:

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). This course is detreamed.

PRINCIPLES OF MATHEMATICS | GRADE 10 | ACADEMIC - MPM2D

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

Prerequisite: Principles of Mathematics, Grade 9

FOUNDATIONS OF MATHEMATICS | GRADE 10 | APPLIED - MFM2P

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

Prerequisite: Mathematics, Grade 9, Academic or Applied

FUNCTIONS | GRADE 11 | UNIVERSITY PREPARATION - MCR3U

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

FUNCTIONS AND APPLICATIONS | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - MCF3M

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

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

FOUNDATION FOR COLLEGE MATHEMATICS | GRADE 11 | COLLEGE PREPARATION - MBF3C

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

ADVANCED FUNCTIONS | GRADE 12 | UNIVERSITY PREPARATION - MHF4U

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

CALCULUS AND VECTORS | GRADE 12 | UNIVERSITY PREPARATION - MCV4U

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.

Note: The new Advanced Functions can be taken concurrently with or can precede Calculus & Vectors

MATHEMATICS OF DATA MANAGEMENT | GRADE 12 | UNIVERSITY PREPARATION - MDM4U

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

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



FOUNDATIONS FOR COLLEGE MATHEMATICS | GRADE 12 | COLLEGE PREPARATION - MAP4C

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

PERSONAL FINANCE | GRADE 12 | IDC30

This course teaches students about the practicalities of the mathematics that are necessary in everyday life. Students will learn about tithing, interest rates, mortgages, credit cards, general debt, insurance (term, life, property, etc), budgeting and banking. Students will learn how payroll deductions work, how to do taxes and how to navigate investment options. This course covers the topics that students will need to leave high school and manage their finances intentionally and with stewardship.

Prerequisite: Any Grade 11 Mathematics course

Science

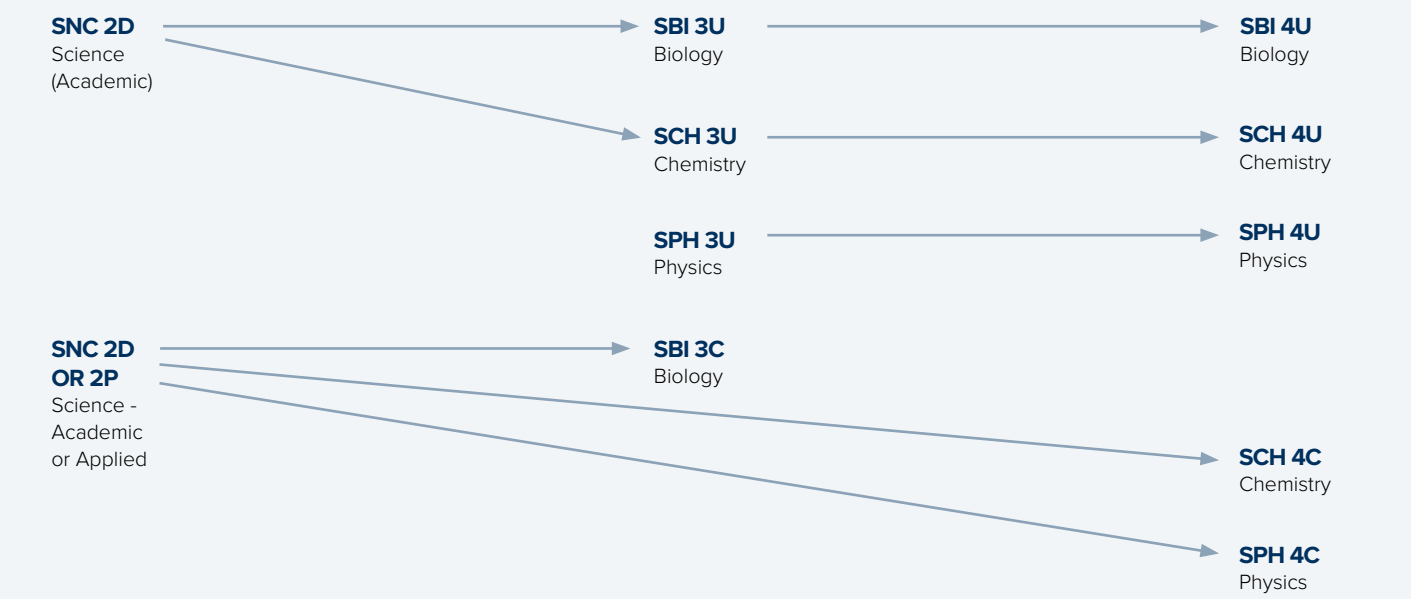
The inclusion of science in the Christian secondary school curriculum is important for the following reasons:

