

HIGH SCHOOL

PARENT

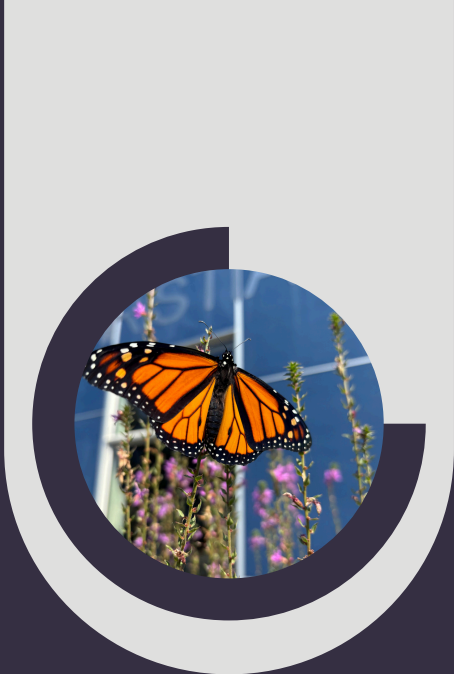
# Handbook

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FOUNDATION. CHALLENGE. PREPARATION



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Sarnia Christian School is thrilled to announce its bold and faith-filled step to extend its educational offering into high school, beginning with Grade 9 in September 2025.

## Join a legacy of faith and learning

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Since opening its doors in 1953, Sarnia Christian School has been a beacon of faith-based education, inspiring generations of students to embrace their role as image-bearers of God and to make meaningful contributions to their communities. Founded by a group of dedicated parents and volunteers, the school began as a two-room building on an empty field. The building has grown and changed over the years, but it has always been firmly planted in God's vision for Lambton County.

**Today, Sarnia Christian School is a thriving institution with 220 students with a history of serving over 1,200 students and their families within the Sarnia-Lambton region. Now, we are expanding to encompass high school education, with a vision set apart and built on the strong foundation of Christian faith and community.**

As we move forward into this next step, we remain true to the mission and vision from Sarnia Christian School's early beginnings, where students learn about their place in God's world as well as their responsibility, as image bearers of God, to make a difference throughout the world, both now and in the future.

*"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."*

*Proverbs 3:5-6*



# Our Vision & Mission

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Sarnia Christian School's Vision is: **Foundation, Challenge, Preparation.**

At its core, Sarnia Christian School remains committed to its founding mission: to provide a Christ-centred education that integrates faith and learning. Rooted in the understanding that everything in this world belongs to God, the school challenges students to explore their God-given talents and equips them to serve both God and their community. As a school, in partnership with family and community we:



Deliver and education, which integrates faith and learning within a safe environment.



Encourage students to discover their gifts and use them to serve God and community.



Equip students with the skills and discernment required to interact with contemporary culture.

*"Your word is a lamp for my feet, a light on my path."  
Psalm 119:105*

## Our Difference

As we expand to include high school, these will be our driving focus. Families are looking to enrol their students at a high school where teachers and staff demonstrate the love of Jesus to their students, and where their students can find a place in which they feel safe and valued. Sarnia Christian School has committed teachers who pour themselves into the lives of their students.

Families desire a high school environment that is loving and caring, where students are encouraged to be curious, to be respectful and to seek knowledge. They desire an environment where these students meet the requirements of an Ontario Secondary School Diploma, are equipped to thrive in post-secondary education, and to discern and grow into who they want to be in the world. We see this school as a gift to the Sarnia-Lambton community, by making a difference in several ways.



## Faith - Integrated Education

High school is an important time of growth and personal development - teens are hard at work asking important questions while watching the world around them. This high school experience will give students opportunities to have agency over their faith and provide foundations within an educational setting for transformational faith development. The central theme that ties everything together is that this is a 'Jesus school,' where the love of Jesus is shown through all relationships, regardless of authority structure. Students will continue to learn in a supportive environment where faith and academics go hand in hand.

