

# Thunder Bay Christian High School

*“Orate, laborate et laudate” -Pray, Work and Praise*



## 2012 - 2013 COURSE CALENDAR

Thunder Bay Christian School  
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*“The fear of the Lord is  
the beginning of wisdom  
and the knowledge of the  
Holy One is insight.”  
-Proverbs 9:10*



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Dear Parents and Students:

This information package is your introduction to Thunder Bay Christian High School. We invite you to read the enclosed material and become familiar with our community for Christian learning.

The goal of Thunder Bay Christian School is to help our students become better disciples of the Lord, individuals who serve God in every thing they do. We feel that Christian education forms a foundation upon which their beliefs and values are strengthened for their future lives. In this regard the gospel encourages parents to educate children Christianly. In Deuteronomy 9:7-9, the Bible teaches that learning Christian principles is a full time task:

*“Impress them on your children. Talk about them when you sit at home  
and when you walk along the road, when you lie down and when you get up.  
Tie them as symbols on your hands and bind them on your foreheads.  
Write them on the door frames of your houses and on your gates.”*

We encourage you to visit our school during the regular school day and observe the sense of community that exists among the students and staff. You will discover modern facilities, effective Christian teaching in the classrooms and a wide range of extra-curricular activities for students. Thank you for your interest in pursuing your high school education here at Thunder Bay Christian School. Please do not hesitate to call the school if you have any additional questions, or if you require additional information. We are confident that we will be able to serve your educational needs in a most responsible manner.

In His Service,

Mr. Andy Alblas  
Principal

## Introduction

The Board and Staff of Thunder Bay Christian School are pleased to present this COURSE CALENDAR to you, our prospective students, and to your parents. It will tell you about our goals, our grade 9 and 10 programs of studies, the credit system, curriculum streaming, our mode of operation, and the credit requirements which are required to earn the Thunder Bay Christian School Certificate of Christian Education and the Ontario Secondary School Diploma. You and your parents should read the Course Calendar thoroughly to enable you to make intelligent choices about the program of studies that would be best for you. Detailed outlines of courses of study are available for review in the principal's office. If you have any questions about matters not covered in this calendar, please feel free to contact the school.

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### Rationale for Thunder Bay Christian School

Thunder Bay Christian School was founded by members of the Christian community who believe that the education of children is a parental responsibility and that such education must be Christ centered.

Thus the school society seeks to provide facilities where the teachers and students can dedicate themselves to the communal task of teaching and learning of the curriculum in the light of God's three fold revelation of Himself through the Scriptures, through Jesus Christ and through His creation.

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## Principle Guidelines

Believing that the Lord God, by graciously giving us the Scriptures, has revealed to His people ordering principles intensely relevant to education, and requests of man that he bring the Word of God in all its power to bear upon education, we confess:

1. LIFE - That human life in its entirety is religion, for God created man to serve Him everywhere, and requires us to educate our children for His service.
2. BIBLE - That the Bible, the Word of God written, in instructing us of God, ourselves and the structure of creation is that integral and active divine Word of Power by which God, through His Spirit, attaches us to and enlightens us in the Truth, which is Christ.
3. CREATION - That the world, in its origin, gracious preservation and ultimate restoration, is the work of the Triune God, and that the glorification of His Names is its purpose. Therefore we can understand the world rightly only in its relationship to Him.
4. HUMANITY - That humans are created in the image of God to enjoy covenantal fellowship with their Creator and to reflect in their person and works the excellence of their Maker, and are instructed to exercise dominion over the world in strict and loving obedience to God and to interpret all reality in accordance with His design and law.
5. SIN - That sin is disobedience to God's law and that humans by sinning, forsook their office and task, estranged themselves from God, and their neighbours, and brought God's curse upon the creation. As a result, humans became corrupt in heart and blind to the true meaning of life, repressing and misusing the revelation of God in creation and in Scriptures.
6. CHRIST - That the Christ of the Scriptures, truly God and fully man, has reconciled the world to God and redeems our life in its entirety. Through His Spirit He renews our heart to love God and our neighbour, and redirects our understanding rightly to know God, ourselves and the world.
7. THE KINGDOM OF GOD - That the Kingdom of God in His righteousness and universal regime through Jesus Christ, Whose rule in grace and power makes education possible and meaningful. In obedience to Christ we submit in every area of life to His commandment to love the Lord with all our heart and mind.
8. PURPOSE OF EDUCATION - That the purpose of Christian Education is to direct and guide the child in his studies, to commit his heart to Christ the Truth, to attain to understanding, wisdom and righteousness, and to perform his competent and responsible service of the Lord in every aspect of life.
9. PARENTS - That God has given parents the responsibility to nurture and educate their children. Therefore, parents should establish and maintain schools.

10. **THE CHILD** - That the child is entrusted to parents by God. Children of a Christian home are a heritage of the Lord and share in the promise and demands of the covenant. Needing direction, correction and instruction, these children ought also to receive Christian Education.
11. **THE TEACHER** - That the teacher, a servant of God, in his/her office, exercises authority in the school as educator of the child.
12. **THE CHRISTIAN SCHOOL** - That the Christian School is an educational institution, established and controlled by an association of Christian believers, to function in total and voluntary submission to Christ, the King.

## **OUR VISION**

**The Thunder Bay Christian School is a  
community of discerning and creative servants  
of God, who know and live out God's Word  
in the world as image-bearers of Christ,  
stewards of His creation and  
Christ-honouring citizens.**



## **OUR MISSION**

**To serve God and assist Christian families by:**

- **providing a quality, Christ-centered education within a loving environment,**
- **exploring and evaluating all of life under God,**
- **nurturing students in the development of their abilities,**
- **encouraging a personal relationship with Jesus Christ.**

# **Thunder Bay Christian School offers your family.....**

## **CHRISTIAN TEACHERS**

*... striving to model the love of Christ*

- 
- committed Christian role models
  - nurturing children's unique, God-given gifts
  - leading students towards service and responsible living

## **PARENTS AS ACTIVE PARTNERS**

*... in educating their children*

- 
- involvement on school board and committees
  - extensive participation in classroom and special events
  - opportunity for significant input in school decisions

## **FAMILY VALUES**

*... training responsible citizens*

- 
- Bible used as the basis for Christian values
  - mutual respect a vital part of school community
  - strong commitment to community and global service

