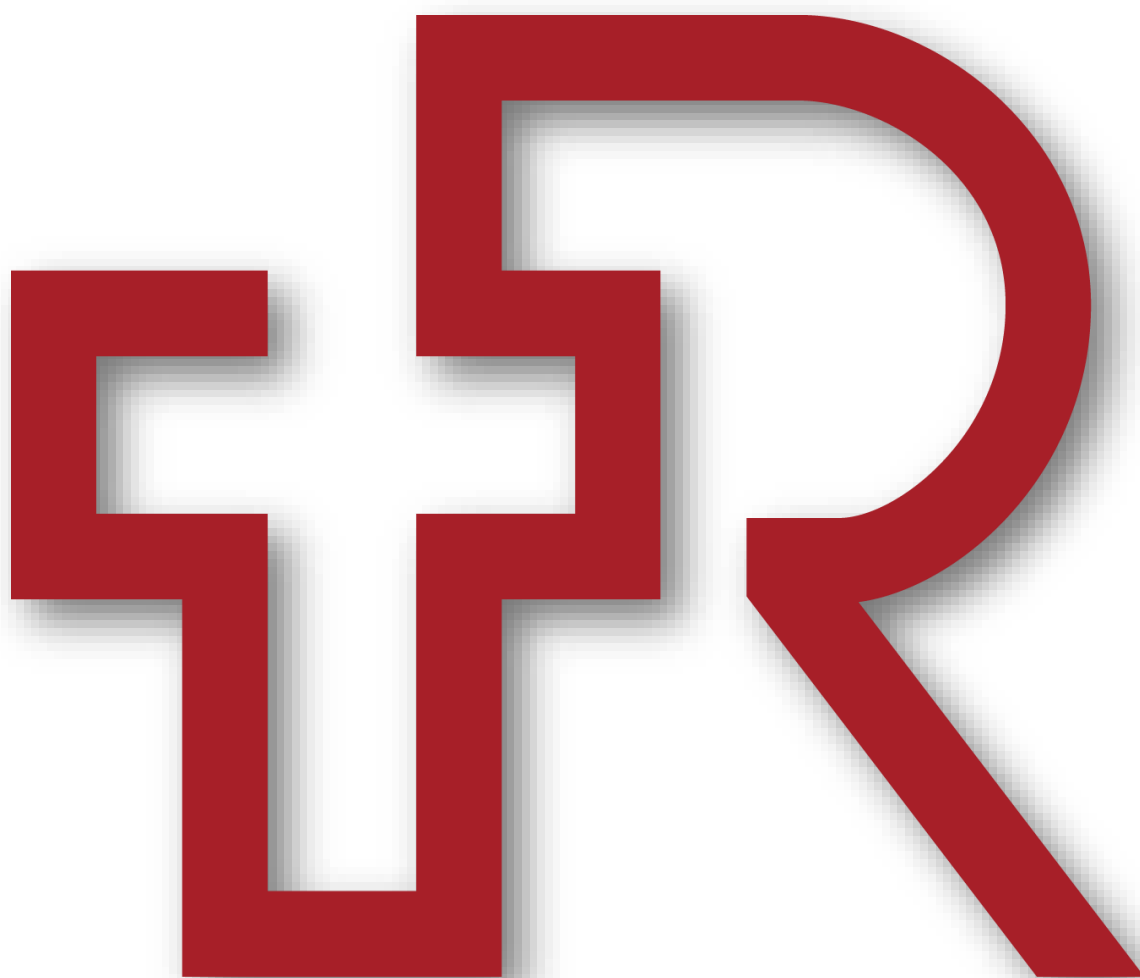




2020-2021

CALENDAR



MISSION STATEMENT • DIPLOMA REQUIREMENTS
ONTARIO SCHOOL RECORD & TRANSCRIPT • COURSE SELECTION & CHANGES
EXAMINATIONS • ATTENDANCE • CODE OF CONDUCT
COURSE CODES • COURSE DESCRIPTIONS

2020-2021 ACADEMIC CALENDAR

A. School Policies, Practices and Procedures

Mission Statement.....	1
Educational Philosophy	1
Student and Graduate Vision	2
Safe School Policy	3
Code of Conduct	4-8
Attendance	7

B. Diplomas and Certificates

Diploma Requirements for Students in Ontario High Schools.....	9
The Ontario Secondary School Literacy Test.....	9
Community Service Activities	10
Requirements for a Rockway Diploma	11
Compulsory Credit Substitution.....	11
Other Notes about OSSD Requirements.....	11
Ontario Secondary School Certificate	12
Certificate of Accomplishment	12

C. Curriculum

Definition of a Credit.....	13
Types of Courses Available in the Secondary School Program	13
Student Withdrawal from Courses in Grades 11 and 12.....	13
Course Selection and Changes	13
Credit Equivalency for Students Coming from Outside Ontario	14
Music Certificates Accepted for Credit	14
Online, Independent and Private Study.....	14

D. Assessment, Evaluation and Reporting

Assessment, Evaluation and Reporting.....	15
The Achievement Chart	15
Levels of Achievement	15
Assessments.....	16
Evaluations	16
Homework	16
Cheating and Plagiarism	16
Late Assignments	17
Reporting	17
Terms, Reporting Periods and Timetable Organization	17
Report Cards and Parent-Teacher Interview Dates	17
Ontario Student Record and Transcript.....	18

E. Supports and Resources

Student Services	19
Learning Resource Services	19
English Language Learners	20
Supporting Students	22
Library Commons.....	22

F. Rockway Mennonite Collegiate Academic Program

Course Coding System for Grades 9 to 12.....	23
Course Offerings	23
Course Outlines.....	24
Course Descriptions.....	24-43

A. SCHOOL POLICIES, PRACTICES, AND PROCEDURES

Rockway Mission Statement

As a Christian educational community within the Anabaptist Mennonite tradition, Rockway Mennonite Collegiate integrates sound academic learning with growth in character and faith, together with a passion for peacemaking and service to God and all creation.

Rockway's objectives are:

- To partner with the families and congregations that comprise the Mennonite Church Eastern Canada in the mission of Christian education.
- To teach the Bible as the story of God's revelation to the world and to encourage students to choose the teachings of Jesus as guidance for their daily life.
- To lead students to understand and appreciate the history of people of faith, with emphasis on the Anabaptist / Mennonite witness of faithful discipleship.
- To equip students to discern values in the world, in order to responsibly participate and lead in their church, community and global society.
- To enable students to weigh educational, life-style, vocational and voluntary service choices that offer healing and hope in a world of disparities.
- To offer a program of academic excellence recognized by both the Ontario Ministry of Education and institutions of higher learning.
- To inspire academic achievement in order to broaden, enrich and challenge students' learning and world-view.
- To foster a stimulating and safe school environment where students, faculty and staff reconcile individual freedom with mutual accountability and learn a wholesome respect for self and others.
- To enrich classroom learning with diverse extra-curricular opportunities for participation and leadership development.

Our Educational Philosophy

As a student at Rockway you can expect to find a caring community where teachers, administrators and staff, together with student leaders, are committed to creating a healthy learning environment where all aspects of development are encouraged, and where individual worth is respected.

You can expect that, in their teaching and interaction with students, teachers will be committed to the Mission Statement. We are all on a journey of faith discovery, and will encourage you to make responsible decisions as you form relationships which respect the integrity of each person in our school. Although our enrolment is small in comparison to many other schools, you will be privileged to interact with students from various countries, and with guests hosted by the school as part of our international exchanges. Lived Christian faith that is pursuing a life of loving engagement in the spirit and manner that Jesus was in the world, is a purpose central to the process of education in this school.

While you will be challenged in all aspects of development, the school will encourage you to explore as fully as possible all that you bring to this community of learners. Our commitment is to treat you with respect and to engage in open dialogue with you about issues of importance to you. We encourage you to live creatively and responsibly in school, in your church and in your world. We welcome your participation in this venture of discovery.

Rockway Student and Graduate Vision

Forming Faith ... Building Character

From a Christian Mennonite faith perspective, and in partnership with families and congregations, we are committed to walk with students to help form and transform their learning, character and faith. Our desire is that students and graduates will learn, grow in faith and build character as they practice virtues that demonstrate the best of who they are. With grace, we will walk with students as they practice becoming responsible, globally minded, compassionate and reflective learners. These virtues extend our school's core purpose to shape student lives through learning, opportunity, caring and faith.

Responsible

1. Motivated: demonstrates academic self-discipline, focus and determination
2. Thinking: assesses and solves problems critically, logically and creatively
3. Organized: plans ahead using time and talents independently and collaboratively
4. Communicative: communicates orally and in writing with clarity and listens to others
Teachers: teach with purpose and passion; help students make connections and create meaning for themselves; show students what excellence looks like; help them risk and learn from failure
Students: stay focused; think; follow a plan; communicate

Globally minded

1. Attentive: desires to learn from the experience and perspectives of others
2. Caring: shows care and concern to all, especially those "on the margins"
3. Open: seeks opportunities for cross-cultural learning and friendships
4. Involved: practices creation care and seeks justice and peace
Teachers: model hospitality and love; open the world in your teaching; build peace
Students: walk in another's shoes, care, build peace

Compassionate

1. Collaborative: values the contributions of all members of a group
2. Respectful: acknowledges and respects the experiences and needs of others
3. Discerning: evaluates cultural assumptions from a Christian faith perspective
4. Joyful: has fun, enjoys and celebrates life and relationships
Teachers: care for and enjoy students; build safe, nurturing and stimulating classes for learning
Students: work together; follow the golden rule; think outside the box with others; celebrate

Reflective

1. Questioning: engages and reflects on Christian faith convictions and questions
2. Persistent: perseveres in seeking truth
3. Integrity: seeks to align life choices and faith convictions
4. Honesty: shares beliefs and faith convictions with openness and sensitivity
Teachers: with conviction and humility, model your Christian faith commitment; help students engage and reflect on questions and convictions that matter
Students: ask questions; Go deeper; Walk your talk; Do it honestly

Rockway Safe School Policy

At Rockway Mennonite Collegiate, we believe that every person is made in the image of God and is entitled to be treated with dignity, respect, and integrity. As Christians we believe that our relationships involve physical, emotional and spiritual expressions based on a loving commitment to God and each other. We also believe that God calls us to participate in a community of faith that recognizes the intrinsic worth of each individual, the necessity of taking responsibility for one's actions, and the power of restorative justice and peace-making when harm has been done.