Our graduates will be service-oriented students who have learned what it means to be a follower of Jesus. Students will be engaged in the world around them and will be able to identify and meet the needs of the people. They will be emboldened to contribute to this world and focused on what they can give over what they can gain. Our students will be spending some of their most critical years of personal growth hearing messages that encourage them to engage with God as they ask big life questions.

## Personalized Experience

In order to be well-equipped to accommodate a spectrum of academic achievement capabilities, this high school will proactively customize teaching strategies and techniques to complement individual student learning styles. We believe that learning barriers are not in students, but are rather in the educational environment. Therefore, our academic programs will challenge students of all abilities to aspire to meet their full potential and prepare them for full lives service.

Students will be actively engaged throughout the school year in service work opportunities. Students will be given regular opportunities to build skills and relationships through hands-on learning experiences as we partner with local experts on and off-site. This provides a rich talent pool for various industries in the community. Low student-teacher ratios, a network of community partners, and teachers who are deeply invested and committed to quality, hands-on education will help all of our students to thrive throughout their high school experience.

*“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.”*  
*Colossians 3:23*

## Service-Oriented Leadership

High school is not only preparation to go out into the world after graduation, but a place to engage and develop and learn today. We view high school education not merely as preparation for exams, but as a means of equipping students with independent life skills and the ability to pursue post-secondary education or vocational opportunities. Our high school students will not just be focused on life after graduation, but will be actively engaged in the local community, meeting the needs of others in a variety of ways. There will be opportunities incorporated into the weekly curriculum that engage our students to meet various needs of other locals in the area.

Our educational offering will have an outward-facing posture. From serving in local nursing homes, meeting the needs of the homeless, planting trees, or raking the leaves of local seniors, students can share the love of Jesus with those around them. In our research, parents have repeatedly described the desire to have their students build connections and be an active part of the community of Sarnia-Lambton. Our goal is to ensure that the critical regulatory requirements are met and exceeded, while nurturing student strengths and pursuing positive character development. While the need is to meet the baseline requirements of the OSSD, the high school curriculum and daily structure is designed in a way to nurture student strengths and build positive character development. Following the interests and goals of the students will not only drive positive outcomes for our students later in life, but these approaches will also result in higher engagement and investment by students in their classroom work.

# The School Day

## Faith Formation

Before entering classrooms, students and families will experience a welcoming, safe, and loving atmosphere where students can express themselves and build community. Faith formation will be integral to our school culture, with daily homeroom activities including scripture, prayer, and small group discussions, with room to ask questions while fostering personal and relational growth. Regular chapel services will allow students and staff to engage with God's Word, and students will have the opportunity to lead and express their faith through worship. Our curriculum and community service will be centred on God's commandment to love the Lord with all our heart, mind and strength and to love one another, nurturing students as image-bearers in Christ.



## Student- Directed Learning

Our planned approach emphasizes Student-Directed Learning, balancing traditional lectures with self-study and collaboration. Students will be active participants in their learning and have opportunities for service and educational pursuits that align with their interests. An interesting feature of this model includes a daily homeroom component where groups composed of students across the grades meet with their homeroom teacher for devotions and faith-formation activities. The second focus of this homeroom is a collaborative exercise between students and teacher of review and approval of student schedules and coaching on important life skills such as prioritisation and scheduling. Daily homeroom will focus on building relationships, faith formation, and life skills like prioritization and scheduling. This model aims to equip students with critical skills for post-secondary education and careers, reducing struggles with self-accountability and time management that often occur when students transition to higher education.

## Academic Content

We will deliver strong academic content aligned with the Ontario Secondary School Diploma (OSSD) requirements, ensuring high-quality education for our students. While class sizes may be small at first, we will partner with local organizations for specialized resources, like labs and studios. The focus will be on critical thinking and discernment, with discussions being just as important as answers. We will also address the challenges of the digital age, prioritizing face-to-face interactions, emotional regulation, and life skills amongst an anxious generation. The smaller school size allows for deeper relationships between students and teachers and more personalized learning experiences.