## **BIBLICAL FOUNDATION**

*... guiding us to love God and others, and to be caretakers of creation*

- 
- education from a Christian world view
  - resources drawn from a variety of Christian organizations
  - societal issues examined from a Christian perspective

## **STRONG ACADEMIC PROGRAM**

*... preparing students for further education and productive lives*

- provincially recognized scripturally-based curriculum
- a variety of programs and extra curricular activities
- students complete all the core subjects at the Gr. 9/10 level

## **EXCELLENT FACILITIES**

*... supporting a quality Christian education*

- comprehensive facilities for both elementary and high school
- science lab
- well equipped libraries, computer lab and gymnasium

## **COMMENTS ABOUT TBCS...**

- 
- safe, comfortable, welcoming learning environment
  - teachers know the students well
  - a school where Christian faith is integrated into all areas of learning and living
  - greater opportunity to participate on sports teams
  - enjoy the High School retreat and opportunities to be involved in student leadership

## AFFILIATION...

1. Thunder Bay Christian School is a member of the Ontario Alliance of Christian Schools, a Christian school service organization based in Ancaster, Ontario. The OACS represents over 70 schools (elementary and secondary) with 830 teachers and 12,500 students throughout the province.

The following statement outlines the OACS's goals of Christian education.

### THE GOAL OF CHRISTIAN EDUCATION

The primary goal of the Christian Day School is to help each student to grow into an independent person who serves God according to His Word and is able and willing to employ every talent to the honour of God and for the well-being of all fellow creatures, in every area of life.

The central goal will guide each student to:

1. Develop a deeper commitment to love God.
2. Mature as a Christian person in relation to self, others and the environment.
3. Discover and develop particular gifts and talents.
4. Develop abilities of perception and judgement in moral and ethical matters.
5. Follow the norms for good health and physical fitness.
6. Develop the knowledge and understanding necessary to fulfil a God-given calling effectively in modern society.
7. Develop awareness as a learner able to adapt knowledge, skills, and attitudes to the ordinary tasks of life.
8. Acquire competencies for responsible living as an adult, especially the sensitivity and skill necessary for effective communication.
9. Train and discipline those skills and attitudes necessary for satisfaction and productivity in the world of work and/or advanced level of schooling.
10. Acquire appreciation for the customs, habits, and beliefs of other faith communities, ethnic groups, and cultures.

OACS

2. Thunder Bay Christian School is a member of Christian Schools International (CSI) which has its headquarters in Grand Rapids, Michigan.

## GENERAL INFORMATION

### **A. Credit System**

Thunder Bay Christian School is registered as a private school with the Ontario Ministry of Education. The school curriculum is organized along the lines of the credit system as are all the Public and Roman Catholic Separate High Schools in Ontario. The credit system is a means of promotion based on achievement in individual subjects rather than on overall achievement in a grade. A credit is earned for successful completion of a course for which 110 to 120 hours of study are scheduled. A course is successfully completed if the student obtains a final mark of 50% or better in that course. Similarly you could earn ½ credit for a course of 55 to 60 hours.

### **B. Semester System**

Thunder Bay Christian School operates on a year long, (day 1/day 2) system. Some courses offered are semester courses, but most courses are taken over the course of the whole year for one credit.

### **C. Curriculum Streaming**

A new curriculum streaming system was implemented in September, 1999 for students beginning grade 9. It introduced a new type of graduated streaming of grades 9 - 12 courses that will keep options open for students in the earlier grades and will prepare students in senior grades for their future destinations.

The courses in grades 9 and 10 recognize that students enter high school with different gifts, abilities and goals. Now you can take courses that are suited to your needs and gradually help you work towards your goals through an increasingly specialized four-year program. In grades 9 and 10, courses are designated as Applied, Academic, or Open. In disciplines such as the arts, health and physical education, and business studies, all students will take the same type of course. In the core subjects however, students will be able to choose between two different types of courses - *applied* and *academic*.

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

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

**Open courses** in Grades 9 and 10 are courses for all subjects other than those offered as academic and applied. An Open course in a subject has one set of expectations for that subject at the Grades 9 and 10 levels and is appropriate for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and help prepare them for their role in society.

### **GRADE 9 PROGRAM**

The first year of secondary school should be viewed as exploratory. Many students will change their educational goals and wish to undertake a different type of compulsory or optional course. Transferring from one type to another is possible during the semester in cases where the schedule permits it.

### **COURSE CODES**

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

The first three characters of the course code are assigned by the Ministry of Education and represent the discipline, the subject and the course, e.g. Geography of Canada - CGE 1D. The fourth character refers to the grade: 1 - grade 9, 2 - grade 10, 3 - grade 11, 4 - grade 12. The fifth character refers to course types: D - Academic, P - Applied, O - Open.

### **RECORDS AND TRANSCRIPTS**

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

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

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

For grade 9 and 10 courses, the official Ontario Student Transcript (O.S.T.) will record only courses which the student completes successfully. However, beginning in September 1999, there will be full disclosure of all grade 11 to OAC courses taken. A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. If the student takes a course a second time to improve the student's mark, both attempts will be recorded with the marks, but the student will receive only one credit. If the student withdraws from a course later than five days after the mid-semester report card, the course will be recorded with the mark the student has received up to that time.

## **ALTERNATIVE WAYS OF EARNING CREDITS TOWARDS THE ONTARIO SECONDARY SCHOOL DIPLOMA**

### **1. Music Programs Taken Outside the School**

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

- For music programs completed by students outside the school, the principal of a secondary school may award a maximum of two university preparation credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in school may be counted towards the secondary school graduation diploma. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university preparation credit. See the principal for details.

### **2. In special situations you may be permitted to earn credits through night school programs, summer school programs, and the Independent Learning Centre. The principal, after consultation with parents and student, will arrange with the Independent Learning Centre, e.g., to enroll the student in a course which is acceptable to TBCS, the student and the parents. The course work will be overseen by a TBCS staff member, tests will be proctored, and materials submitted as per the requirements of the institution involved. Credit will be given only if the student meets the requirements of the course as determined by the alternate institution. See the principal for more information.**

### **3. Prior Learning Assessment and Recognition (PLAR)**

In a few cases, students may be eligible to earn credits for courses in which they already know the knowledge and skills. Students who have never left school may earn up to four credits in grade 10 to 12 courses by demonstrating through formal tests and other assessments that they have already achieved the expectations of the course. See your principal or guidance counsellor for details.

