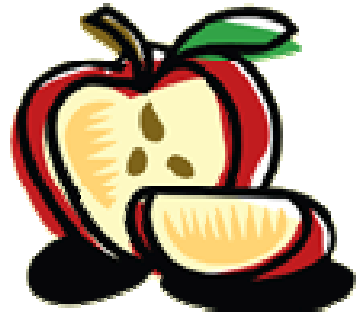


CALVARY
CHRISTIAN
ACADEMY



SECONDARY SCHOOL

Program Proposal
Monday, November 11th, 2013



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CCA History

The Lord has blessed CCA tremendously over the years and we continue to see His hand on this school ministry. The past two years have seen CCA financially strengthened and able to move forward with new initiatives.

Here are some of our recent blessings and initiatives:

- We met and maintained our yearly budgets and have been able to increase teacher salaries. The current school year began with 32 brand new CCA students in grades JK – 8, representing an unprecedented number of new families to our community.
- Our Appleseeds Preschool opened its doors in 2011 with a part-time program, and was immediately successful. Part of the motivation for the preschool was we believed the investment would both meet a community need and serve as a “feeder program” to our kindergarten class. This has proved correct on both fronts. Now into our third year and offering full time preschool care, we have a waiting list for preschool spots. We have also seen new preschool families enroll their children in CCA kindergarten.
- Our Capital Campaign has a new CCA representative and we currently have a 5-year pledge total of \$500,000. This has allowed us to begin construction on Phase 1 of our expansion, our Early Childhood Education Wing, with an expected completion in January 2014. Two new preschool classrooms, in addition to a new staff room and other supporting rooms will round out the new wing.
- In 2012 CCA introduced a Summer Camp Program. Camps in academics, arts and athletics were offered, drawing in many new faces to our school facilities. Our camp initiative also enabled us to employ two summer students under a government-sponsored Canada Summer Job program for the past two summers.
- As we continue to exercise good stewardship over the resources entrusted to us, we recently applied to sever a 1-acre lot from an unused section of our large acreage and have sold this to a local family.
- Our newest initiative is The Storeroom, CCA’s family thrift shop, located in downtown Carleton Place. After only a month in business, The Storeroom had already generated enough profits to pay off all start up and running expenses. We anticipate this new volunteer-run business to be able to generate significant funds towards our family bursary fund, allowing even more families to be able to attend CCA.

The Need for a Calvary Christian Academy (CCA) Secondary School

The following literature review will seek to provide reasoning for the need to develop a CCA Secondary School.

A) The Need for a Christian Secondary School Education

As an established Christian Academy for over 15 years, the CCA community understands the importance and value of a multidimensional Christian education. CCA documents this belief in their *Statement of Faith* - "We believe that children are best served by Calvary Christian Academy if there is a consistency between what is taught at home, in church and at school" (2013).

Adolescence is a pivotal time in an individual's development. In the teenage years, youth find themselves in the process of being, becoming and belonging (Tilleczek, in press; Tilleczek, 2008). Tilleczek states that it is vitally important for young people to be valued for who they are today while also being encouraged to reach their full potential as they work toward who they will become tomorrow (2008). He states that this process is different for each individual and will require the unified support of a young person's school, home, community, work and friends (2008). With strong Christian academic programming already in place at the primary level, CCA could adapt many of their principals to create a secondary institution that will continue to positively support and influence youth as they transition into adulthood.

An excerpt from Dr. John W. Alexander's essay *Education: A Christian View* states that all learning and practices in a Christian educational setting are discovered and researched through the lens in which the Lord himself created and in "whom are hidden all the treasures of wisdom and knowledge" (Col. 2:3) (1978; 2013). Dr. Alexander suggests that a Christian education based on the foundational truths of the Bible will encourage students to develop a deeper realization of self and help them to serve a higher calling and purpose in life (1978; 2013). The foundational truths found in scripture are essential to the life of an adolescent for they help to cultivate not only a discerning mind, but also a strong character and a nurtured faith.