We want to foster a positive, inclusive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential as people of good character. We recognize that providing students an opportunity to learn and develop in a safe and respectful school community is a shared responsibility in which students, teachers and parents all play an important role.

We believe that students need to be equipped with the knowledge, skills, attitudes, and values to engage with the world and others critically, which means developing a consciousness that allows them to take appropriate action within their school and their local or global communities to build inclusive and equitable environments.

Positive school climate is the sum total of all the personal relationships within the school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Rockway is committed to a positive school climate which exists when all members of the school community feel safe, comfortable and accepted. As such, all teachers will model our belief that each person is made in the image of God and is entitled to dignity and respect.

Other Policies that support this Safe School Policy

Rockway has a proud tradition of being a faith-filled school that reflects Jesus's call to love one another. These policies are intended to outline the ways in which we will work together to sustain our tradition of caring, acceptance, inclusion and safety for the benefit of all members of our school community.

The Rockway Code of Conduct Policy (P401) outlines standards of behaviour for all members of the Rockway school community. It applies to all students, staff, faculty, administrators and others who work with our students in any setting where we teach, learn, work, or affect the climate of our school.

By building a positive school climate, engaging in intentional strategies to proactively address behaviour within the school, and establishing protocols for early intervention and progressive discipline to be applied in the event of behaviour that is contrary to our Rockway Code of Conduct, we can work as a school community to ensure a safe and accepting school for all.

Our *Progressive Discipline and Promoting Positive Student Behavior Policy (P402)* outlines ways in which we work proactively to establish positive school climate and the steps that we will take to intervene, report, and respond to activities that are contrary to our code of conduct. Progressive discipline is used to improve student behaviour, is based upon correction rather than punishment, and respects the dignity of those involved. Intervention requires appropriate and timely responses to incidents that occur, and will be done in ways that are consistent with progressive discipline. Restorative justice aims to restore relationships. It focuses on long-term healing for all affected and reintegrating those who have caused harm back into the school community.

Bullying can be a particularly insidious problem for adolescent students. It adversely affects our ability to educate our students, students' ability to learn, as well as the school climate, including development of healthy relationships within the school. Our *Bullying Prevention and Intervention Policy (P403)* outlines how we recognize and respond to bullying at Rockway.

Rockway Code of Conduct

It is our expectation that all persons who work and study at Rockway will be courteous, considerate and respectful in their interactions with others. The *Safe Schools Act* sets out the conditions for all schools to maintain a positive learning environment. Students are assisted in the growth and development of self-discipline, as well as to act in ways that respect the needs, feelings, heritage, and rights of all.

Part of becoming a responsible contributing citizen of the world is demonstrating respect for self, peers, and adults. This includes being sensitive to the feelings of others, treating others as we wish to be treated, being courteous, and being positive when communicating with others ~ both verbally and in written form. It is important that we all put our values into action through respect, peace-making, and service within the wider community.

Friends demonstrate friendship by being considerate, supportive and thoughtful of each other. Teachers demonstrate commitment to students by helping them to learn in many ways, by listening to their questions, by guiding their journey of faith as well as academic endeavor, and by providing a variety of opportunities for service.

Standards of Behaviour:

Respect for Learning

Students are expected to conduct themselves with integrity, respect, and courtesy. In partnership with teachers and fellow students, we all create the atmosphere conducive to learning, and to healthy personal and spiritual growth. Students are encouraged to generate an attitude of respect on campus and during school events by using language that is considerate and courteous.

All students are expected to come to school every day and each class, on time;

- *act in a manner that will help you and others fully engage in learning opportunities;*
- live your values, and help to build a cooperative, cohesive school community;
- always speak with good purpose, and consider the effect of your words;
- *be responsible each day for your own learning, participating cooperatively and conscientiously in class and school activities.*

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- work to generate an attitude of good purpose and kindness on campus as well as during school event by using language that is considerate, respectful, and courteous;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, including persons in positions of authority;
- not swear at a teacher, staff member, or at another person in position of authority;
- respect and comply with all applicable federal, provincial, and municipal laws.

Safety

All members of the school community must not:

- Engage in bullying behaviours (see P309 Bullying Prevention and Intervention Policy);
- Commit sexual assault;
- Traffic in weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon including knives of any kind (knives can include, pocket, folding, hunting/fishing, whittling, survival, utility, collector, blade on corkscrew device, etc), and firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to another person with an object;
- Be in possession of, or be under the influence of, or provide others with alcohol, marijuana, or illegal drugs;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Dress Code

At Rockway, one way that we strive to reinforce a sense of responsibility to self and others is by encouraging all students, faculty, and staff to dress in a manner that promotes a positive and productive learning. We believe that fashion industry and trends do not necessarily dictate what is appropriate at school, and we recognize that clothing that is appropriate in some social settings may not be appropriate for a school environment.

We acknowledge that it is difficult to precisely define exactly what is and what is not appropriate attire for school, so faculty and administration will continue to work with students to help develop a shared understanding. The following non-exhaustive list describes some general guidelines that are intended to set a baseline for what we consider to be appropriate school attire:

Appropriate school attire:

- is comfortable and allow students to focus on learning and developing positive relationships with peers;
- promotes safety across the school and follows safety guidelines of art, design and technology, physical education, and science classes (this includes appropriate footwear being worn at all times in all areas of the school, and class-appropriate clothing for specialized classes);
- is worn so that underwear (boxers, briefs, bra straps) are not visible;
- does not include muscle shirts, low-cut shirts, off the shoulder tops, halter tops and spaghetti straps unless they are covered with a sweatshirt, sweater, shrug or shirt;
- includes shorts or skirts that are of an appropriate length – a general guideline for this could be that hem line of shorts or skirts should be to the height of a student’s fingertips when their arm placed at their side;
- is consistent with Rockway’s Mission and Four Pillars so it does not include inappropriate words, phrases, or graphics;
- is respectful of our Chapel space so hats, hoods and ear plugs/headphones are removed during chapel;
- is always responsive to the culture set by teachers in their classrooms, so that students respect the direction of their individual teachers with respect to clothing, hats, hoods, and ear plugs/headphones in their classes.

Responsible Use of Technology

Rockway's technology resources have been established for educational purposes. Each student is assigned a Rockway Google account for the duration of their enrolment at Rockway. Students who wish to use Rockway's network and access the Internet must first read and agree to abide by the conditions stipulated in the Responsible Use of Technology Commitment that is sent to students annually in the August mailing or given to students upon their enrolment.

The Responsible Use of Technology Commitment states that each student:

- Understands that their Rockway Google account, computer equipment and Wi-Fi are for educational purposes only.
 1. These accounts are not for personal or recreational use at any time.
 2. Schoolwork is the only acceptable norm for Wi-Fi use at Rockway regardless of the device used.
 3. Activity on these accounts is regularly monitored by administration throughout the school day.
- Will be fully responsible for this account, and understands that any misuse of the account by anyone is their responsibility. This means that they will keep their password private at all times, and log off whenever my computer is unattended.
- Agrees to work only in those areas permitted by the teacher or supervisor. They will not make any attempt to explore the network or any system without express consent of the supervising teacher or librarian.
- Will use appropriate language at all times. Material of a violent, racist, sexist or pornographic nature is not appropriate.
- Understands that the bandwidth that we all share for the internet is limited. Therefore, they will only use this account to download or stream data that is directly related to school work. Further, students are not permitted to stream video, movies or music in order to preserve valuable bandwidth for others.
- Is aware that all communication that comes through their account, as well as the files stored on their account are visible to administration at all times and that activity which is inappropriate, dangerous, harmful to the school climate, or in any other way runs contrary to the Rockway Code of Conduct will be addressed by administration.

Disregarding any of the above stipulations will result in disciplinary action deemed appropriate by school administration including the possible loss of computer account privileges. Signing this agreement indicates that you, the student, have read and will abide by the stipulations above.

Electronic Devices

Students are not allowed to use their electronic devices in school chapels/assemblies, testing situations, change-rooms or washrooms within the school. Students may use their electronic devices in class if deemed appropriate by the teacher. This means that expectations for electronic device usage in classes will vary from teacher to teacher/class to class. Expectations for each class will be explained by the teacher at the start of each semester and reviewed from time to time throughout the semester. If used inappropriately, these devices will be confiscated by the teacher and turned in to the main office. The Receptionist will inform the Vice Principal of the situation. Students may pick up their cell phone at the end of the day, following a conversation with the Vice Principal. If inappropriate use continues, Rockway's Discipline Policy will be implemented, including contact with the parents.

Attendance

Our assumption is that regular and punctual student attendance is vital to student learning and a significant factor in academic achievement. Students who habitually miss classes miss learning experiences that cannot be entirely regained. Student absences hinder complete evaluation because participation and achievement cannot be fully assessed.

We also assume that parents/guardians want to know whether their child is regularly and punctually attending all classes. As a school we expect their interest, concern and support to assist in student attendance and learning.