## **PROCEDURE FOR WAIVING PRE-REQUISITES**

Thunder Bay Christian School offers some courses in alternate years to increase their enrolment potential. When this occurs the school will issue an explanatory letter to the students and parents, outlining the reasons for the procedure, as well as a request for parent permission to do so. This waiving of pre-requisites is supervised by the administration.

### **Example:**

1) Science (SNC 2D) may be taken before Science (SNC 1D)

2) Physical Education (PPL 20) may be taken before Physical Education (PPL 10)

## **DIPLOMA REQUIREMENTS**

### **THUNDER BAY CHRISTIAN SCHOOL CERTIFICATE OF CHRISTIAN EDUCATION**

A Certificate of Christian Education is granted to those who successfully complete the credit requirements approved by the Board of Thunder Bay Christian School. By setting these requirements we hope to give students a knowledge of the Bible, a core perspective on Christian living in society, and a certain breadth of knowledge and skills. See chart for a summary of these credit requirements.

### **ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)**

All students entering high school after August 1999 will earn this 30-credit diploma. It includes 18 compulsory credits. Students are encouraged to take more than the minimum 30 credits to broaden their range of knowledge. See chart for a summary of these credit requirements.

### **ADDITIONAL DIPLOMA REQUIREMENTS**

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

#### **1. Community Involvement Requirement**

As part of the O.S.S.D. requirement, you must complete 40 hours of service. Our Lord calls us to work not only for our own good in completing the task of our schooling, but for the good of others. This diploma requirement recognizes the volunteer service that many of you are already giving in your churches and communities. The completion of this requirement will be done annually through procedure developed and monitored by the administration. The TBCS policy document is made available to parents and students and lists eligible and ineligible activities. Students should contact the office if they have any questions regarding volunteer activities. Students entering Grade 9 may begin their service hours July 1 of their Grade 9 year.

#### **2. The Provincial Test of Reading and Writing**

Each student must successfully pass the provincial test of reading and writing in order to earn the OSSD. It will be written by each student in the spring of their Grade 10 year and will be based on the language expectations of the curriculum to the end of grade 9.

#### **Substitutions for Compulsory Courses**

In exceptional circumstances, the parents of a student may request that a substitution be made of one compulsory course for another. The principal, in consultation with the parents, will decide if such a substitution should be made.

## DIPLOMA REQUIREMENTS FOR STUDENTS

Students enrolled at Thunder Bay Christian School must work to complete the credit requirements for the Certificate of Christian Education of Thunder Bay Christian School. The Certificate of Christian Education of Thunder Bay is designed to ensure that its recipients receive a well-rounded education.

SUBJECT	O.S.S.D.	T.B.C.S. Certificate
Arts	1	1
Canada Studies	1 History 1 Geography .5 Civics	1 History 1 Geography .5 Civics
English/ESL	4	2
French SL	1	2
Guidance & Careers	.5 Career Studies	.5 Career Studies
Health & PE	1	2
Religious Studies		2
Inter-disciplinary		
Mathematics	3 (incl. 1 Sr.)	2
Science	2	2
	1 Sr.Science or 9-12 Tech.	
Social Science		
Technology		
	1 of En/Fr,Lan,SS,CanS	
	1 of PHE,Arts,Bus/Entr	
Compulsory Credits	18	14
Optional Credits	12	2
Total Credits	30	16

## **ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT**

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts toward improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers will use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purpose of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans;
- ensure that students are given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course.

## **EXAMINATIONS**

Exam days are scheduled at the end of each semester. Examination schedules are distributed to students well in advance to enable students to prepare for exams accordingly. In Grades 9/10, seventy percent of students' final marks reflects work that has been evaluated throughout the course. Thirty percent of the final mark will be based on a final evaluation activity, which, in most courses, will include an examination.

## STUDENT SERVICES

*“We are not here to see through each other, but to see each other through.”*

### A. Guidance

The Student Services Department is committed to offering individual assistance to students in a wide variety of areas. Our guidance counsellors are Mr. Peter Himanen and Mrs. Jennifer Drost.

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

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

### B. Academic Support Program (Resource)

Assisting students with their unique learning needs is the focus of the academic support program. In addition to offering individual credits at a multiple level, the following services are examples of what is offered through this program: study skills, organizational skills, specific task assistance, special test and exam assistance, etc. In order to obtain assistance in the Academic Support Program, referral should be made through Student Services. Referrals can be made by parents, teachers, or administration. Each referral will be treated individually and confidentially.

## PLANNING YOUR PROGRAM OF STUDIES

(Read carefully)

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

1. Make sure that you are fulfilling the diploma requirements.
2. Consider carefully your vocational goals and the educational requirements necessary to achieve them. Then select the courses that will enable you to reach these objectives.
3. It is generally to your advantage, both at school and for the future, to choose courses in a curriculum stream in which you can expect to work effectively. However, assess your abilities and willingness to work honestly.
4. Plan your program as far as possible. Many subjects such as mathematics, science and language should be taken in a continuous sequence.

5. Many courses are built upon skills learned the previous year, and these courses should be selected in the proper sequence. In other words, prerequisites constitute a background which is vital if success is to be achieved in a particular subject.
6. Knowing who you are, your unique characteristics, and the abilities with which you have been entrusted; plan a program that will help develop your talents. Decide how you can best serve in God's Kingdom, and prepare and equip yourself to that end.
7. Students planning to continue their education after grade 12 should be aware of the changing requirements for higher institutions of education. These students are strongly advised to consult calendars of post-secondary institutions to make sure that their secondary school courses are in line with post-secondary requirements. See the student services staff for assistance.
8. The ultimate approval of the optional subjects selected by the students is with their parents provided the prerequisites are met.
9. Thunder Bay Christian School offers a program for students in the Grade 9/10 level. Currently we have small classes so a number of subjects are offered alternate years. The following information should be kept in mind when planning your program.