- 1. Scientific activities are a legitimate and important part of the Christian’s task to explore and understand the creation.
- 2. A science program helps to advance the student’s knowledge and understanding of the creation and of the Creator.
- 3. The North American culture has been greatly shaped by our scientific and technological activities; consequently, the student should be aware of how scientific work is done and how scientific worldviews influence society.
- 4. The student should understand the nature, characteristics and limitations of science, since science is only one way of knowing about the world.
- 5. As a steward of God’s creation, the student needs an understanding and appreciation of the complex relationships within the creation and of our effects on these relationships.
- 6. To be a responsible Christian witness in areas having a significant scientific / technological dimension requires an understanding of the underlying scientific principles.
- 7. The study of science provides personal enrichment, enjoyment and satisfaction.
- 8. Many future careers for the students require a broad knowledge of science.
- 9. The study of science gives the student an appreciation for the many ways in which science has benefited people.

The study of the knowledge of science helps students to learn, to be reflective, critical and creative thinkers, as well as discerning believers who understand the theories of science and can apply them to the world around them yet make appropriate decisions in light of Biblical values for the good of their fellow human beings. Through the study of the techniques of science, particularly experimentation, students will learn to be collaborative contributors to an interdependent team, respecting the rights, responsibilities, and contributions of others.

Overall, through our science courses, students will become more aware of the physical world as created reality and of their role as stewards of God’s creation.

PREREQUISITES FOR SENIOR SCIENCE COURSES:



SCIENCE | GRADE 9 | DESTREAMED - SNC1W

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

Prerequisite: None

SCIENCE | GRADE 10 | ACADEMIC - SNC2D

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. In this course students develop a deeper understanding of God as Creator as He reveals Himself to us through creation. They come to see that He is a God of order, patterns, relationships, and that He is worthy of praise.

Prerequisite: Science, Grade 9, Academic or Applied

SCIENCE | GRADE 10 | APPLIED - SNC2P

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 this course students develop a deeper understanding of God as Creator as He reveals Himself to us through creation. They come to see that He is a God of order, patterns, relationships, and that He is worthy of praise.

Prerequisite: Science, Grade 9, Academic or Applied

BIOLOGY | GRADE 11 | UNIVERSITY PREPARATION - SBI3U

This course furthers students’ understanding of the processes that occur in biological systems. Students 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. Students will learn that there is a diversity of understandings about creation, especially as they are informed by science, and that they are all a response to creation, but shaped by different worldviews.

Prerequisite: Science, Grade 10, Academic

BIOLOGY | GRADE 11 | COLLEGE PREPARATION - SBI3C

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. In this course, students will see how amazing God’s creation is, by exploring the intricate details of what He has made.

Prerequisite: Science, Grade 10, Academic or Applied

BIOLOGY | GRADE 12 | UNIVERSITY PREPARATION - SBI4U

This course provides students with the opportunity for in-depth study of the concepts and the 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. In Biology SBI 4U, emphasis is placed upon the interrelationship between structure and function, providing clear evidence that God designed creation in wisdom. One of the prime ways to know God is through his works, the creation. Christians are called to serve God, to serve others, and to serve creation as part of our loving service to God.

Prerequisite: Biology, Grade 11, University Preparation (SCH 3U is strongly recommended)

CHEMISTRY | GRADE 11 | UNIVERSITY PREPARATION - SCH3U

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 inter-relatedness of law structures in creation as they apply to Chemistry will be a recurring theme that will be explored throughout the course. There is also a theme of stewardship which will focus on our role as caretakers of God’s good creation.

Prerequisite: Science, Grade 10, Academic

CHEMISTRY | GRADE 12 | UNIVERSITY PREPARATION - SCH4U

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. The inter-relatedness of law structures in creation as they apply to Chemistry will be a recurring theme that will be explored throughout the course. There is also a theme of stewardship which will focus on our role as caretakers of God’s good creation.

Prerequisite: Chemistry, Grade 11, University Preparation

CHEMISTRY | GRADE 12 | COLLEGE PREPARATION - SCH4C

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. The inter-relatedness of law structures in creation as they apply to Chemistry will be a recurring theme that will be explored throughout the course. There is also a theme of stewardship which will focus on our role as caretakers of God’s good creation.

Prerequisite: Science, Grade 10, Academic or Applied

PHYSICS | GRADE 11 | UNIVERSITY PREPARATION - SPH3U

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. This course helps the student to discover God and His wonderful creation in the many laws of physical science that God has built into His creation.