Students must report absences to the office as soon as possible. Arrangements are to be made with specific teachers when a student must miss a class. Whenever possible, parents/host/guardians are encouraged to notify the office in advance of any absence.

- If a student is to be absent from school or arriving late in the day, parents/guardians must contact the school by telephone or email before 8:00 a.m. if possible:

Attendance Phone: 342-0007 ext. 3334

Attendance email: attendance@rockway.ca.

- All students must sign out in the main office if they are leaving campus before the end of the school day. Parents are asked to contact the attendance office by phone, email or via a written note before the student is expected to leave.
- Chapel attendance is mandatory for all students.
- Students are responsible to make up ALL work covered during an absence from class. Tests missed during unexcused absences may or may not be made up, depending on the discretion of the teacher. It is the responsibility of the student to check with teachers regarding missed learning and assignments due to absences.
- When a student has five unexcused absences from any class, the Vice Principal will be notified. Administration, the teacher and the student in question will meet to discuss the concern and establish a plan for regular class attendance. Parents will be contacted. Students may be withdrawn from the course and forfeit the credit if unexcused absences from class puts the required 110 hours of instruction in jeopardy.
- All visitors to the school must report to the Office, and student guests must receive permission through the Office prior to their visit.

Off-Campus Sign-Out

All students in grades 7-9 are not allowed to leave the school campus at any time during the school day except with prior written parental and teacher permission.

All students in grades 7-12 must sign out (and back in) at the main office when leaving school for any reason during the school day. This provides the office with awareness of where students are, in case of emergency or should there be need for parents or others to be in contact.

Spare for Grade 11 and 12 Students

Students in grades 11 and 12 are strongly encouraged to use their spare periods wisely in the library or other designated space. Use of the student lounge area is only for quiet conversation, catching up on homework, reading, etc. Any senior students who are leaving school property during their spares must sign out (and back in) at the main office and ensure that they return in time for their next class.

Students are not permitted to play ping pong, foosball or cards in the main foyer or lounge during any academic periods, as these are disruptive to the learning environment of other classes in progress. At no time is gambling (ie. poker or other related games) allowed on campus.

School Parties

A school party is one which is collectively planned by students and teachers, uses a school class list to determine participation, or which extends a school event off campus. Faculty and/or parents assume full responsibility for supervision of such parties.

When faculty become aware of other parties that may pose concern, and which are not considered "school events," faculty will inform administration accordingly. The Principal or Vice Principal will make contact with parents to share appropriate information. The school does not assume responsibility for supervising these events that occur in the context of the home or off-campus, and which are not officially organized by the school.

Smoking and Vaping

We strongly discourage students from smoking and vaping or use of e-cigarettes because it is harmful to health. Tobacco, e-cigarettes, or other vaping devices (including the cartridges) should not be brought to school and will be confiscated if seen. Guidance and Administration will offer details with reference to a cessation program. Be aware that in order "to protect youth from the damage of tobacco smoke, the Ontario Government has legislated that smoking is not allowed in any school, both inside the building and on school grounds".

Smoking or vaping on campus, or within the sightlines of the school, or at any school function contravenes Rockway's guidelines for community living and responsible behaviour.

Skateboards and Rollerblades

Students are expected to leave skateboards or rollerblades at home. There is considerable traffic on and around our school property and we want to avoid injuries and risks, as well as respect the rights of our neighbours. (If you use your board for getting back and forth from school with permission from administration, it MUST be kept in your locker at all times during the school day and may not be used at all on school property or surrounding private property.)

Driving of Vehicles on School Property

Personal vehicles may be driven on school property for purposes related to school attendance and programs only. This privilege may be withdrawn for inappropriate driving behaviour or vehicle use.

Students may not drive vehicles they do not own, including school owned vehicles, on school property under any circumstances. Unlicensed vehicles may be driven on school property by Rockway faculty or staff only. Unlicensed vehicles may not be driven by a student, even if the vehicle is owned by the student or his/her family.

Vehicles that are being used as part of the Design and Tech program can be driven by the vehicle owner's licensed children, or by Rockway faculty or staff. If vehicles are driven by licensed children, the vehicle owner will be responsible for any damages.

B. DIPLOMAS AND CERTIFICATES

Ontario Secondary School Diploma (OSSD) Grade 9-12

Compulsory Credits

In order to obtain the OSSD, students must earn a total of **18** compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as shown below:

- 4 English – 1 credit per grade
- 3 Mathematics – at least 1 credit in Grade 11 or 12
- 2 Science
- 1 French as a second language
- 1 Canadian History (Grade 10)
- 1 Canadian Geography (Grade 9)
- 1 Health & Physical Education
- 1 Arts (Visual, Music, Drama)
- 1 Civics and Career Studies (each offered at .5 credit in Grade 10 year)
- 1 additional credit in English or a Third Language or Social Sciences and the Humanities or Canadian and World Studies (*Group 1)
- 1 additional credit in French as a second language or Health and Physical Education or the Arts (*Group 2)
- 1 additional credit in French as a second language or Science (Grade 11 or 12) or computer studies or technological education (*Group 3)

Note: A maximum of 2 credits in French may be counted as additional compulsory credits even though it is listed in 3 Groups.

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. These credits are earned by successfully completing courses that they have selected from the school's program.

OSSD: TOTAL – 30 credits

Credits Typically Possible at Each Grade Level at Rockway

- Grade 9 – 9 credits
- Grade 10 – 10 credits (no spares, 5 courses in each semester)
- Grade 11 – 8 credits (presuming 1 spare / 4 courses in each semester)
- Grade 12 – 6-8 credits (presuming 1-2 spares / 3- 4 courses in each semester)
- Total – 33 credits following grade 12

Additional OSSD Graduation Requirements

Ontario Secondary School Literacy Test (OSSLT) / Ontario Secondary School Literacy Course (OSSLC):

1. All students must pass a provincial test of reading and writing skills in order to receive an Ontario Secondary School Diploma.
2. This test will be administered to all grade 10 students in Ontario as well as all students in grade 11 and 12 who have not written or been successful on the test.
3. This test is not designed as a test of English curriculum. It seeks to test the reading and writing skill of students based on expectations from all subjects in the provincial curriculum up to the end of grade 9. It includes shorter and longer written responses and multiple choice questions, as well as a variety of informational and literary texts to test reading comprehension.
4. While the test is a diploma requirement it does not affect how students earn credits. Students can continue with all credit courses in the next year, even if they have been unsuccessful on this test.
5. The test is marked by trained educators hired by the Education Quality and Accountability Office. Results of the March administration will be given to schools and students later in the school year. The test is scored on a "pass / fail" basis for individual students.

6. Students who are unsuccessful on the test will receive individual feedback and recommendations for improvement. They will be given remedial support and instruction prior to writing the test again. Students who are unsuccessful on the Literacy Test at least once, may enroll in a full-credit, Literacy Course (OLC40) in their grade 12 year. Passing this Literacy Course fulfills the literacy diploma requirement of the OSSD. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the OSSD.
7. Information for parents and support materials for students, are available on the Education Quality and Accountability Office (EQAO) web site (www.eqao.com).
8. Accommodations: Students who have an Individual Education Plan (IEP) or who are English Language Learners may be able to get an accommodation for writing the Literacy Test. Teacher from the Resource department will work with these students to define these accommodations (which consist of support and services enabling students with special needs to demonstrate their competencies in the skills being measured by the test).
9. Deferrals: In certain circumstances students may be deferred from writing this test. Such circumstances include English proficiency for English Language Learners, exceptional learning need or other special circumstances.
10. Exemptions: Only students who are not working towards an OSSD can be exempt from writing this test.

Community Service Activities:

Community Service is an OSSD requirement which also reflects a Rockway tradition. Students from Grade 9 to 12 must complete a minimum of 40 hours of Community Service activities. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents. Hours accumulated in the summer leading up to Grade 9 may be included.

1. Community service activities may take place in a variety of settings; business, not-for-profit organizations, public sector institutions and informal settings.
2. This community service requirement may not be fulfilled through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee.
3. The requirement is to be completed outside students' normal instructional hours. Activities may take place during designated lunch hours, after school, on weekends or during school holidays. Rockway students may count their community service hours contributed during Envirothon/Servathon towards fulfillment of the community involvement requirement.
4. Community Service Information booklets and record sheets are distributed to all Grade 9 students.
5. Students must submit documentation attesting to the completion of each activity to the main office.
6. The Principal will determine if the student has met the requirements.

Requirements for Rockway Diploma

The Rockway Diploma is built on an integrated vision for learning that informs teaching, relationships and our program for all students. This vision shapes a shared commitment from teachers to help form and support faith and character virtues as students grow to be responsible, globally minded, compassionate and reflective.

We believe that earning an optional Rockway Diploma, in addition to an Ontario Secondary School Diploma, lays a foundation for a life-long journey of faith formation and character building. The Rockway Diploma will be awarded to all grade 12 students who successfully complete Religious Studies course requirements and Service components during their time at Rockway.

- Satisfactory completion of mandatory Religious Studies courses in Grade 9 (HRE13 - God's People Serve in Hope) and Grade 10 (HRE23 - History of the Christian Church) as well as one course in either Grade 11 (HRT3M - World Religions: Beliefs, Issues and Religious Traditions) or Grade 12 (HZT4U - Philosophy: Faith Seeking Understanding; or CGW4U - World Issues).
- In addition to their Ministry mandated Community Service requirement (10 hours / year; 40 hours total) students in grades 9-12 who choose to earn a Rockway Diploma, must also complete an additional 20 hours (5 hours / year) of service beyond the school within the broader community. The school will provide guidance and suggest appropriate service options for students. Reflection and conversation about student service learning will occur in Religious Studies classes.