Year 1

Geography	CGC 1D
Career Studies	GLC 20
Civics	CHV 20
Science	SNC 2D
French	FSF 2P FSF 1P FSF 2D FSF 1D
Physical Ed.	PPL 10
Math	MFM 2P MFM 1P MPM 2D MPM 1D
English	ENG 2P ENG 1P ENG 2D ENG 1D
Religious Studies	HRE 13
Thy Will Be Done: Old Testament Studies	

Year 2

Visual Arts	AVI 10
Outdoor Education	PPL 20
History	CHC 2D
Science	SNC 1D
French	FSF 2P FSF 1P FSF 2D FSF 1D
Math	MFM 2P MFM 1P MPM 2D MPM 1D
English	ENG 2P ENG 1P ENG 2D ENG 1D
Religious Studies	HRE 23
Thy Will Be Done: New Testament Studies	

## **A Graduate of Thunder Bay Christian School will:**

Recognize the world as God's and live accordingly

- Critique and celebrate culture and work to renew it,
- Develop habits of the heart, hand and mind that reflect the teachings of Jesus.

Live a balanced and healthy life.

- Cherish and care for the whole self (heart, soul, body and mind).

Discover, develop, and use gifts with delight.

- Accumulate knowledge and skills,
- Think critically and creatively,
- Communicate truth in love and humility,
- Apply learning to life.

Develop character

- Act with discernment and wisdom,
- Grow in maturity, integrity, self-discipline, and determination,
- Work hard.

Build Community

- Support others and work well with them,
- Develop empathy for people everywhere,
- Defend the weak; advocate for others,
- Take a direct interest in the Thunder Bay community and seek to serve it.

Become a passionate life-long learner

- Be driven by curiosity, joy and wonder.

## Thunder Bay Christian School High School Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday Week 1	Friday Week 2
<b>#1</b> <b>9:10-10:25</b>	French 9/10 FSF 1P/1D FSF 2P/2D (Mrs. Baxter)	English 9/10 ENG 1P/1D ENG 2P/2D (Mrs. Drost)	French 9/10 FSF 1P/1D FSF 2P/2D (Mrs. Baxter)	English 9/10 ENG 1P/1D ENG 2P/2D (Mrs. Drost)	French 9/10 FSF 1P/1D FSF 2P/2D (Mrs. Baxter)	English 9/10 ENG 1P/1D ENG 2P/2D (Mrs. Drost)
<b>#2</b> <b>10:30-11:45</b>	Bible 9 HRE 13 (Mr. Alblas)	Geography 9 CGC 1D (Mrs. Drost)	Bible 9 HRE 13 (Mr. Alblas)	Bible 9 HRE 13 (Mr. Alblas)	Bible 9 HRE 13 (Mr. Alblas)	Geography 9 CGC 1D (Mrs. Drost)
<b>Lunch 11:45 - 12:40</b>						
<b>#3</b> <b>12:40-1:55</b>	Science 10 SNC 2D (Mr. Himanen)	Math 9/10 MFM 1P/1D MFM 2P/2D (Mr. Himanen)	Science 10 SNC 2D (Mr. Himanen)	Math 9/10 MFM 1P/1D MFM 2P/2D (Mr. Himanen)	Science 10 SNC 2D (Mr. Himanen)	Math 9/10 MFM 1P/1D MFM 2P/2D (Mr. Himanen)
<b>#4</b> <b>2:00- 3:15</b>	Physical Ed. PPL 10/20 (Mr. Himanen)	Civics/Careers CHV/GLC 20 (Mrs. Hawkins)	Physical Ed. PPL 10/20 (Mr. Himanen)	Civics/Careers CHV/GLC 20 (Mrs. Hawkins)	Physical Ed. PPL10/20 (Mr. Himanen)	Civics/Careers CHV/GLC 20 (Mrs. Hawkins)

# THUNDER BAY CHRISTIAN *HIGH SCHOOL*

## SCHOOL YEAR CALENDAR - 2012-2013

The High School Course Schedule is full-year - no semesters

### 2012

<b>August</b>	28, 30	Tuesday, Thursday	Preparation Days*
<b>September</b>	3 4 28	Monday Tuesday Friday	Labour Day (H) First Day of School PD Day*
<b>October</b>	3 8 25-26	Wednesday Monday Thursday/Friday	School Pictures Thanksgiving Day (H) * OCSTA Convention*
<b>November</b>	5 15-16 16	Monday Thursday - Friday Friday	Fall Membership Meeting TBCS Bazaar P.D. Day*
<b>December</b>	21 24-28	Friday Monday-Friday	Last Day of School <b>Christmas Break (H)*</b>

### 2013

<b>January</b>	31-4 7 21	Monday-Friday Monday Monday	<b>Christmas Break (H)*</b> First Day of School Parent-Teacher Conferences
<b>February</b>	18 22	Monday Friday	Family Day (H)* PD Day*
<b>March</b>	11-15 29	Monday - Friday Friday	March Break (H) * Good Friday*
<b>April</b>	1 11 12 29-3	Monday Thursday Friday Monday-Friday	Easter Monday* Gr. 10 Literacy Test PD Day* Christian Education Week
<b>May</b>	20	Monday	Victoria Day *
<b>June</b>	10-14 14 24-25	Monday-Friday Friday Monday-Wednesday	Exam Week Last day of school Staff Meeting Days*

\*Note: no classes for students

## PROGRAM OF STUDIES

### ARTS

*The arts, or aesthetics generally, are often considered as an optional skill-oriented study. Or, another version of the same way of thinking, “artists” are considered to be a special class of people, even specially inspired. All human beings, however, are sub-creators under God, who make thoughts and objects all their life long. Therefore, as an acceptable service to God, they make those thoughts and things soundly and beautifully, like the creation itself. There is no basic distinction between “artists” and ordinary people. Some people tend to produce more beautiful things than others, sometimes for less than laudable reasons, and often those beautiful things contain great lies. In any case, every sentence spoken, every sandwich made, is a work of art.*

*Moreover, because students also are sub-creators, it is important for their mental and emotional growth that they may be conscious of, and sensitive to the aesthetic aspect of all things.  
(C. VanderKamp, Vancouver Christian Secondary School.)*

### VISUAL ARTS

**(Open)**

**AV1 10**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content.

Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

### ENGLISH

*We have been created in the image of God, and are called to live a life of obedient response to our Maker in all our cultural activities. We have been given the gift of speech and written expression to be better able to fulfil our task in creation. In this light, the aim of education must be to nurture the student that they are best equipped to take up their responsibilities and many-sided callings in life to the honour of God and the well being of their neighbours. Part of the students’ cultural responsibilities are to equip themselves with the means of communication to obtain a command of language with which to honour God, benefit humanity and enrich their own lives.*

### Grade 9, English

**(Academic)**

**ENG 1D**

This course emphasizes discriminate reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study and interpret texts including novels, short stories, poems, plays, and essays, as well as relevant media works. They will consider some of the great issues and ideas of human history and culture, and learn to appreciate the craftsmanship of the writer. An important focus will be the correct and effective use of spoken and written language, and the appreciation of it as a gift of God for human enjoyment and enrichment.