Prerequisite: Science, Grade 10, Academic

PHYSICS | GRADE 12 | UNIVERSITY PREPARATION - SPH4U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. This course helps the student to discover God and His wonderful creation in the many laws of physics that God has built into His creation.

Prerequisite: Physics, Grade 11, University Preparation

PHYSICS | GRADE 12 | COLLEGE PREPARATION - SPH4C

This course develops students’ understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. This course helps the student to discover God and His wonderful creation in the many laws of physical science that God has built into His creation and which they can apply.

Prerequisite: Science, Grade 10, Academic or Applied

Religious Studies

The Religious Studies curriculum recognizes that the Bible is God’s revelation and that it is wholly authoritative and trustworthy. Through it God communicates His gracious saving activity in the history of redemption. Through it God confronts human beings with the call: repent, believe, follow, obey. We will examine the variety of expressions with which people have responded to this call. At times the response is positive and obedient; at other times it is negative and disobedient. Through it all, we see God’s love for His people and his creation. We consider the Bible to be our primary and thus essential source of information about God’s saving activity and, consequently, our basic rule for faith and life.

The goals of Biblical study have several dimensions.

- To explore and explain God’s revelation of Himself to men and women throughout biblical history.
- To evaluate the obedient and disobedient response of faith to God’s revelation in Scripture.
- To equip the student to render informed, obedient, creative service to God and other persons in school and contemporary society.

BIBLE | GRADE 10 | OPEN - HRE23

Since we confess that the Word of God is our guide for faith and life, it is important to study it to understand what it teaches us. This course is a survey of the Old and New Testament which focuses on the highlights of salvation history. The story of the Bible can be called “The Drama of Scripture”, (Craig Bartholemew and Michael Goheen). The first half of the course examines the Old Testament history, prophets and writings, while the second half concentrates on the New Testament, the life of Jesus, and the birth of the Church. Questions concerning the authority of the Bible and how to read and study it are considered as well. This is a locally developed course. Approval for the teaching of this course was obtained from the Ministry of Education and Training.

Prerequisite: None

Family Studies

FOOD AND CULTURE | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION, HFC3M

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

RAISING HEALTHY CHILDREN | GRADE 11 | OPEN - HPC3O

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

Prerequisite: None.

General Social Science

INTRODUCTION TO ANTHROPOLOGY, SOCIOLOGY AND PSYCHOLOGY | GRADE 11 | UNIVERSITY - HSP3U

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

Prerequisite: ENG2D or CHC2D

FAMILIES IN CANADA | GRADE 12 | UNIVERSITY PREPARATION - HHS4U

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

God created us to live in relationships. We were born into families, live with them as we grow, and usually create a family of our own. This course is a study of that relationship in an ever-changing society. HHS 4U seeks to develop a Christian perspective on growing up inside a family, establishing intimate relationships with others, and the ways in which those relationships can reflect dignity and beauty, justice and peace.

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

EQUITY AND SOCIAL JUSTICE: FROM THEORY TO PRACTICE | GRADE 12 - HSE4M

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

Prerequisite: This course is the basis for our International Block course.

CAPSTONE COURSE | GRADE 12 | IDC4O OR IDC4U

In this course, students will explore their faith formation journey through their time at LCH and God’s calling to love our neighbours in community. Using the lens of various social theories, and lessons learned from practical experiences students will be challenged to create a project or artifact that demonstrates what it means to, “do justice, love kindness, and walk humbly with our God” (Micah 6:8).

Prerequisite: Any Grade 12 English course

World Religions

WORLD RELIGIONS AND BELIEF TRADITIONS IN DAILY LIFE | GRADE 11 | OPEN - HRF3O

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

Prerequisite: None.

Technological Education

Providing courses in technological education is in keeping with our belief that every area of life is sacred in God’s eyes. Technological education fosters an understanding and respect for technical gifts. It does not have vocational training as its goal. Instead, students are challenged to integrate their faith into all of their technical decision making and working. Hence, our goal is to lead students into allowing their faith in God to act as a foundation for all their decisions, especially those made in a technical environment.

TECHNOLOGIES AND SKILLED TRADES | GRADE 9 | OPEN - TAS1O

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

CONSTRUCTION TECHNOLOGY | GRADE 10 | OPEN - TCJ2O

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

Prerequisite: None

CONSTRUCTION TECHNOLOGY | GRADE 11 | COLLEGE PREPARATION - TCJ3C

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



CONSTRUCTION ENGINEERING TECHNOLOGY | GRADE 12 | COLLEGE PREPARATION - TCJ4C

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

Prerequisite: Construction Engineering Technology, TCJ3C

COMMUNICATIONS TECHNOLOGY | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - TGJ3M

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

Prerequisite: None

TECHNOLOGICAL DESIGN AND THE ENVIRONMENT | GRADE 11 | OPEN - TDJ3O

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design and will learn about secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

GREEN INDUSTRIES | GRADE 11 | UNIVERSITY/COLLEGE PREPARATION - THJ3M

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

Prerequisite: None

TECHNOLOGICAL DESIGN IN THE TWENTY FIRST CENTURY | GRADE 12 | OPEN - TDJ4O

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society’s changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field and will research postsecondary pathways leading to careers related to technological design.