## Technology

**Computers:** Each student entering into Grade 9 must be equipped with a laptop or Chromebook for school use. A basic Chromebook is sufficient, but they may use the device of their choice. Devices should be prepared for the first day of school.



**Phones:** Students may not use any of the following items in class: cell phones, hand-held games or any personal electronic devices. Students are allowed to check their phones during lunch or breaks, but may not be used in the classroom. Cell-phone storage pockets are available at the entrance of each classroom to reduce distraction.

## Uniforms

Uniforms are required by all students at SCS, including those entering into high school.

**Tops:** To ensure a sense of separation, uniform options in Grade 9 will expand to include charcoal grey polos. However, navy blue, burgundy and light grey polos with the SCS crest may also be worn. SCS uses McCarthy's for uniform tops, which includes short and long-sleeve polos, with the SCS crest embroidered. Embroidered zip sweaters can also be purchased from McCarthy's.

**Bottoms:** Uniform bottoms can be worn in black, navy blue, or khaki. Bottom options include uniform pants (straight-leg, wide-leg, skinny-leg, boot-cut or elastic cuff), uniform shorts (draw string or flat front), and uniform skirts/skorts (pleated, flat or kilt). Bottoms can be purchased through McCarthy's or other clothing stores that offer standard uniform options. Shorts and skirts must be worn at a modest length. Leggings and tights may only be worn under skirts, skorts and kilts and must be solid in gray, white, navy or black.

Spirit and Dress-Down Days will occur throughout the school year to mark special occasions. During these days, portions of the uniform policy may be temporarily relaxed. SCS has developed Spirit Wear specifically for our students in High School to ensure they are distinctly recognized and can celebrate being the Panthers!



## Transportation

Busing to our campus location is offered in alignment with the elementary school services. Busing is available to all those interested, with current service out to Petrolia, Corunna, Brights Grove and everything in between. Busing is included in tuition and comes at no additional cost to those who use it.

## Timetable

This is a draft timetable, and will be refined as curriculum components and staffing develop in detail. However, it highlights our intentions to offer classroom lectures, student-directed learning (SDL) time, and large blocks of time for immersive experiential learning. By design, this timetable meets OSSD hourly requirements while ensuring students have an enriching and differential high-school experience.

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:15AM	Chapel	Homeroom	Homeroom	Homeroom	Homeroom
9:15 - 10:30AM	Subject 1	Subject 1	Subject 1	Subject 3	Subject 1
10:35 - 11:50AM	Subject 2	SDL 1	Subject 2	SDL 3	Subject 2
11:50 - 12:40PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 - 1:55PM	Subject 3	Subject 2	Subject 3	Subject 4	Subject 3
2:00 - 3:15PM	Subject 4	SDL 2	Subject 4	SDL 4	Subject 4

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:15AM	Chapel	Homeroom	Homeroom	Homeroom	Homeroom
9:15 - 10:30AM	Subject 1	Subject 1	Subject 2	Subject 3	Subject 4
10:35 - 11:50AM	Subject 2	Subject 1	Subject 2	Subject 3	Subject 4
11:50 - 12:40PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 - 1:55PM	Subject 3	Subject 1	Subject 2	Subject 3	Subject 4
2:00 - 3:15PM	Subject 4	Subject 1	Subject 2	Subject 3	Subject 4

*“But seek first his kingdom and his righteousness, and all these things will be given to you as well.”*

*Matthew 6:33*

## Courses Offered

Sarnia Christian School high school follows the curriculum scope and sequence set by the Ontario Ministry of Education, though the specific content may vary. While we align with the overall guidelines, we may take a different approach with certain lessons. SCS works alongside Edvance Christian Schools, Christian Schools International and other curriculum publishers to provide high-quality resources in all subject areas. Our aim is to meet or exceed the Ministry's standards, but when addressing topics related to societal norms and practices, we teach from a distinctly Jesus-centered culture and perspective.

Course descriptions are found in the Appendix of this Parent Handbook. Detailed course descriptions are also available, and have been shared and adapted with permission from Toronto District Christian High School.