**Grade 9, English****(Applied)****ENG 1P**

This course emphasizes discriminate reading, writing, oral communication, and thinking skills students need in secondary school and their daily lives. Students will deal with ideas and human issues in their study of novels, plays, short stories, poetry, and relevant media works. An important focus will be the correct use of spoken and written language as a gift from God.

**Grade 10, English****(Academic)****ENG 2D**

This course extends the range of discriminate reading, writing, oral communication, and thinking skills needed in secondary school programs and daily living. Students will study and interpret challenging texts from contemporary and historical periods, including novels, short stories, poems, plays, essays and relevant media works. Students are involved in the design and production of a media work. They will consider some of the great issues of human history and culture while becoming cognizant of author's craftsmanship. An important focus will be the correct and effective use of spoken and written language, and the appreciation of it as a gift from God for human benefit, enjoyment, and enrichment.

**Grade 10, English****(Applied)****ENG 2P**

This course extends the range of discriminate reading, oral communication, and thinking skills necessary in secondary school and daily living. Students will examine ideas and human issues in their study of novels, poems, short stories, plays, and relevant media articles. Students are involved in the design and production of a media work.. An important focus will be the clear and coherent use of spoken and written language as a gift from God for human benefit, enjoyment, and enrichment.

**FRENCH**

*A Christian education attempts to broaden and deepen students' perceptions of God, of the world, and of their place in it. In addition, Christian education aims to provide students with insight and skills necessary for meaningful participation in contemporary society. By studying a second language (French in Canada, in particular) students are provided with opportunities to develop their perceptions of the world through increased awareness of the structure and function of another language, and through the diversity of expression among cultures.*

*Learning a second language is an important part of fulfilling our calling as Christians to love and serve our neighbour beyond our own small community. Language is the heart-expression of a people, a symbol of a people's identity. In learning a second language, students, in a sense, make a commitment to that particular people and identify themselves with them. In that light, language study is a means of fostering respect and building community among different cultures around the world, and enables students to better serve and love others.*

*The study of a second language confronts students with a different way of seeing and experiencing the world in which we live, and aims to broaden students' view of the world, as well as to develop a healthy respect and appreciation for cultural differences.*

*Finally, through the study of a second language, students gain a better understanding of language itself, its structure, and its role.*

**Grade 9, Core French (Academic) FSF 1D**

The primary aim of this course is to provide students with functional communication skills in French and an understanding of the nature of the language and its culture. Units of study are based on a central theme such as the media, consumerism, and life in a French Milieu; and provide opportunity for the student to communicate through listening and speaking as well as reading and writing. Grammar and vocabulary are presented and learned in the context of the communicative activity.

**Grade 9, Core French (Applied) FSF 1P**

This course emphasizes the further development of oral communication skills, using a central theme such as media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems and songs and write brief descriptions, letters, dialogues, and invitations.

**Grade 10, Core French (Academic) FSF 2D**

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

**Grade 10, Core French (Applied) FSF 2P**

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

## **GEOGRAPHY**

*Christian Education seeks to give students a sense of understanding and awe of the creation and equip them to lead a life of service to God. Geography is an integral part of this education, and teaches students that all of our lives are associated directly or indirectly with the creation and with others. As such it deals with the structure and composition of the earth and seeks to enable students to bring environmental and social healing to a broken world. Furthermore, it attempts to give some idea of what it means to engage in academic pursuits through Biblical revelation.*

**Grade 9, Geography of Canada (Academic) CGC 1D**

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and changing character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world. Biblical principles of justice and stewardship will be examined and our roles as Christian Canadian citizens considered.

## GUIDANCE

*The guidance and career education program consists of courses that are intended to help students develop learning and interpersonal skills and to enable them to explore careers.*

### **Grade 10, Career Studies (Open) GLC 20**

The purpose of the life of a Christian is to serve the Creator and to be of service in His creation. This course encourages students to assess their God-given talents and personal interests. Students will explore ways to develop their full potential through possible educational avenues and meaningful vocations in service to God.

### **Grade 11, Leadership & Peer Support (Open) GPP 30**

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

## HISTORY

*The purpose of the History program is to create an awareness of man's cultural activities, powers and responsibilities.*

*History is and has been described as consisting of the following components:*

- a) *That which has happened in the past, that is, the basic facts concerning persons, institutions and events.*
- b) *The narrative concerning that which has happened, that is, the sensitive, honest recreation of the human past as well as the various forms in which this narrative currently exists.*
- c) *Interpretations of man and his cultural environment.*
- d) *A perspective of human existence in which the current temporal existence is placed in the context of eternity. That is, a perspective on human affairs in order to discern the hand of God in the coming of the Kingdom or City of God.*
- e) *Man's life in temporal perspective.*

*Familiarity with these various interpretations of the word History is achieved by a study of the major periods and significant events and persons which have shaped the modern world as we know it and live in it.*

### **Grade 10, Canadian History in the Twentieth Century (Academic) CHC 2D**

This course covers modern Canadian History. We study the broad themes of Canadian history: the French-English rivalry, the regional concerns and pressures, the business interest vs. the agricultural nature of the west etc. We focus on these themes in the following units: Background to Confederation, the National Dream, The Laurier Years, World War I and the 1920's, the Great Depression, World War II, English-French Relations 1945-1980, Canadian-American Relations past World War II, and current issues such as the daily news.

**Grade 9 and 10, Civics****(Open)****CHV 20**

This course explores what it means to live in community. Students will discuss the duties and responsibilities they have as Christians toward others, personally and within the institutions of Canadian society such as home, church, school and government. The students will learn what it means to be an informed, participating citizen; the elements of democracy; and the decision-making processes in the context of a changing Canadian culture. In addition, students will learn to think critically and creatively as they participate and contribute in local, provincial, national and global contexts.