Rockway Diploma Scholarships:

Each year, teachers will select and award a Rockway Diploma Scholarship to a deserving student during Senior Graduation ceremonies. This award will recognize a student who has been exemplary in responding to our foundational vision, who has engaged their learning in Religious Studies classes and who has completed service requirements.

Compulsory Credit Substitution

In order to help students qualify for the OSSD, the Principal may substitute among the compulsory credits in the following way:

- A maximum of three compulsory credits (or their equivalent in half courses) may be replaced by additional courses, from the remainder of those listed as compulsory credit requirements
- Parental approval of such a substitution shall be provided in writing
- Each substitution shall be noted on the Ontario Student Transcript

Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of the student, their parents or guardians and the Principal, are best served by such substitution.

Other Notes about Diploma Requirements for Students in Ontario High Schools

- All students in Grades 9-12 will earn an Ontario Secondary School Diploma (OSSD) upon successful completion of a minimum of 30 credits of study, including 18 compulsory credits and 12 optional credits. Students must meet the Ontario literacy requirement as well as complete 40 hours of community involvement activities.
- One credit is granted upon successful completion of a full course which has been scheduled for a minimum of 110 hours. A .5 credit may be granted for each 55 hour part of a 110 hour, ministry or locally developed course.
- Students in Grade 9-12 will earn credit towards their high school diploma under the policy framework and curriculum guidelines of OS (Ontario Schools, Grades 9-12), 2011.
- Students in grade 12, who are planning to enter university following graduation, must have at least 6 of their 30 or more credits, earned at the 12 University or University / College level (with 1 of these 6

credits being 12U English). Students are encouraged to earn more than the minimum of 6 University or University / College credits.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted, on request, to students who are leaving school upon reaching the age of eighteen without having met the requirements for the OSSD. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 Compulsory Credits (2 credits in English, 1 credit in Mathematics, 1 credit in Science, 1 credit in Canadian history or Canadian geography, 1 credit in Health & Physical Education, 1 credit in the arts, computer studies or technological education)

7 Required Optional Credits (7 credits selected by the student)

The provisions for making substitutions for compulsory credits described in the OSSD section of this document also apply to the Ontario Secondary School Certificate.

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training or who plan to find employment directly after leaving school.

C. CURRICULUM

Definition of a Credit

At the Grade 9-12 level, a credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. While most courses are “full credit” courses, some are offered as “half credit” courses with 55 hours of instruction. The credit system in Ontario secondary schools allows a student to pass or fail on the basis of courses rather than grades. Students are permitted to set individual timetables by choosing courses that:

- meet Ministry of Education requirements
- are guided by their particular interests
- are commensurate with their academic ability
- support post-secondary destinations in which they are interested

Types of Courses Available in the Secondary School Program

Note the following about the Ontario Schools (OS) curriculum in place for students in grades 9 - 12.

- Students will typically graduate in 4 years (though they may choose to take more time).
- Grade 9 and 10 courses are offered in academic (D), applied (P) and open (O) level courses according to pathway destination.
- Grades 9 and 10 Religious Studies courses at Rockway are locally developed courses which have been granted Ministry of Education approval for the purpose of awarding credit.
- Grade 11 and 12 courses are offered - University preparation (U), University / College preparation (M), College preparation (C), and Workplace preparation courses - in addition to Open (O) courses where pathway destination distinctions are not applicable.
- Semestered courses as well as full year courses are offered. Reporting periods for semestered courses are mid-semester and at the end of the semester. Full year courses have three reporting periods, one in the Fall, one in April and the third one at the end of the year.
- Students are required to remain in secondary school until he / she has reached the age of eighteen or obtained the OSSD.

Student Withdrawal from Courses in Grades 11 and 12

All Ontario high schools are required to disclose all Grade 11 and 12 course attempts on student transcripts. Please note the following details:

- If a student withdraws from a Grade 11 or 12 course on or before the 5th instructional day following the issuance of the mid-semester report card, the course will not be recorded on the student's Ontario Student Transcript
- If a student withdraws from a Grade 11 or 12 course after the 5th instructional day following the issuance of the mid-semester report card, a “W” (withdrawal) is recorded on the student's Ontario Student Transcript
- If a student repeats a Grade 11 or 12 course that the student previously completed successfully, each attempt and its mark will be recorded on the Ontario Student Transcript. The student will earn only one credit for the course

Course Selection and Changes

The Guidance Counsellors, Principal and/or Vice Principal will help students make the appropriate course selections. In early April of each year, students will be asked to select courses for the following school year. Parents/guardians are strongly encouraged to assist their son/daughter in the selection process. Students may add or drop courses using the approved course change procedure during the first 8 school days of each semester.

If students wish to drop or add a course, they must first discuss it with their parents. If that approval is forthcoming, the student must obtain an “add/drop form” from Student Services, which they will use to

process this decision with their subject teacher. The student must continue to attend his/her original classes until the subject teacher returns to them with approval to change. Only under special circumstances, and with the written approval of parents, the Principal and the subject teacher, will a student be permitted to add or drop a course after the add/drop deadline. Students are strongly encouraged to continue a course of study once classes have started.

Some students may find it necessary to change their course direction or type. Student Services will work with students on an individual basis to ensure that if a prerequisite credit is missing, counsel is given about obtaining these credits through summer school, night school or correspondence. If the Principal believes the student can be successful in a particular course without having taken the specified prerequisite course, the Principal may waive the prerequisite.

Credit Equivalency for Students Coming From a School Outside Ontario

In a situation where a student transfers to an Ontario Secondary School from outside the province, the Principal of the receiving school will determine, as equitably as possible, the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. Principals will determine the number of hours of community service that the student will have to complete.

Music Certificates Accepted For Credit

A maximum of two (2) credits may be granted for successful completion of certain conservatory certificates gained outside of the regular school program. For more information, see the music course descriptions under AMX3M and AMX4M or contact Student Services.

Online, Independent and Private Study

In situations where school program options are limited, students may be permitted to earn academic credit independently through courses delivered by an accredited institution offering online or correspondence courses. Credit and standing earned through approved independent study will be recorded on the student's Ontario Student Transcript, provided the school has received appropriate documentation from the service provider. Students should consult the Student Services department for details and guidelines on independent study.

Online Learning courses are credit courses authorized by the Ontario Ministry of Education through a variety of certified online course providers. Online learning is a creative option for students who demonstrate a high level of self-directed learning and who are otherwise unable to get a course they want from Rockway.

Online course are open for eligible students based on a criteria: The desired course is not offered at Rockway, is already full or is in conflict with other courses necessary for student's post-secondary plans, health issues or other exceptional circumstances which prevent a student from enrolling in the regular classroom version of the course, or there are special education needs (such as giftedness) to consider.

Students must contact a Guidance Counsellor to be approved for and to enroll in an online course.

D. ASSESSMENT, EVALUATION AND REPORTING

The primary purpose of assessment and evaluation is to improve student learning. Rockway Mennonite Collegiate believes that such improvement necessarily requires:

- i. Practices and procedures that are fair and transparent;
- ii. Practices that support all students (including those students who speak English as a Second Language and those students with Individual Education Plans);
- iii. Proactive communication with parents that ensures that parents understand curricular achievement charts, including levels of achievement (limited, some, considerable and high degree or thorough), categories of achievement (knowledge and understanding, thinking, communication and application), and demonstrations of achievements (observations and student products); and
- iv. An effective cheating and plagiarism prevention and intervention policy.

Applicable regulation(s): Growing Success (Ontario 2010)

The Achievement Chart

The achievement chart for each subject is a standard province-wide guide and is to be used by all teachers as a framework with which to assess and evaluate student achievement of expectations. It enables teachers to make consistent judgments about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The achievement chart identifies four categories of knowledge and skills that are common to all subject areas and disciplines. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are as follows:

Knowledge and Understanding: Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

Levels of Achievement

Curricular achievement charts identify four levels of achievement:

Level 1 (50-59%) represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.

Level 2 (60-69%) represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness.

Level 3 (70-79%) represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 (80-100%) identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of or thorough effectiveness.

Cautionary: Although demonstrated achievement at Level 1 will result in a student successfully earning credit, it is important to note that only at Level 3 or higher can parents be confident that students will be prepared for work in subsequent grades and/or courses. Where a student has earned a credit at Level 1 or 2, remediation, summer school programming or tutoring is recommended, together with consideration of subsequent courses at an applied (Grades 9/10) or workplace or college (Grades 11/12) preparation level.

Assessments

Wherever possible, teachers should identify student success criteria when introducing any assessment as, of or for learning task (whether observation, conversation, student product, or combination thereof). This will promote fair and transparent criterion-based marking. Student success criteria can be introduced in a rich variety of formats.

Evaluations (Assessment of Learning)

70% of the assessment of learning (evaluation) is conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

30% of the assessment of learning (evaluation) is in the form of final evaluation activities that are administered at the end of each course. Students cannot be exempted from these final evaluations, which will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluations allow the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. Students intentionally submitting a blank final evaluation will be assigned a mark of zero, which will be weighted into the final grade at the Ministry-mandated 30% level.

Homework

Ministry guidelines place emphasis on independent study. Whereas some in-class time for research on assignments, projects and independent study will be provided, work outside of the class is necessary if excellence is to be achieved.

There will be regularly assigned homework at all grade levels. We believe homework is essential to ensure full understanding of concepts and material taught in class and to help students develop sound work and study habits.

Homework may include completing work begun in class, doing specially assigned work, preparing projects, or reviewing for tests and examinations.

We expect students to be conscientious in completing assigned work. Students are responsible to inform subject teachers when homework assignments cannot be completed in the time allotted.