Prerequisite: None

GREEN INDUSTRIES | GRADE 12 | UNIVERSITY/COLLEGE PREPARATION - THJ4M

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

Prerequisite: Green Industries, Grade 11, University/College Preparation

TRANSPORTATION TECHNOLOGY | VEHICLE OWNERSHIP | TTJ3O

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

Prerequisite: None

MANUFACTURING TECHNOLOGY | GRADE 11 | TMJ3M

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Prerequisite: None

MANUFACTURING TECHNOLOGY | GRADE 12 | TMJ4M

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Prerequisite: None

HEALTH CARE | GRADE 11 | TPJ3M

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

Prerequisite: None



Organizational Structure

London Christian High is operated by a society (association) of Christian members and defined by a common understanding of the relationship between the Christian faith and structured learning.

Parents are encouraged to become society members, which allows for participation on the Board, on Board committees, and grants voting privileges at annual meetings of the society. It is through committees and boards that policies are developed to govern such things as choice of educational materials, student admission, hiring standards for teachers, and so on. It is also through these structures that the vision of the Christian school is articulated and translated into policies and procedures for implementation.

The society formed by parents and supporters, through its voting members, acts in two ways: directly, by voting on resolutions at membership meetings; and indirectly, by delegating authority to the board of trustees which is elected from, and by, the members of the society.

The board directs the school by setting policies and hiring the Principal. The board is assisted by a number of standing committees, comprised of society members, which are necessary for the smooth operation of the school.

The principal is the executive officer of the board who directs the staff in the daily operation of the school according to board policies.

The staff presents the school program in the context of the mission statement and the board policies.

The students participate in the school program as appropriate for their age and abilities as determined by the staff according to the policies.

Organizational Structure



London Christian High is Part of a Family of Christian Schools

Huron Christian School
87 Percival Street, PO Box 658
Clinton, ON N0M 1L0
519.482.7851
huronchristianschool.ca

Sarnia Christian School
1273 Exmouth Drive
Sarnia, ON N7S 1W9
519.383.7750
sarniachristian.com

John Knox Christian School
4738 Confederation Line
Wyoming, ON N0N 1T0
519.845.3112
wyomingjkcs.com

Strathroy Community Christian School
7880 Walkers Dr., RR#2
Strathroy, ON N7G 3H4
519-245-1934
sccs.ca

St. Thomas Community Christian School
77 Fairview Avenue
St. Thomas, ON N5R 4X7
519.633.0690
stthomaschristian.org

Stratford and District Christian School
190 Queensland Road
Stratford
519.393.5675
sdcs.on.ca

Woodstock Christian School
800 Juliana Drive
Woodstock, ON N4X 7W3
519.539.1492
woodstockchristian.ca

London Christian Academy
85 Charles Street
London, ON N6H 1H1
519.473.3332
londonchristianacademy.ca

London Christian Elementary School
202 Clarke Road
London, ON N5W 5E4
519.455.0360
londonchristian.ca

Immanuel Christian School
75 Caverly Road
Aylmer, ON N5H 2P6
519.773.8476
immanuelchristian.net

Christian Schools...

- Confess that Jesus Christ is Lord of all
- Want students to know the Bible because it will be a “lamp unto their feet”. We want them to know about God our Father, Jesus His Son and the Holy Spirit.
- Teach students that faith in God and His Word are the foundations of their studies; whether Science (This is our Father’s world. He created it, sustains and maintains it); Geography (people interacting with the environment), History (the unfolding of His kingdom), Health and Physical Education (the body is a temple of the Holy Spirit); etc.
- Work at accomplishing the task of Christian education with parents and the supporting Christian community
- Develop an educational program which helps to lead young people to live as responsible Christian citizens in all areas of life.



2025 - 2026

COURSE CALENDAR

GRADES 9 - 12

24 Braesyde Avenue,
London, Ontario
N5W 1V3

Phone + 519 - 455 - 4360

Fax + 519 - 455 - 4364

Email office@lchonline.ca

[LONDONCHRISTIANHIGH.CA](https://www.londonchristianhigh.ca)