**MATHEMATICS**

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

*In our technological society, mathematics plays an increasingly important role. It is foundational for understanding many of the sciences and for doing scientific work. Proficiency in some areas of math, such as probability and statistics, are also required in some of the social sciences.*

*Mathematics is a human endeavour which tries to explain relationships and laws in creation governing number and space. But not all things can be “quantified” and any attempt to do so would be reductionistic. Mathematics has a rightful, though limited, role to play in understanding God’s creation. In our mathematics program we try to help our students see mathematics as a part of God’s creation order. They will be required to learn the important concepts, and develop their abilities to use them to solve problems. These problems will be as concrete as possible in order to relate the subject with reality around us.*

**Grade 9, Principles of Mathematics****(Academic)****MPM 1D**

This course enables students to develop generalizations of mathematical ideas through exploration of applications and abstract reasoning. Students will investigate relationship to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extension of core learning that will deepen their mathematical knowledge and enrich their understanding.

**Grade 9, Foundations of Mathematics****(Applied)****MFM 1P**

This course enables students to develop mathematical ideas and abstract reasoning through exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

**Grade 10, Principles of Mathematics****(Academic)****MPM 2D**

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadric functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

**Grade 10, Foundations of Mathematics (Applied)****MFM 2P**

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

**PHYSICAL AND HEALTH EDUCATION**

*Physical Education is a planned program through large muscle activities. The objectives of physical education promote body development and health fitness. Physical education answers the question of how man is to use his divinely created body, the image of God, in His service.*

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

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

**Grade 9, Healthy Active Living Education (Open)****PPL 10**

We believe that our bodies are “temples of the Holy Spirit”. Therefore it is our sacred duty to learn how to care for our bodies all of our lives. This course will emphasize regular participation in a variety of physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. The students will learn to play and enjoy the playing, in the hope that they will form lifelong habits.

The students will investigate issues related to healthy sexuality, the use and abuse of alcohol and tobacco. They will also participate in activities designed to develop goal-setting, communication and social skills.

**Grade 10, Healthy Active Living Education (Open)****PPL 20**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong active living. Student learning will include understanding that they are God’s creation; identifying and developing physical gifts; acceptance of self as God’s creation; application of movement principles to refine skills; participation in a variety of activities that enhance personal fitness and health; examination and evaluation of issues related to sexuality, eating, substance use and abuse based on a biblical perspective; and the use of informed decision making, conflict resolution and social skills in personal choices based on Christian beliefs.

## RELIGIOUS STUDIES

*The Religious Studies curriculum recognizes that since the Bible is God's revelation, it is wholly authoritative and trustworthy. Through it God communicates His gracious saving activity in the history of redemption. Through it God confronts human beings with the call: repent, believe, follow, obey. To this call and its variety of expressions people have variously responded. The Bible also records many of these responses to God's grace. At times the response is positive and obedient; at other times it is negative and disobedient. In this too we recognize the activity of God. We consider the Bible to be our primary and thus essential source of information about God's saving activity and, consequently, our basic rule for faith and life.*

*The goals of Biblical study have several dimensions. They are as follows:*

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

### **Grade 9, Bible**

**(Open)**

**HRE 13**

Since we confess that the Word of God is our guide for faith and life, it is important to study it to understand what it teaches us. This course is a survey of the Old and New Testament which focuses on the highlights of salvation history. The first half of the course examines the Old Testament prophets and writings, while the second half concentrates on the New Testament. Questions concerning the authority of the Bible and how to read and study it are considered as well.

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

### **Grade 10, Thy Kingdom Come (Religious Studies) (Open)**

**HRE 23**

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

## SCIENCE

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

1. *Scientific activities are a legitimate and important part of the Christian's task to explore and understand the creation.*
2. *A science program helps to advance the student's knowledge and understanding of the creation and of the Creator.*
3. *The North American culture has been greatly shaped by our scientific and technological activities; consequently, the student should be aware of how scientific work is done and how scientific worldviews influence society.*

4. *The student should understand the nature, characteristics and limitations of science, since science is only one way of knowing about the world.*
5. *As a steward of God's creation, the student needs an understanding and appreciation of the complex relationships within the creation and of man's effects on these relationships.*
6. *To be a responsible Christian witness in areas having a significant scientific/technological dimension requires an understanding of the underlying scientific principles.*
7. *The study of science provides personal enrichment, enjoyment and satisfaction.*
8. *Many future careers for the students require a broad knowledge of science.*
9. *The study of science gives the student an appreciation for the many ways in which science has benefited people.*

**Grade 9, Science**

**(Academic)**

**SNC 1D**

This course enables students to understand basic concepts of the creation in the areas of biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration, and the principles of static and current electricity.

**Grade 10, Science**

**(Academic)**

**SNC 2D**

This course enables students to develop a deeper understanding of God as Creator as He reveals Himself to us through creation in biology, chemistry, earth and space science, and physics; to develop further skills in scientific enquiry and evaluate scientific theories based on our faith; and to understand the interrelationships among science, technology, and the environment as they reveal to us the intricate order of God's creation. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

## **ORGANIZATION OF SCHOOL YEAR**

**A. BELL SCHEDULE**

	8:50	--	Warning Bell
	8:55	--	Opening Exercises
	9:10	--	Period 1 Begins
	10:25	--	Period 1 Ends
	10:30	--	Period 2 Begins
	11:45	--	Period 2 Ends
	11:45/12:40	—	LUNCH
	12:40	--	Period 3 Begins
	1:55	--	Period 3 Ends
	2:00	--	Period 4 Begins
	3:15	--	Period 4 Ends

**B. ATTENDANCE PROCEDURES**

\_\_\_\_\_ Regular and punctual attendance is a requirement for all classes and all official school functions. This includes assemblies, school activities, and all classes. Attendance and success in school are very closely related. Students are expected to move to their classes and to be in their seats when classes begin. School staff may initiate contact with parents at any time

regarding any absence from school.

A student who is absent more than fifteen classes from a course during a semester will lose the credit. The student may appeal to the administration for special consideration in extenuating circumstances(eg. Prolonged illness).

### **LATES**

If you are late to class, report directly to the office to obtain an Admit Slip before proceeding to class. Students who are frequently late to class will be referred to administration.

A note from your parents is required if you know in advance that you will be late. Students who are late without valid reason will be requested to make up for the missed time.