Cheating and Plagiarism

Rockway Mennonite Collegiate will continue to discourage cheating and plagiarism, pro-actively work to detect incidents of cheating and plagiarism, and issue consequences for students who cheat or plagiarize.

Plagiarism is the presentation of someone else's work as one's own. It may involve borrowing large amounts of material, or changing a few sentences or words from another source without proper references. Rockway's goal is to teach the proper use and referencing of another author's work as an accepted and important part of research and scholarship. This skill and commitment is also a truthful way of using the ideas and writing of others. Proper research and reference procedures will be taught in all courses where these skills are important.

Plagiarized work will not count toward meeting course requirements. Work that has been plagiarized, in whole or in part, will not be marked. Consequences will typically include a requirement that the work be re-submitted within two weeks in order to avoid a mark of zero, but will involve consideration of a continuum of behavioural and academic responses, based on the following four factors:

- i. the grade level of the student;
- ii. the maturity of the student;
- iii. the number and frequency of incidents; and
- iv. the individual circumstances of the student.

Teachers must report all consequential incidents of cheating and plagiarism to the Principal.

Late Assignments

Students are responsible for providing evidence of their achievement within the time frame and the form specified by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Late Penalty: Teachers in grades 9-12 may apply a penalty of 5% of the total mark for each day that an assignment is late, to a maximum of 15% (i.e. no further penalty after the third day late).

Example: A student hands in an assignment two days late and earns 80%. They are penalized 10% of the total value of the assignment for a final mark of 70%.

Teacher Discretion: At a teachers' discretion, a student will be informed that they can no longer submit an assignment, after the teacher has returned the marked assignment / project to the class and the student has been given ongoing opportunity to have it completed and submitted. Some summative assignments, as well as Grade 12 ISU projects, must be submitted for students to earn credit in a course.

Appropriate Exceptions: In the professional judgement of the teacher, exceptions to this guideline will be made for appropriate reasons (i.e., students with verified medical conditions, or with IEPs)

Reporting

Students are encouraged to develop and demonstrate increasing responsibility for their own learning as grade levels increase. Such responsibility includes comprehensive and complete communication of academic progress to their parents. Report cards will be issued on an interim and on a final basis during each academic semester. Teachers will also notify families of any consistently demonstrated academic, behavioural or learning skill concerns considered in the teacher's opinion to be consequential. Parents are always encouraged to initiate any concerns in writing.

Students will have an opportunity to review their final exams in a classroom setting at the end of semester I with the purpose of improving student learning. Final evaluation results for each semester are included in the final grade for each course. Final evaluation results for Semester II will be included in the teacher comment on the report card. All Final Evaluations are retained by the school and stored for Ministry of Education inspection purposes.

Terms, Reporting Periods and Timetable Organization

Based on Quadmester Timetable for 2020-2021

To achieve high school cohorts, the school year consists of two terms in each of two semesters (quadmester system) with each term being approximately 8 weeks. Rockway students will accumulate 8 credits over the school year. Courses will be taught in two blocks each day, one course in the AM and one in the PM. Some courses will be face-to-face; some courses will be online. The instructional blocks will be 2.5 hours a day for 44 days which will total 110 hours *1 credit). Each term will include **three days** designated for:

a mid-term online parent interview

a final exam (if a formal exam is designated by the teacher)

a turn-around day.

Report Card and Parent-Teacher Interview Dates for 2020-2021

Grade 7&8	Date
Progress Report sent home	November 6, 2020
Parent/Teacher Interview Week	November 9-13, 2020
Report 1 sent home	February 19, 2021
Parent/Teacher Interview Week	February 22-26, 2021
Report 2 sent home	July 2021

Based on Quadmester Timetable for 2020-2021

	Grades 9-12	Date
Term 1 September 8 to November 13	Parent/Teacher Interview Week Midterm Reporting	October 5 - 9, 2020
	Final Reports Sent Home	November 20, 2020
Term 2 November 16 to February 2	Parent/Teacher Interview Week Midterm Reporting	December 14 - 18, 2020
	Final Reports Sent Home	February 8, 2021
Term 3 February 3 to April 20	Parent/Teacher Interview Week Midterm Reporting	March 1 - 5, 2021
	Final Reports Sent Home	April 26, 2021
Term 4 April 21 to June 25	Parent/Teacher Interview Week Midterm Reporting	May 17 - 21, 2021
	Final Reports Sent Home in the Mail	Early July

Ontario School Record & Transcript

An Ontario Student Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. It is an ongoing record that was sent to Rockway by the student's previous school in Ontario, if applicable. It will be transferred if the student transfers to another school in Ontario. This file is the property of the Ontario Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines.

The Ontario Student Transcript (OST) is the record of all secondary school courses completed by a student and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript includes the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained
Note: See section on Full Disclosure of Course Attempts
- a confirmation that the student has completed the community involvement requirement
- a confirmation that the student has completed the Ontario secondary school literacy requirement

E. SUPPORTS AND RESOURCES

Student Services

The Student Services Department promotes an open door policy alongside appointments made through email in order to welcome, listen to, assist and inform students. It is the task of Student Services, in cooperation with teachers and parents, to provide students the opportunity to acquire the skills, knowledge and attitudes necessary to:

- successfully deal with personal and academic barriers to learning
- relate effectively and respectfully to others
- develop appropriate short and long range educational plans
- explore a variety of career options

Student Services seeks to meet these aims through formal and informal instruction, individual and group counselling, the coordination of combined efforts from various sources, and by providing students with accurate, up-to-date information on educational and vocational choices.

The school's Student Services Counsellors will be available to meet with students, both formally and informally. ***Due to COVID and social distancing requirements, the preferred method for booking appointments will be via email. Most meetings will be done via ZOOM. Face to face meetings will occur when needed (following social distancing and masking requirements).***

Deb Baxter Heeney is the primary contact for Grades 7 and 8, and academic planning for grades 9 to 12. Cheryl Pankhurst is the primary contact for wellness concerns for Grades 9 to 12.

Learning Resource Services

Rockway's Learning Resource Centre uses Dr. Ross Greene's CPS model to work collaboratively with students to solve a range of problems. Academic support for students during COVID is crucial for their success and wellbeing. Learning Resource Centre Staff will work closely with classroom teachers to support students with learning challenges. Students can reach out to Resource staff at any time for assistance, and Covid-safe opportunities for regular check-ins can be scheduled as needed.

Learning Resource staff also create, monitor, update, and facilitate Individual Education Plans (IEPs) for many Rockway students. IEPs outline a student's learning profile – their strengths and needs – and any accommodations or modifications that might be helpful or required to support student success.

Accommodations

Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student's IEP as "Accommodated Only", the provincial curriculum expectations are not altered. Assessment accommodations are changes in procedures that enable the student to demonstrate his or her learning. These may include: visual supports to clarify verbal instructions, assistive devices, or some form of human support; alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment; alternative settings that may be more suitable for the student to demonstrate his or her learning.

Accommodations offered at Rockway Mennonite Collegiate include the following:

- an individual or small-group setting or an individual study carrel
- use of assistive technology (Google Read&Write)
- preferential seating within the regular classroom
- prompts for students with severe attention problems who are off-task for significant periods of time
- additional time for testing, to a maximum of one-and-one-half the allotted time
- large-print
- verbatim reading

Modifications

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

English Language Learner (ELL) Support

1. English language learners are students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.
2. The initial assessment procedure will include a structured interview to assess oral communication skills (i.e., listening and speaking); an assessment of reading comprehension; an assessment of student writing; and an assessment of mathematical knowledge and skills, if deemed appropriate.
3. Orientation programs will include information about school routines, programs and activities; explanation of school policies, (including assessment, evaluation, reporting policies and homework policies); explanation of the overall school structure; and information about community activities and supports.

4a. Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers must adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include both modifications and accommodations such as specific teaching strategies.

At the secondary level, English language learners may also need to take English as a second language (ESL) courses.

4b. English language learners speak a language other than English at home and may have a limited understanding of Standard English. These students are usually proficient users of their own languages but require assistance to learn English, the language of instruction in Ontario Schools. English as a second language (ESL) instruction provides the additional support required in those individualized situations where the learning opportunities described in 4a. above are not sufficient.

4c. English as a Second Language (ESL) courses are intended to help English language learners develop proficiency in the language of instruction so that they can succeed in all subject areas at school, and later in post-secondary studies, including apprenticeship programs, and/or in the workplace. Courses are to be developed, for credit, from the ESL curriculum policy document, which outlines the program in ESL. A student entering the Ontario secondary school system at any grade level may be given credit for a maximum of 3 ESL credits towards the 4 compulsory English credits required for graduation. The remaining compulsory English credit(s) will be earned at the Grade 12 level.

4d. Grade 9 or 10 students who begin in ESL E can move on to regular English classes at their grade level upon the completion of ESL E or they may even enroll in grade 9 or 10 English while they are taking ESL E.

Grade 11 or 12 students who begin in ESL E may enroll in grade 11 English after they have completed ESL E, although they are encouraged to take grade 10 English before any senior English classes.

Students who begin in ESL D must complete ESL E and grade 10 English before they can enroll in any senior English classes.

At the beginning of each new English class, students who have completed the ESL program will be given a diagnostic English test to provide their teachers with a better understanding of their starting point, and to see if it is perhaps more appropriate to take a different grade level of English.

5. In elementary schools, English language learners will be placed with an age-appropriate group. In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations. English language learners should be placed in a grade-level or subject-specific classroom for at least part of each day. Final decisions regarding placement are confirmed by the Principal after school staff consultation with the student, with staff and, if possible, the parents. The Principal or designate will communicate the placement decision and the rationale for the placement to the student and parents.