Recent studies on the topic of youth and faith suggest that the local church requires support in preparing teenagers for their transition from secondary school to post-secondary education and/or vocational pursuits. A study done by George Barna in 2006 found that six out of ten 20-somethings who were involved in church during their teen years no longer attended church and that 61% of individuals who were church-ed as teens became disengaged by the time they were 23. Britt Beemer, a representative of America's Research Group, was commissioned to supplement Barna's research and find out why these young adults were leaving the church. After surveying 1,000 young people between the ages of 20-29, Beemer found that distrust in the Bible was the primary reason for these young adults leaving their faith (Barna, 2006). When asked if they thought the Bible contained errors, 40% said yes, 30% did not know, while only 30% said no (Barna, 2006). When asked what type of high school they had attended, 86% of participants answered public, 7% said Christian, 3% were home schooled, and the last 4% had some other type of education (Barna, 2006). What this research tells us is that the Christian beliefs and disciplines of young adults can be profoundly challenged once they enter post-secondary education and/or the workforce. Providing a comprehensive network of instruction, support and encouragement based on biblical teachings to youth at the secondary school level (during their formative years) could help them to navigate life as an independent adult with more confidence in their Christian convictions.

B) The Need to Promote a Positive Transition from Primary School to Secondary School

In recent years, the Ministry of Education has established a “Transitions Program” for students in elementary school entering into secondary school. This initiative has been implemented in an attempt to make the move more effective academically, psychologically and socially for students entering secondary education. Support for this initiative is included in the following paragraph.

When compared to primary schools, secondary schools are relatively bigger, more heterogeneous, more compartmentalized, less tolerant, more rules bound, more concerned with ability and less personal (Anderson et al, 2000). After making the transition from primary school to secondary school, students report that their courses are more difficult, their teachers are stricter and that making friends is more difficult than it was in elementary school (Anderson et al, 2000). The movement from primary to secondary school is commonly associated with decreases in academic achievement, decreases in self-esteem and increases in social anxiety (Alspaugh, 1998; Eccles et al, 1993; Galton et al, 2003). Nicholls and Gardner (1999) suggest that “the discontinuity in student progress between elementary and secondary school could be related to the shift in school cultures, the lack of recognition of a student’s achievements in elementary school and the wide range of feeder schools from which students are assessed.” Researchers have found that students with more positive transition experiences belong to secondary schools that modify their social culture to increase a sense of belonging and personalized care (Eccles et al, 1993; Dubois et al 1994; Keating, 1996). Again, with strong Christian academic programming already in place that encourages camaraderie and supports student empowerment, CCA could create a secondary institution that would assist youth in successfully transitioning from primary school to secondary school.

C) The Need for a Secondary School that Promotes more Individualized Instruction and Inter-Grade Collaboration.

An examination of student-teacher relationships at the secondary school level found that these interactions were less personal, less positive, less supportive, less caring and more distrustful when compared to those at the primary school level (Eccles, et al 1993). Barber and Olsen (2004) found that student-teacher relationships and the amount of individualized support offered to students at the high school level significantly affected student’s academic, personal and inter-personal functioning. By offering smaller class sizes, as we do at the primary level, CCA would be able to cater to an adolescent’s need for individualized attention and in turn promote positive student-teacher relationships.

A significant link has been found between peer relationships (group membership, acceptance and friendships) and student academic achievement (Demetriou et al, 2000). Establishing and maintaining good friendships is essential for a positive secondary school experience (Galton et al, 2003). A study conducted by Kvalsund (2000) showed that collective play dominates in most small schools and that the students in these schools are quite successful at solving inter-peer conflicts on their own. In larger schools, a more restricted (age and gender segregated) form of play and socializing is seen (Kvalsund, 2000). As a result, these students more often require a mediator to solve their inter-peer conflicts (Kvalsund, 2000). Teachers need to recognize the value of peer support, especially those relationships that span age and gender, and come to legitimize it as a tool to promote self-directed learning in the classroom (Kvalsund, 2000). As a small, rural school that already promotes camaraderie amongst its student, CCA could easily adapt their curriculum and classroom design to facilitate inter-grade mentoring and productive classroom relationships between students at the secondary school level.

Project Description

In September 2014 Calvary Christian Academy (CCA) will begin a new venture as it opens its doors to a secondary school. This secondary institution will serve as an extension of the academy building on the vision and practices that have made CCA a success. The school will scale in its development starting with a Grade 9 program in September 2014 and then progressively adding grades 10, 11 and 12 in subsequent years. Over the next year, board members, parents, staff and students will play an integral role in developing the framework for establishing the CCA secondary school. We will seek to collaborate with those who have made the CCA primary school a success in developing all aspects of the secondary school from administrative practices to extra-curricular programs.

Mission Statement

As a secondary institution our mission at CCA is to provide an innovative and dynamic learning environment that provides all students with multiple opportunities for success and self-actualization. We will take a holistic approach to the development of each student as a “whole person” challenging them and nurturing them intellectually, physically, emotionally, psychologically, socially and spiritually. Our goal is to develop our students into independent and capable young adults with a desire to serve the Lord and others by providing them with an education rooted in core Christian values. We will pursue every avenue to ensure that our students are well equipped to navigate the challenges of tertiary study and vocational choice.