Grade 9 courses:

- Core French (FSF1D or FSF1O)
- English (ELN1W)
- Exploring Canadian Geography (CGC1W)
- Healthy Active Living Education (PPL1O)
- Mathematics (MTH1W)
- Science (SNC1W)
- Integrated Arts (ALC1O)
- Technology and the Skilled Trades (TAS1O)

The first 6 above are prescribed courses of the OSSD. All grade 9 students in every school (public or private) will have a similar schedule. For Grade 9 Arts and Tech courses, we have elected to provide integrated options, in which a broad selection of material is explored. This will ensure that students are discovering their passions and designed to meet that objective. As students move into higher grades, they will be able to explore their interests more fully, with a wide breadth of knowledge.



## Extracurriculars

This is often a huge item for students entering into high school. They want to try new things, build new relationships, and find out what they love. We are very much in support of that! As our student body develops, we are looking forward to co-developing a list of extracurriculars that our students want to participate in. This could be: drama, martial arts, track and field, gymnastics, swimming, badminton, cross country, curling, chess. This is not an exhaustive list, but it gives an idea of the plethora of options available. If there is interest, we will work to ensure their enthusiasm is met.



## Community Connections

Sarnia Christian School has deep ties to the Sarnia-Lambton community where we live and serve. We have a long list of organizations that we have built relationships with to help bring the best education we can to our students. Some of these organizations have provided us with resources to foster education, while others have helped provide generous financial support. All have enriched the lives of our students, and helped build stronger and more vibrant ties within our community. We are excited to continue to partner with our historical supporters, and find new connections as we build out our high school experience.

*"Plans fail for lack of counsel, but with many advisers they succeed."  
Proverbs 15:22*

## Roadmap to Graduation

Over the next four years, we will be adding one grade per academic school year, growing with our first set of students. As we grow, our course offerings will grow too! Not only will all compulsory courses meet the requirements of the Ontario Secondary School Diploma for graduation, but our flexible format allows us to follow the lead of the student's interests when it comes to both course content and course offerings.

## Facilities

Our elementary school facilities reflect our history and serve a diverse range of community needs. The current building, housing 220 students, is also used by churches, hobbyist societies, sports leagues and summer camps, and benefits from its central city location amongst various neighbouring facilities.

In the first few years of the high school expansion, the students will use several spaces located in Living Hope Church, which is located adjacent to our Primary Campus. We will have various classrooms, an art room, a tech room, a kitchen and a worship space. The Learning Commons will be a flexible hub for self-directed learning, while classrooms will serve as lecture spaces. The sanctuary will support worship, music, and performances, and will be used for student presentations.

As the high school develops to include grades 9-12, our aim is to assess the viability of expanding our physical space to accommodate a growing academic program, including a gymnasium, additional classrooms and specialty spaces for the more unique course offerings. This phased approach of facilities growth allows us to better understand community and educational needs before committing to additional investment. The community and students will help shape this future vision.

In both short-term and longer-term scenarios, a single campus for grades JK-12 allows for shared services and spaces, reducing duplication and optimizing resources. This fosters a cohesive school identity, benefiting both students and the broader community.

Graduation marks a key milestone for students, and the high school experience will be distinct from elementary school. From a student perspective, the new high school will operate separately, with lockers on-site. High school areas will be off-limits to younger students, fostering the high schoolers' sense of pride and agency in their educational spaces.



## Staffing

As we launch our high school, we recognize that our staff will be the heart of the campus. With a strong history of dedicated staff in our elementary school, we continue to focus on building relationships and creating a welcoming environment where students thrive when they feel known and seen.

We hire qualified, intellectually curious teachers who have expertise beyond their subjects. Many are certified by the Ontario College of Teachers (OCT) or have completed an Early Childhood Education program (ECE) as well as holding a Christian School Teacher's Certificate (CSTC). Our staff is encouraged to be flexible, teach multiple subjects, and engage creatively with students. We foster community connections, offer real-world learning opportunities, and help students discover their passions. Teachers maintain high standards, show passion for their subjects, and meet each student's individual needs, all while reflecting Christ's image.