6. Modification of some or all of the curriculum expectations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling. At the secondary level, when modifications are contemplated to support English language needs, the classroom teacher must first obtain written approval from the Principal, who will then determine the integrity (or not) of the credit for credit-granting purposes.

7a. Whenever possible, English language learners must take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.

7b. The Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfills the Literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or Grade 12. The Principal has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English language learners. However, English as a second language courses may not be used to substitute for a compulsory credit; only to meet the compulsory credit requirements for up to three of the four English credits. No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

8a. A progress report will be filed in the student's OSR at the end of each academic year, as applicable. Progress will be shared with parents on a regular basis. When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents. Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL needs of English language learners.

Note: Teachers will not check the modification box to indicate that the student is participating in ESL programs or courses; or that accommodations have been provided (such as extra time to complete assignments, access to a bilingual dictionary, and opportunities to work in the student's first language).

8b. To appropriately assess and evaluate the learning of English language learners, some accommodations may need to be made related to the assessment process. These may include the granting of extra time or the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios.

8c. While using on-line translation tools (like Google Translate) to translate single words or short phrases is a helpful accommodation, students are cautioned that they should not be using such tools to translate full sentences or paragraphs. Using translation tools to translate longer texts does not support our goal of developing English language proficiency and it will be considered plagiarism.

9. All teachers are responsible for supporting academic success for all students, including English language learners. Regular classroom teachers who have students in their classes who are English language learners are not required to hold the English as a Second Language Part 1 additional qualification. Teachers assigned to the ESL program or courses at both the elementary and secondary school level are encouraged to earn the English as a Second Language Part 1 additional qualification, if they do not already hold same.

Supporting Students

Working within a small and supportive community, Rockway Faculty and Administration are able to work with students on an individual basis throughout the school year. All teachers take part in regular meetings with well as guidance counsellors, learning resource teachers, and administrators to identify any student concerns, academic or otherwise, that may arise including careful tracking of any student at risk of not graduating. Guidance counselors, learning resource teachers, and administrators work collaboratively with students and parents to identify strategies or interventions that may be required to support students experiencing difficulty. Rockway has a Student Success Team comprised of Administration, Student Services and Resource. The Student Success team meets weekly to discuss academic, emotional and social concerns of Rockway students.

School staff may also work directly with families to provide information about community-based service providers that may support them. Community-based services may include private counselors or therapists, in addition to free community resources, including:

Kids Help Phone: 1-800-668-6868 or www.kidshelpphone.ca

Waterloo Region Crisis Line: 1-844-437-3247

Front Door Child & Youth Mental Health: 519-749-2932

Online counselling: www.yourlifecounts.ca

Walk-in Counselling:

Tuesday: 12pm-6:30pm at Lutherwood, 35 Dickson St. Cambridge

Wednesday: 12pm-6:30pm at Front Door, 1770 King St. E, Kitchener

Thursday: 9am-3:30pm at Langs, 1145 Concession Rd., Cambridge

Saturday: 9am-3:30pm at Front Door, 1770 King St. E, Kitchener

In Ayr, Wellesley, New Hamburg, or Elmira: call 519-749-2932

Library Commons

Rockway Library Commons strives to be a 21st century learning environment which encourages inquiry, imagination, discovery and creativity through the connection of learners to information, to each other and to communities around the world. This is accomplished by providing access to a wide variety of materials, instruction in their use, and working with students to improve their information access skills. We strive to accommodate all learners and address multiple learning styles and learning levels. (Adapted from OSLA Together for Learning)

We provide:

- regular hours of operation during the day as well as before and after classes
- multiple spaces for individual, small group and whole class learning
- management of student information resources and work spaces, both physical and virtual
- resources that support course work, and literature that inspires reading for pleasure
- class set of iPads and Chromebooks available for classes and individual student work
- open WiFi for academic use.

Procedures for Library Commons use:

- Materials borrowed from the Library have a three week loan period
- Students are required to return resources by the prescribed due date
- If the resource is lost, a replacement fee will be charged
- Only beverages with covered lids are allowed in the library. No food at any time, please!

F. ROCKWAY MENNONITE COLLEGIATE ACADEMIC PROGRAM

Course Coding System for Grades 9 to 12

Key to course descriptions for Grade 9 to 12			
ENG	4	U	1 (Rockway designation)
Area of Study ie. English	Indicates the year 1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12	Indicates the level of course Grade 9 & 10: D-Academic, P-Applied, O-Open Grade 11 & 12: U-University, C-College, M-University & College, O-Open, 3-Locally Developed	Indicates the number of credits 1 = full credit (1.0) H = half credit (0.5)

Course Offerings

Course descriptions for these courses are located in this course calendar. This is a comprehensive listing of the courses we teach. We do not necessarily offer all of these courses in any given year.

Grade	Course Code and Title			
Grade 7-8	English French Mathematics Science	Geography Health & Physical Education History Religious Studies	Family Studies Instrumental (Strings or Winds) Music - Vocal & Theory	Visual Arts Technology Computer Studies
Grade 9	ADA10 Dramatic Arts AMI10 Instr Music - Band AMS10 Instr Music - Strings AMU10 Music AVI10 Visual Arts	BTT10 Information & Communication Technology CGC1D Geography ENG1D English FSF1D/P Core French GLE10 Learning Strategies 1	HFN10 Food & Nutrition HRE13 Religious Studies MFM1P1 Mathematics MPM1D Mathematics PPL10 Healthy Active Living	SNC1D/P Science TEJ10 Exploring Computer Technology TIJ10 Exploring Technologies
Grade 10	ADA20 Dramatic Arts AMI20 Instr Music – Band AMS20 Instr Music – Strings AMU20 Music AVI20 Visual Arts CHC2D Canadian History CHV20 Civics & Citizenship	ENG2D English FSF2D Core French GLC20 Career Studies GLE20 Learning Strategies 1 HIF20 Individual & Family Living HRE23 Religious Studies	MFM2P Mathematics MPM2D Mathematics PPL20 Healthy Active Living PAF20 Personal Fitness SNC2D/P Science	TGJ20 Communications Technology TDJ20 Technological Design TTJ20 Transportation Technology
Grade 11	ADA30 Dramatic Arts AMI30 Instr Music – Band AMS30 Instr Music - Strings AMV30 Vocal/Choral Music AVI3M Visual Arts CGF3M Forces of Nature CHW3M World History EMS30 Media Studies	ENG3U English ENG3C English FSF3U Core French HRT3M World Religions HSP3U Intro to Anthropology, Psychology & Sociology	ICS3U Introduction to Computer Programming MCF3M Functions & Applications MCR3U Functions PPL30 Healthy Active Living	SBI3U Biology SCH3U Chemistry SPH3U Physics SVN3M Environmental Science TTJ3C Transportation Technology
Grade 12	ASM4M Media Arts AVI4M Visual Arts BBB4M Int'l Business Fundamentals BOH4M Business Leadership CGW4U World Issues CHY4U World History	ENG4C English ENG4U English EWC4U Writer's Craft ESLDO English (ESL) ESLEO English (ESL) FSF4U Core French HSB4U Challenge and Change in Society	HZT4U Philosophy MCV4U Calculus & Vectors MDM4U Data Management MHF4U Advanced Functions OLC40 Literacy Course PSK4U Introductory Kinesiology	SBI4U Biology SCH4U Chemistry SPH4U Physics TTJ4C Transportation Technology

Course Outlines

Parents and students may view course outlines and/or curriculum policy documents for individual courses offered at Rockway. Arrangements to view them may be made by calling the Rockway's Assistant to the Principal.

The Ontario Ministry of Education Secondary Curriculum can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

Course Descriptions ~ Grade 9-12

All courses of study offered at Rockway Mennonite Collegiate from grades 7-12 have been developed according to the requirements of the Ontario Ministry of Education. Our locally developed Religious Studies courses are approved for credit by the Ministry of Education. Detailed courses of study, and the guidelines on which they are based, are available for perusal at the school.

Grade 9 and 10

Grade 9 and 10 courses are grouped in three streams: Academic, Applied and Open. Academic and Applied streams focus on the essential concepts of each discipline. The Academic stream emphasizes theoretical and more abstract applications of the essential concepts, while the Applied stream emphasizes practical and more concrete applications of essential concepts. Grade 9 and 10 courses in English, Mathematics, Science, and French are available in both Academic and Applied streams, based upon student needs. Grade 9 and 10 courses offered in the Open stream have one set of expectations for students and will include all courses not offered specifically at the Academic or Applied levels. Grade 9 and 10 course codes with a letter "D" indicate an "Academic" credit, while those with a "P" indicate an "Applied" credit.

Grade 11 and 12 (University, University/College and College Preparation)

All Grade 11 and 12 courses are destination tracked as University (U), University/College (M), College (C) or Workplace (E). The majority of our Grade 11 courses are offered at the University and University/College level. It is very important that grade 11 students choose courses carefully, given prerequisites for Grade 12 courses.

Curriculum areas are organized alphabetically, and prerequisite information is listed following the course descriptions. Where courses are recommended or required by Rockway, the RMC acronym is used.

BUSINESS, COMPUTER STUDIES & COMMUNICATIONS TECHNOLOGY

Reliance on computers, telecommunication networks, and information technologies in all areas of life makes it essential for students to become computer literate and to develop "information literacy" skills. Information literacy is the ability to access, select, gather, critically evaluate, create, and communicate information, and to use the information obtained to solve problems and make decisions. In preparation for further education, employment, citizenship, and lifelong learning, students must be capable of deriving meaning from information by using a wide variety of information literacy skills.

BTT10 Information and Communication Technology in Business, Grade 9, Open

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and introductory website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

TEJ10 Exploring Computer Technology, Grade 9, Open

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post secondary pathways leading to careers in the field.