### **LEAVING DURING THE DAY**

Students with appointments during the school day are required to present a properly signed and dated note, indicating the reason for leaving, to the school office before 9:00 a.m. The student will be issued an office slip. In order to leave a class early for that appointment, the student must present the subject teacher with the office slip.

If a student becomes ill during the day and is unable to attend classes, he/she must contact the office. The office staff will make arrangements for students to go home or to spend time in the sick room.

Students leaving for any reason other than authorized school trips, must sign out at the office.

### **ABSENCES**

- I A student who is absent from class for a period, day or longer needs an explanatory note from the parents/guardian. A telephone call in lieu of a note is acceptable.
- II A student who has been absent is responsible for catching up on all the work missed during the absence.
- III A student who missed a scheduled test or quiz on a day of an excused absence must make arrangements with the teacher to write a makeup test. If a makeup test is missed the student will receive a zero on that test.
- IV A student who missed a test, quiz or assignment when absence is unexcused will receive a zero for that test or quiz.
- V A student who missed a test or other assignment because of being suspended on that day will receive a zero.
- VI If a student is absent from school for an activity for which permission has not been granted in advance, that student may not participate in any school sponsored activity after school hours on that day.
- VII When a student knows in advance that he/she will be absent for a certain day, he/she should ask the teacher for assignments in advance.

### **SKIPS**

An unexcused absence from class will result in after-school detentions as well as a report to the student's teacher and parent. Persistent absenteeism will lead to parental interviews and possible suspension from school.

## **C. STUDENT CODE OF CONDUCT**

### **OUR RELATIONSHIP WITH GOD**

- \* We will speak of God in respectful ways.
- \* We will encourage close relationship with God in others, as well as ourselves, through Bible reading, prayer, sharing, etc.

### **OUR RELATIONSHIP WITH THOSE IN AUTHORITY**

- \* We will be respectful in our speech and conduct.
- \* We will be obedient to those in authority over us.
- \* We will not condone the disrespect displayed by others to those in authority.

### **OUR RELATIONSHIP TO OTHERS**

- \* We will be respectful of others.
- \* We will address each other properly and not resort to name calling, swearing or dirty language towards each other.
- \* We will respect each other's property and encourage everyone to feel included.
- \* We will respect each other's person and remember "no touching except for helping".
- \* We will learn to apologize when we fail and to seek God's strength to continue trying to live in fellowship.

### **OUR RELATIONSHIP TO SCHOOL PROPERTY**

- \* We will respect school property. This includes furniture, books, equipment and building.
- \* We will report any damage done and volunteer to pay for damages if we are responsible.
- \* We will accept responsibility for the cleanliness of the school and grounds.

## **D. SCHOOL DISCIPLINE**

The teacher has full authority to discipline students in the classroom, in the halls, and during all school activities. In some situations, the teacher may choose to refer a situation to the Principal or the Vice-Principal.

School detentions will be served on Tuesdays and Thursdays from 3:15 to 4:00. The student must be at the office promptly. Students who have part-time jobs or live a significant distance from the school are required to make alternate work and transportation arrangements. Students are encouraged to avoid school detentions.

All detentions must be served before any scheduled examinations may be written. Failure to write an exam results in an exam mark of zero.

## **E. FOUL LANGUAGE**

The language that we use is often the result of habits developed at home, at work, and in our social environment. There are many words that can be used in an inappropriate way. The language that we use at school should reflect our respect for God and His Creation.

## **F**     **PHYSICAL AND MENTAL ABUSE**

No student may physically push or shove any student at any time. Physical fights will not be tolerated.

All students are encourage to help one another in all circumstances. As such, students who use intimidation tactics that are designed to frighten others will be strongly discouraged.

## **G**     **DRESS CODE**

Students are expected to dress in a neat and clean fashion and a style that is fitting for a Christian teenager. Printed slogans that refer to alcohol or offensive music groups are not permissible. Proper footwear must be worn at all times.

The following guidelines govern the dress of students:

### Women's Dress Code:

1. Shoulder straps need to be an appropriate width. No spaghetti straps allowed.
2. Shorts and skirts must be of an appropriate length.
3. Tops must overlap the waistband of the pants, shorts, or skirt.

### Men's Dress Code:

1. Shorts must be of appropriate length.
2. Shirts must overlap the waistband of the pants or shorts.
3. All shirts must have sleeves. No muscle shirts are permitted.

## **H**     **LOCKERS**

Lockers are assigned and students are responsible for keeping them neat, tidy and closed. Materials should be stored in lockers, not near or in front of lockers.

## **I**     **TEXTBOOKS**

Textbooks are issued ON-LOAN to all students. A replacement fee will be charged for any lost or damaged books. No textbooks will be issued to students who owe money for missing or damaged textbooks or lost library materials.

## **J**     **PLAGIARISM AND CHEATING**

As Thunder Bay Christian School works to equip students with the skills they need for meaningful living, it has a responsibility to address and to correct unchristian academic behaviours. Two such behaviours are that of plagiarism and cheating.

### **Plagiarism**

Nelson's *Write Source 2000* defines plagiarism in the following manner: "Plagiarism is using another writer's ideas or words as if they were your own, without giving credit" (p.229). Plagiarism tends to occur when a student improperly uses books and other resources to gain information that he or she will use in a project or essay assignment.

When a student acknowledges the author's work through specific citation, that is legitimate borrowing. When the students do not acknowledge someone else's work, that is illegitimate borrowing, or plagiarism. Plagiarism is simply unethical and dishonest.

The school will

- be proactive in teaching students how to properly cite their sources in papers and essays.
- provide students with copies of *Write in Style* published by Ontario Alliance of Christian Schools which includes the following units:
  - Documenting Your Sources
  - Preparing the Bibliography
- require the citation of sources
- screen questionable passages using available technology.

The following guidelines shall be followed in cases of plagiarism:

- First time plagiarism results in the return of the assignment for re-submission.
- A second infraction will result in the loss of assignment.
- A third infraction will result in parent/student/staff/principal discussion.

### **Cheating**

Cheating frequently occurs when students use others' work or answers as their own. Cheating is simply unethical and dishonest.

The school will

- be proactive with frequent reminders to students to be honest in their work.
- seat students in such a way as to minimize the possibility of cheating for tests and other assignments as determined by the teachers,
- screen tests, etc., for evidence of cheating.