## Organizational Structure

Sarnia Christian School is owned and operated by the Lambton Christian School Society. The Society is a registered Canadian charity (#129904264 RR0001) whose community-based membership elects a board of directors who then hires the Chief Operating Officer (principal).

A professional teaching staff provides Sarnia Christian School's learning and educational direction. Through professional development activities and curricula-sharing strategies, staff is aware of the latest educational trends and teaching methods. Sarnia Christian School is connected with other schools under the umbrella of Edvance Christian Schools Association and Christian Schools International. Both of these organizations provide comprehensive training, professional support and curricula advice.

Society Membership (participates in and votes on School Board activities)

The School Board (ensures oversight and vision)

The Principal (manages school operations)

The Staff (delivers education)

## Affording Christian Education

Our tuition model combines elementary and high school rates, supporting families while keeping the school sustainable. We are committed to working with all families to ensure that tuition is not their stumbling block and to making Christian high school accessible to all in Lambton County.

- **Tax Receipt:** As a registered charity, part of your tuition is tax-deductible. The Government of Canada considers a portion of tuition as a fee for service, with the remainder eligible for a charitable tax receipt.
- **Tuition Assistance:** Families needing extra financial help can apply confidentially through the FAST (Financial Aid for School Tuition) program. The FAST program provides confidential, standardized financial aid based on need, offering up to a 50% tuition reduction.
- **Voluntary Subsidy:** Tuition fees cover about 80% of our operating budget. We rely on community donations, church support, and fundraising efforts to cover the rest. Families are welcome to help raise funds or accept subsidies to lower tuition. Lambton Christian School Society offers a voluntary subsidy where families can self-declare need for reduced tuition, down to a minimum tuition rate.
- **Commitment to Christian Education:** For families who have students concurrently enrolled at other Christian schools, we are able to make individualized agreements to ensure your high school student is able to attend SCS. This would include a reduced tuition rate to help make total tuition affordable.
- **Tuition Reduction Incentive Plan (T.R.I.P.):** T.R.I.P. enables families to earn tuition credits by purchasing gift cards. The cost of each gift card is equal to the value of the card; however, the school receives a discount on the cards when purchased in bulk. The school keeps 60% of the value of the bulk discount as revenue and gives 40% back to families. Gift card options range from grocery, gas stations, hardware stores, retail and entertainment. Friends and family can also purchase gift cards through the school office and allocate tuition credits to your specific family's tuition.
- **Fundraising Events:** Parents can assist with fundraising events, like our annual golf tournament, to help reduce tuition costs.

*Ecclesiastes  
3:1-3*

*There is a time  
for everything,  
and a season  
for every  
activity under  
the heavens: a  
time to be born  
and a time to  
die, a time to  
plant and a  
time to uproot,  
a time to kill  
and a time to  
heal, a time to  
tear down and  
a time to build.*

## Community and Parent Involvement

Understanding that Christ is Lord of all, as a Christian community, we acknowledge our call to truth, reconciliation and restoration of all creation, including each other. We acknowledge and work towards the understanding that reconciliation is not just about acknowledging events of the past, but actively working to renew and restore God's goodness in what has been lost or broken.

We are grateful to be present on the traditional lands of the Chippewa, Odawa, and Potawatomi peoples, referred to collectively as the Anishinaabeg. In sharing this land and living into our call, we work to look after the space of our community responsibly, respectfully and sustainably.

As a school community, we are committed to promote and protect unity by focusing on our shared vision for the world, a world that Jesus loves and that we are called to serve. We acknowledge that there will be a wide diversity of belief and perspective within our constituent families, and that we will treat one another with respect and care. We will be focusing on our dispositions rather than our positions. Our dispositions include loving each student and finding ways to share God's love with those around us. As with our elementary school, enrolment is open to all families in Sarnia-Lambton.

As a school built to serve the Sarnia-Lambton community, we love to see members of our student families volunteer and serve within the school. Please contact the school office for more information on any of the following serving opportunities.