TGJ20 Communications Technology, Grade Ten, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields. Prerequisite - None

ICS3U Introduction to Computer Programming, Grade 11 (University Preparation)

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. Students will write and use subprograms within computer programs, and 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; RMC strongly recommends TGJ20

BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS, GRADE 12 (UNIVERSITY/COLLEGE PREPARATION)

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

BOH4M Business Leadership: Management Fundamentals, Grade 12 (University/College Preparation)

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.

DRAMATIC ARTS

Drama study provides students with an opportunity to take on roles and to create and enter into imagined worlds. They learn in a unique way about themselves, the art of drama, and the world around them. Students engage in social interaction and collaboration as they create, perform, and analyze drama. By communicating in both their real and imagined worlds, students acquire proficiency in listening, speaking, questioning, and problem-solving. Through the process of taking on roles, they develop and express empathy for people in a wide range of situations.

ADA10 Drama, Grade 9, Open

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

ADA20 Drama, Grade 10, Open

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

ADA30 Drama, Grade 11, Open

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works. Prerequisite: None

ENGLISH

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the strong core competencies of listening, speaking, reading, writing, viewing, and representing. The English curriculum integrates studies in literature (all genres from various periods) with communication (written structures and oral expression of learning), as well as functional language studies. Courses involve peer and individual learning to accommodate the interests and needs of individual students at various stages of social and language development.

ENG1D English, Grade 9, Academic

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

ENG2D English, Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods; interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. 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/college preparation course. Prerequisite: English, Grade 9

EMS30 Media Studies, Grade 11, Open

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing. Prerequisite: English, Grade 10, Academic or Applied

ENG3C English, Grade 11 (College Preparation)

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.

ENG3U English, Grade 11 (University Preparation)

This course emphasizes the development of literacy, communication, critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic

ENG4C English, Grade 12 (College Preparation)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

ENG4U English, Grade 12 (University Preparation)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Prerequisite: English, Grade 11, University Preparation

EWC4U The Writer's Craft, grade 12 (University Preparation)

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. Prerequisite: English, Grade 11, University Preparation

OLC40 Ontario Secondary School Literacy Course, grade 12, open

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. Prerequisite: Students who have been eligible to write the Grade 10 Literacy Test at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the Principal.)

ENGLISH AS A SECOND LANGUAGE

ESLDO English as a Second Language, Level 4, open

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. Prerequisite: ESLCO English as a Second Language, Level 3

ESLEO English as a Second Language, Level 5, open

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. Prerequisite: ESLDO English as a Second Language, Level 4

FRENCH

The French Language Program emphasizes audio-lingual skills, cognitive aspects of second language acquisition, and the development of a sensitivity to the cultures of French Canada and other French-speaking regions in the world. Students will become familiar with the customs, geography, history and institutions of those people. Throughout the program, students will have many opportunities to communicate in French through realistic and personalized situations and activities.

FSF1D CORE French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF1P CORE French, Grade 9, Applied

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF2D CORE French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 9, Academic or Applied

FSF3U Core French, Grade 11 (University Preparation)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 10, Academic

FSF4U Core French, Grade 12 (University Preparation)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 11, University Preparation

GEOGRAPHY

Geography is the study of the physical earth and our human interaction with it. Besides discovering the absolute wonder and diversity of the physical earth, a knowledge of how the planet functions will hopefully engender, in students, a greater sense of respect and responsibility. The five themes of geography: location, place, human/environment interactions, movement and regions, are used as a framework for the teaching of geography.

CGC1D Issues in Canadian Geography, Grade 9, Academic

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

CGF3M Forces of Nature: Physical Process and Disasters, grade 11 (University/College Preparation)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them. Prerequisite: Issues in Canadian Geography, Grade 9

CGW4U World Issues: A Geographic Analysis, grade 12 (University Preparation)

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

GUIDANCE AND CAREER STUDIES

GLE10 Learning Strategies 1: Skills for Success, Grade 9, Open

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

GLC20 Career Studies, Grade 10, Open

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

GLE20 Learning Strategies 1: Skills for Success, Grade 10, Academic

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

HEALTH & PHYSICAL EDUCATION

The emphasis of the Health and Physical Education program is on physical activity. The program promotes enjoyment of, and regular participation in, physical activity, and healthy active living. The courses help students understand how their personal actions and decisions affect their health, fitness and well-being. All courses concentrate on the development of personal fitness, competence, skills, attitudes, and knowledge that will help students deal with the variety of personal, social, and workplace demands in their lives, as well as addressing relevant health issues.

PPL10 Healthy Active Living Education, grade 9, open

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.

PPL20 Healthy Active Living Education, grade 10, open

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 of 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. RMC Requirement: PPL10

PAF20 Healthy Living and Personal and Fitness Activities, grade 10, open

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of enjoyable fitness related activities. This course will emphasize personal fitness through weight training, cross training and cardio-respiratory training. Students will be encouraged to develop personal fitness plans and take actions to meet their defined goals. In addition they will be given opportunities to refine their decision making, and interpersonal skills, with a view to enhancing their mental health and personal safety.

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

PPL30 Healthy Active Living Education, grade 11, open

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

PSK4U Introductory Kinesiology, grade 12 (University Preparation)

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 Open course in Health and Physical Education

HISTORY

The study of history fulfils a fundamental human desire to know about our past. It also appeals to us because of our love of stories – and history consists of stories. Through the narrative of history we hear and see the people, events, emotions, struggles, and challenges that produced the present and that will shape the future. The better we understand history, the easier it becomes to understand other times and places. Students are encouraged to think about their own values and ideas as they study the events and ideas of other times and places. Oral and written communication and research and analysis are integral to all history courses.

CHC2D Canadian History Since World War I, GRADE 10, academic

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.

CHV20 Civics and Citizenship, Grade 10, open

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. Prerequisite: None

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

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. Prerequisite: Canadian History Since World War I, Grade 10

CHY4U World History Since The Fifteenth Century, Grade 12 (University Preparation)

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English or Social Sciences and Humanities

MATHEMATICS

Mathematics courses maintain a strong focus on the processes that best enable students to understand mathematical concepts and learn related skills. The seven mathematical processes identified in the curriculum are problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating. Mathematics courses are designed to help students prepare for university, college, or the workplace by building a solid conceptual foundation in mathematics that will enable them to apply their knowledge and skills in a variety of ways as well as to develop the necessary skills for continued study in mathematics and for dealing with today's complex technological world. Courses at all levels help students develop the logical and critical thinking skills needed for future studies as well as for daily life.

MPM1D Principles of Mathematics, Grade 9, Academic

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry and measurement and geometry through investigation, the effective use of technology and abstract reasoning. Students investigate relationships, which they then generalize as equations of lines and 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.

MFM1P Foundations of Mathematics, Grade 9, Applied

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

MPM2D Principles of Mathematics, Grade 10, Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Grade 9 Academic or Applied Mathematics

MFM2P Foundations of Mathematics, Grade 10, Applied

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 develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; explore and interpret graphs of quadratic relations. They investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Grade 9 Academic or Applied Mathematics

MCR3U Functions, Grade 11 (University Preparation)

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. This course acts as a prerequisite for MHF4U Advanced Functions, and MDM4U Mathematics of Data Management. Prerequisite: Principles of Mathematics, Grade 10, Academic

MCF3M Functions and Applications, Grade 11 (University/College Preparation)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students reason mathematically and communicate their thinking as they solve multi-step problems. This course acts as a prerequisite for MDM4U Mathematics of Data Management and MAP4C Foundations for College Mathematics. Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied

MCV4U Calculus and Vectors, Grade 12 (University Preparation)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their uses of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Prerequisite: Advanced Functions Grade 12, University Preparation; may be offered concurrently

MHF4U Advanced Functions, Grade 12 (University Preparation)

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

MDM4U Mathematics of Data Management, Grade 12 (University Preparation)

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project 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, Grade 11, University Preparation or Functions and Applications, Grade 11, University/College Preparation

MUSIC

The Music program includes the study of theory, history, composition and performance at all grade levels. In the study of music, students find a source of enjoyment and personal satisfaction, but further develop critical and creative skills, problem-solving skills, and good work habits. They will continue to gain experience in working both independently and with others, and learn more about themselves and others through working collaboratively and studying aspects of music in society. The Music department provides vocal and instrumental instruction as well as an appreciation for music of the church. There is performance practice in a wide variety of musical styles, ancient to contemporary, sacred to secular, with ample opportunity to participate in a number of musical performing ensembles.

AMU10 Music, Grade 9

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

***AM10 Instrumental Music – Band, grade 9**

Students continue to play the instrument they studied in Grade 7/8 instrumental class and develop their playing techniques. Integrated components of listening, playing and creative activities are part of this course. Students develop musical literacy skills, and perform repertoire at school functions and in the surrounding community.

***AMS10 Instrumental Music – Strings, grade 9**

Students continue to play the instrument they studied in Grade 7/8 instrumental class and develop their playing techniques. Integrated components of listening, playing and creative activities are part of this course. Students develop musical literacy skills, and perform repertoire at school functions and in the surrounding community. * RMC Requirement: Grade 7/8 Instrumental Music or consultation with the instructor for both courses

Students are encouraged to take the following Music courses for the full year:

AMU20 Music, grade 10

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; RMC Requirement: Grade 9 Music or consultation with the instructor.

AMS20/AMS30 Instrumental Music – Strings, grade 10/11

Students will continue to develop musical proficiency and skill while participating in a performance ensemble. Integrated components of listening, playing and creative activities are part of this course. Students perform repertoire at school functions and in the surrounding community. RMC Requirement: Grade 9 (or 10) Instrumental Music or consultation with the instructor.