The following guidelines shall be followed in cases of cheating:

- First offense will result in a conference between teacher and student. Student may lose a percentage of mark, up to and including all of the mark, dependent on the extent of the cheating. A phone call may also be made to parents.
- Second offense will result in lose of mark and a conference between student, parents, and teacher.
- A third offense will result in a suspension.

## **K LATE AND MISSED ASSIGNMENTS**

Students are responsible not only for their behaviour in the classroom and school, but also for providing the evidence of their achievement of their overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There will be consequences for not completing assignments for evaluation or for submitting those assignments late.

To help prevent late and/or missed assignments, the school will

- set clear expectations and deadlines for each assignment
- coordinate with other staff regarding deadlines for major papers/projects/tests.
- conference with students who frequently miss deadlines.
- possibly require the student to work with a school team to complete assignments.

When deadlines are missed, the staff will

- take into consider legitimate reasons for the missed deadline.
- conference with student regarding making up the work and/or how to avoid missing deadlines in the future.
- Provide alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.
- Conference with parents regarding late or missed assignments.

Consequences of late or missed work:

- deduction of 10% of the mark per day for late assignments, up to and including the full value of the assignment. After ten (10) school days, the teacher is under no obligation to accept or evaluate the assignment.
- An accumulation of missed or late work could result in no credit for the course.

## **L** **EVALUATION**

Evaluation is not an end in itself. It is rather a part of the learning process for both the student and the teacher. Procedures for evaluating student progress are varied to meet the requirements and learning styles of different individuals and groups of students, different courses, levels of difficulty and a variety of learning environments. For most purposes, it is recognized that the most effective form of evaluation is the application of the teacher's professional judgement to a wide range of information gathered through the process of assessment. \* **Key → The term work will make up 70% of the final mark and summative evaluation (exams, projects) will make up 30% of the final mark.**

Evaluation of a student's progress may be based on some or all of the following techniques.

- *Unit Testing* - A test of 30 minutes to a period in length based on 1 to 3 weeks' learning.
- *Projects and Assignments* - Essays, research projects and specific individual or group learning assignments.
- *Participation* - In some courses participation is an important part of the learning process and as such becomes a significant part of the mark.
- *Homework* - Homework is checked for completeness and may be assigned a mark.
- *Examinations* - Five days of examinations are scheduled at the end of each semester. Examination schedules are distributed to students well in advance to enable students to prepare for exams accordingly. In Grades 9 - 10 seventy percent of students' final marks reflects work that has been evaluated throughout the course. Thirty percent of the final mark will be based on a final evaluation activity, which in most courses, will include an examination.

## **M** **REPORTING TO PARENTS**

At the end of each semester a report card is issued giving the marks for credits completed and a midterm mark for courses taken over two semesters. Parent-teacher interviews are held after the first semester. Parents are invited and encouraged to contact their child's teacher whenever they have questions or concerns. Teachers are encouraged to contact parents whenever a student's performance is not acceptable.

## **Appendix A**

### **Information on the Community Involvement Diploma Requirement Thunder Bay Christian School**

#### **Introduction**

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

#### **Roles and Responsibilities of Thunder Bay Christian School**

School boards are responsible for the implementation of community involvement activities through their secondary schools. A list of approved community involvement activities has been developed by the board in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. A board will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by the board's insurance.

## **Roles and Responsibilities of Secondary School Principals**

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

## **Roles and Responsibilities of Students**

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" (PDF, 88 KB) form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" (PDF, 82 KB) form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

## **Roles and Responsibilities of Parents**

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

## **Roles and Responsibilities of Sponsors in the Community**

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

### **TBCS List of Eligible Activities**

- Volunteering at Twice as Nice
- Volunteering at Shelter House
- Volunteering at Thunder Bay Christian Community Centre
- Volunteering at TBCS at after-school events.
- Volunteering at your church: Sunday School, VBS, and Nursery assistants.
- Participating in a service trip from your church
- Volunteering at other charitable institutions.
- Volunteering at community sporting events
- Volunteering at youth camps.

### **TBCS List of Ineligible Activities**

Any activities considered ineligible by the Ministry of Education

## **Community Service Involvement Procedures and Activity List**

As part of the O.S.S.D., students must complete 40 hours of service. Our Lord calls us to look not only to our own interests, but also the interests of others. This diploma requirement recognizes the volunteer service that many of you are already giving in your churches and communities.

### **Procedures at TBCS**

1. Students will complete *Notification of Planned Community Involvement Activities* form and return it to the office.
2. Students will complete *Completion of Community Involvement Activities* form and return it to the office.

The list of *eligible activities* have been approved by the school. You do not need to obtain the principal's approval to participate in these activities. However, any activities not specified must be approved by the principal before the student volunteers. The list of activities considered ineligible by the Ministry of Education are listed on the back of this page.

### **Eligible Activities**

1. Volunteering at Twice as Nice
2. Volunteering at Shelter House
3. Volunteering at Thunder Bay Christian Community Centre
4. Volunteering at TBCS at after-school events.
5. Volunteering at your church: Sunday School, VBS, and Nursery assistants
6. Participating in a service trip from your church
7. Volunteering at other charitable institutions
8. Volunteering at community sporting events
9. Volunteering at youth camps

### **Ineligible Activities**

Any activities not specified above must be approved by the principal.

Any activities considered ineligible by the Ministry of Education-see back of page.

## Ministry List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day.  
However, an activity that takes place during the student's lunch breaks or “spare” periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

# Thunder Bay Christian School

Andy Alblas, Principal 939-1209

## Request for Approval of Community Involvement Activities

(not on list of eligible activities)

Student \_\_\_\_\_

Activity	Number of hours	Location and phone number	Supervisor's name	Principal's signature

Personal information is collected and stored in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

# Thunder Bay Christian School

Andy Alblas, Principal 939-1209

## Completion of Community Involvement Activities

Student \_\_\_\_\_

Activity	Number of hours	Date completed	Location and phone number	Supervisor's name and signature

\_\_\_\_\_

Student's signature

\_\_\_\_\_

Date

\_\_\_\_\_

Parent's signature

\_\_\_\_\_

Date

<input type="checkbox"/> Completion has been noted on Student's OST
<div style="display: flex; justify-content: space-between;"> <span>_____</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Signature of school official</span> <span>Date</span> </div>

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