- **Volunteering:** There are many opportunities to volunteer at Sarnia Christian School, both during school and after hours. This might include coaching, clubs, collecting donations, etc. Please note that as with employees, volunteers who are in contact with students are required to present a recent copy of a police check with a vulnerable sector check. A complete volunteer handbook is available to ensure proper and safe measures are in place to protect our students.
- **Classroom Assistance:** Teachers sometimes require temporary, short-term assistance from parents. Some teachers require drivers for certain events, help in the classroom or share their knowledge and expertise with the students. If you are interested in helping your child's teacher, please talk with him or her and see where you can help.
- **Class Trips:** Parental assistance is often appreciated or necessary during class trips. Groups of students are assigned to volunteers and you either drive your group or take a bus to the location.
- **Extra-Curricular Activities:** Parents are needed to coach, transport teams and help supervise activities.
- **Committees:** See the school directory for the various committee opportunities.

## Student Code of Conduct

### Our relationship with God

#### We will:

- speak of God in respectful ways
- encourage close relationship with Jesus Christ in others as well as in ourselves, through Bible reading, prayer and sharing

### Our relationship with those in authority

#### We will:

- be respectful in speech and conduct
- be obedient to those in authority over us
- not condone the disrespect displayed by others to those in authority

### Our relationship with others

#### We will:

- be respectful of others
- address each other properly and not resort to name calling, swearing or bad language towards each other
- respect each other's property and encourage everyone to feel included
- respect each other's person and remember "no touching except by permission in order to help"
- learn to seek reconciliation when we fail, and to seek God's strength to continue living in fellowship with one another

### Our relationship to school property

#### We will:

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



## Take the Next Step

We are now accepting enrolment applications for September 2025. If you would like to know more information:

- **Tour the School:** Join a student or our principal for a tour of our facilities and explore the learning spaces and programs in action.
- **Meet with Our Principal:** Have your questions answered and learn more about school life. We'll share information about our school community, first-year discounts, and strategies to make Christian education affordable.
- **Enrol Your Student:** Once you've made your decision, fill out the registration form, choose a tuition payment plan, and complete any other necessary paperwork.



# Appendix

The information provided in this Appendix is directly from the Ontario Ministry of Education.\*

## Course Descriptions

The course descriptions on the following pages are standardized by the Ontario Ministry of Education, based on the requirements for an Ontario Secondary School Diploma. Information about course codes, descriptions, and prerequisites is current as of August 2024, and each section indicates the year(s) the current curriculum was issued.

## About Secondary School Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

## Course Codes

Course codes consist of five characters:

- The first three characters identify the subject
- The fourth character identifies the grade (i.e., Grade 9 courses are represented by 1, Grade 10 by 2, Grade 11 by 3, and Grade 12 by 4)
- The fifth character identifies the type of course (i.e., W refers to “de-streamed”, P to “applied”, D to “academic”, U to “university”, M to “university/college”, C to “college”, E to “workplace”, and O to “open”).

## Prerequisites

Students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they may need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendars.

If the principal believes that a student can succeed in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

\* <https://www.dcp.edu.gov.on.ca/en/course-descriptions-and-prerequisites/introduction> 17

## Course Descriptions

### **Core French, Grade 9, Academic (FSF1D)**

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

### **Core French, Grade 9, Open (FSF1O)**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

### **English, Grade 9, De-streamed (ENL1W)**

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

Prerequisite: None

### **Exploring Canadian Geography, Grade 9, De-streamed (CGC1W) (2024)**

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

*Prerequisite:* None

### **Healthy Active Living Education, Grade 9, Open (PPL10)**

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

*Prerequisite:* None

### **Mathematics, Grade 9, De-streamed (MTH1W)**

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

*Prerequisite:* None

### **Science, Grade 9, De-streamed Course (SNC1W)**

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

*Prerequisite:* None

### **Integrated Arts, Grade 9, Open (ALC10)**

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

*Prerequisite:* None

### **Technology and the Skilled Trades, Grade 9, Open (TAS10) (2024)**

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

*Prerequisite:* None