AMI20/AMI30 Instrumental Music – Band, grade 10/11

Students will continue developing performance skills while participating in ensembles. Integrated components of listening, playing and creative activities are part of this course. Students will also perform repertoire at school functions and in the surrounding community. RMC Requirement: Grade 9 (or 10) Instrumental Music or consultation with the instructor.

AMV30 Vocal/Choral Music, grade 11

Students receive instruction in vocal technique, sight reading and choral literature and sing in an ensemble. Through repertoire study, students gain a deeper understanding of the elements of music. Students develop leadership skills by contributing to the administration of the choir ~ assisting with concert planning, concert set-up, and music organization. Students perform repertoire at school functions, in the surrounding community and perform at various music festivals. RMC Prerequisite: Music, Grade 9 or 10, Open, or consultation with the instructor

Grade 12 Music and Orchestras

These courses continue the development of performance skills and level of musical proficiency for students in Grade 12. They are strongly encouraged to sing or play in either AMV4M (Senior Choir) or AMI4M or AMS4M (Senior Orchestras) during their final year.

AMX3M Music-External (Conservatory)

Students can receive one university/college destination credit for completing Grade VII Practical & Grade I Rudiments from the Royal Conservatory of Music, Toronto, or Grade 7 Practical and Theory 3 from Conservatory Canada, London.

AMX4M Music-External (Conservatory)

Students can receive one university/college destination credit for completing Grade VIII Practical and Grade II Rudiments from the Royal Conservatory of Music, Toronto, or Grade 8 Practical and Theory 4 from Conservatory Canada, London.

RELIGIOUS STUDIES

The Religious Studies Program is foundational for the process of Christian faith formation at Rockway. It is designed to introduce and lead students into an understanding and appreciation of the story of God's people. This story includes God's call and God's interaction with people in the Bible and in subsequent history. Religious Studies courses are mandatory for students up to and including grade 11. In grade 12 students have the opportunity to consider Christianity in relation to other religions, and to explore various aspects of Christian thought, ethics and history in their other courses. In all aspects of the program students intentionally and imaginatively retell, rehearse, and reinterpret the Christian Story so that it may become their own.

HRE13 Religious Education: "An Upside Down Kingdom", grade 9

Students in grade 9 will be opened to an "upside down" way of seeing and understanding themselves and their world. They do so by engaging the Bible's vision for humankind. In the process, students are invited to try on new lenses for shaping their own self-understanding, world-view and commitments. This course challenges their assumptions and invites them to see their world, identity and roles in new and upside-down ways. Our commitment is to help them to see the Biblical vision as radically relevant to their lives as they read, discuss, raise questions and grow in their ability to be critical and creative thinkers on their own journey of faith. RMC requirement

HRE23 Religious Education: "History of the Christian Church", Grade 10

This is a course in the history of the Christian Church as seen through the lens of the early church vision. This vision focused on particular practices that defined the identity of the church. Students examine these practices, including how the early church used them, as well as how and why they changed through Christian history. Throughout the course, students look for echoes of the early church in current church practice and try to find ways to reinvigorate the early church vision. RMC requirement

HRT3M World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11 (University/College Preparation)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. Prerequisite: None

Context within Rockway's mission: This course examines the beliefs and practices of Hinduism, Buddhism, Judaism, and Islam from the perspective of the Christian Church (with half of our time being spent in the East and half in the West). Each religion makes unique claims which often differ with the Christian vision. In this course, we aim to increase understanding of the hospitality modeled for us by Jesus. Regardless of disagreements, we are called to meet "strangers as guests", try to understand each other, and treat others as we would like to be treated - as commanded by God throughout the Bible. To learn world religions well, we must focus on who God calls us to be as a Christian community.

HZT4U Philosophy: Questions and Theories, grade 12 (University Preparation)

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

practice of philosophy. Prerequisite: Any University or University/College Preparation course in Social Sciences and Humanities, English or Canadian and World Studies

Context from Rockway's mission: This course involves an exploration and uncovering of the dominant modes of thought in western society and an examination of how these modes affect each one of us today. In other words, this course seeks to unpack and examine the often hidden influence that philosophy has on every one of us. From the perspective of the church this influence can be both problematic and helpful. Uncovering philosophy's influence can give Christians understanding to help resist the secular power of our society. Philosophy can also give Christians the intellectual tools and skills to advance theological discussion and debate.

SCIENCE

Science is a way of knowing that seeks to describe and explain the natural and physical world. The curriculum includes study of natural phenomena and the behaviour of matter. Knowledge is gained by empirical and theoretical methods enabling students to experiment and discover. Students state hypotheses, design appropriate tests and models, and make revisions based on additional evidence accumulated from their observations. Science provides a greater exposure than any other subject to experimentation and verification; processes that are applicable to many other facets of life. It is the aim of science education to develop scientifically-literate learners who understand the ways in which science, technology and society influence one another, and who are able to effectively use this knowledge in critical thinking and decision-making as responsible citizens of our increasingly complex and technology-driven society.

SNC1D Science, Grade 9, Academic

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

SNC1P Science, Grade 9, Applied

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

SNC2D Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Grade 9 Science, Academic or Applied

SNC2P Science, Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions, factors affecting climate change; and the interaction of light and matter. Prerequisite: Grade 9 Science, Academic or Applied

SBI3U Biology, Grade 11 (University Preparation)

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 theoretical aspects of the topics, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

SCH3U Chemistry, Grade 11 (University Preparation)

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 further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, Grade 10, Academic

SPH3U Physics, Grade 11 (University Preparation)

This course develops students' understanding of the basic concepts of physics. Students explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; properties of mechanical waves and sound; electricity and magnetism. Students expand their scientific investigation skills as they test laws of physics. In addition, they analyse the interrelationship between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic. RMC recommendation: MCR3U or MCF3M concurrent co-requisite or prerequisite

SVN3M Environmental Science, Grade 11 (University/college Preparation)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. They will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. Prerequisite: Science, Grade 10, Academic or Applied

SBI4U Biology, Grade 12 (University Preparation)

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Biology, Grade 11, University Preparation

SCH4U Chemistry, Grade 12 (University Preparation)

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 further develop their problem-solving and laboratory skills as they investigate chemical processes, as well as refine their ability to communicate scientific information. Emphasis is placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Chemistry, Grade 11, University Preparation

SPH4U Physics, Grade 12 (University Preparation)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Physics, Grade 11, University Preparation

SOCIAL SCIENCE AND HUMANITIES

HRT3M World Religions and Belief Traditions: Perspectives, Issues, and Challenges (see Religious Studies)

HZT4U Philosophy: Questions and Theories (see Religious Studies)

Family Studies

Family Studies is the social science of human relationships within the primary social unit (family) and within society. While relying heavily on the disciplines of sociology, psychology, anthropology, personal care and family life, students acquire knowledge about the family and learn skills for interpreting and analyzing scientific and social data relating to their life. Family Studies helps prepare students for both employment and post-secondary education, giving them the self-confidence and interpersonal skills needed to function successfully within their own life and relationships, as well as equipping them to respond to on-going societal, cultural, technological and scientific changes.

HFN10 Food and Nutrition, grade 9, open

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

HIF20 EXPLORING FAMILY STUDIES, grade 10, open

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse way in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Social Sciences

HSP3U Introduction to Anthropology, Psychology and Sociology, grade 11 (University Preparation)

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: Grade 10 Academic English or Grade 10 Academic History course

HSB4U CHALLENGE AND CHANGE IN SOCIETY, GRADE 12 (UNIVERSITY PREPARATION)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequities. Students will explore ways in which social science research methods can be used to study social change. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

TECHNOLOGICAL EDUCATION

Rockway's Technological Design Program blends technical proficiency, creative expression and functional design. Courses build on students' previous experience, lay a foundation for continuing studies, and teach valuable life skills. Senior level courses offer increased opportunity for student autonomy and independent study. Through student projects, all courses combine theory and practical application.

TIJ10 Exploring Technologies, grade 9, open

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

TDJ20 Technological Design, Part 1, grade 10, open

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

TTJ20 Transportation Technology, Part 2, grade 10, open

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical or battery service, and proper vehicle body care

and maintenance. Students develop an awareness of related environmental and societal issues, and explore pathways leading to careers in the transportation industry. Prerequisite: None

TTJ3C Transportation Technology, grade 11 (College Preparation)

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students develop an awareness of environmental and societal issues related to transportation, and learn about apprenticeship and college programs leading to careers in the transportation industry. Prerequisite: None

TTJ4C Transportation Technology, grade 12 (College Preparation)

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to possible careers in the transportation industry. Prerequisite: Transportation Technology, Grade 11, College Preparation

VISUAL ARTS

The Visual Arts Program is designed to introduce students to a broad range of experiences and activities, including observing, sensing, creating, analyzing, synthesizing, evaluating and communicating. Students learn to assess visual information. Each visual arts level encourages student discussion, reading and writing. Critical inquiry and personally meaningful subject matter are promoted in all courses to foster uniqueness, originality and self-expression in the works produced. Students are introduced to a variety of disciplines, media, tools, techniques and art styles through their focus on studio work, always within an historical context provided by the art history section of the program.

AVI10H Visual Arts, grade 9, open

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

AVI20 Visual Arts, grade 10, open

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

AVI3M Visual Arts, grade 11 (University/College Preparation)

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

particular art form (e.g., photography, video, computer graphics, information design). Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI4M Visual Arts, grade 12 (University/College Preparation)

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

ASM4M Media Arts, grade 12 (University/College Preparation)

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. Prerequisite: Media Arts, Grade 11, University/College Preparation or equivalent; RMC Prerequisite: Visual Arts, Grade 12, University/College Preparation