Success Plan

We believe that an exceptional education is inspired, innovative and immersed in a Biblical identity. We believe that an exceptional learning community looks to produce and engage with culture. It does so by encouraging its students to be active in their surrounding communities – directly applying the skills taught in the classroom to real-world scenarios. Through the use of Blended Learning and Project Based Learning (PBL) we will look to create an atmosphere that incorporates all of these principles. Using these teaching practices, CCA will foster an environment of support and collaboration by regularly bringing students from different grades together into one classroom. A maximum of 15 students per grade will be enrolled at CCA Secondary School to ensure that this inter-grade learning environment is done effectively. Given this unique learning environment students who enroll in CCA Secondary School will need to demonstrate a sound ability to learn independently, to manage a rigorous academic schedule and to engage in high order thinking.

Framework and Curriculum

In developing the framework and curriculum for the CCA Secondary School, the development team will look to do the following:

Provide High-Quality Educational Programming centered in Christian Principles

Providing a high quality Christian education will continue to be Calvary Christian Academy's first priority. CCA secondary school will look to create an educational community that puts God and the Bible at the center of its teachings and practices affording staff and students an environment where they will flourish.

Develop a Framework that is accredited with the Ministry of Education

This development project will seek accreditation from the Ministry of Education to ensure that it provides academic programming that meets the requirements of an Ontario Secondary School Diploma (OSSD). To effectively meet the needs and requirements of the Ontario curriculum, CCA will adopt the practices of a blended learning classroom. Blended learning is a formal education program that offers a combination of direct instruction and online courses within a traditional classroom setting. Unlike e-learning classes where students are physically separate from their teacher and classmates, blended learning occurs within a face-to-face class that happens at a specific place and time. Blended learning combines the support of classroom learning with the flexibility of e-learning. There are several types of blended learning models that adhere to the standards put forth by the Ministry of Education. There are also many advantages to employing blended learning strategies in the secondary school classroom. Please see the following link for a comprehensive list and detailed explanations of these models and their advantages <http://vimeopro.com/edelements/education-elements>. The development team will seek guidance from education institutions that have successfully implemented blended learning programs. We will also use the provincial Learning Management System (LMS) to support the delivery of our online credit courses. The LMS is a teacher-mediated system that supports the delivery of online credit courses from grades 9 to 12. It contains a wide range of collaborative and administrative tools such as chat, threaded discussion, blogs, whiteboards, quizzes and student tracking to support such programs. Further information pertaining to how to access blended learning programs and the technology required to support these programs are highlighted below in the section on *Program Methodology*.

Collaborate with other Christian Secondary Schools that have Experienced Success

In creating the CCA Secondary School framework, the development team will seek to partner with other private Christian secondary institutions that have successfully implemented Christian-based academic programming approved by the Ministry of Education. Furthermore, the development team will explore the creation of a CCA Secondary School Diploma as an extension of the OSSD (*see Program Methodology*). This extra certification will encourage students to strive for excellence in biblical leadership and community involvement.

Develop a Servant Leadership Program and a Cooperative Education Program

The development team will look to create a cooperative education program that will be offered to students in grades 11 and 12. Students will have the opportunity to earn credits towards their OSSD while gaining hands-on experience in a vocation of their choice. Beyond this co-op program, the development team will explore the implementation of an application-based leadership program. This program will encourage students to carefully explore God's calling on their lives. It will offer a Foundations program in

grades 9 and 10 and a Pipeline program in grades 11 and 12. Further details and options are highlighted below in *Program Methodology*.

Build Extra-Curricular Activities

The development team will look to provide opportunities for students to participate in extra-curricular activities outside of the classroom. With the strengths and limitations of the CCA facilities in mind, we will begin by concentrating our efforts and striving for excellence in a few extra-curricular programs (*Program Methodology*). To ensure effective growth and progression, students will be encouraged to assist with the creation of further clubs and programs as part of the servant leadership program.

Program Goals

Short Term Goals

- 1) Evaluate the interest in a CCA Secondary School by way of qualitative and quantitative data collection.
- 2) Seek staff and volunteers to assist in developing a framework for a CCA Secondary School.
- 3) Contact the Ontario Alliance of Christian Schools (OACS) to seek partnership with Private Christian Secondary Schools for course offerings in religious studies.
- 4) Develop a financial strategy and gather the resources needed to establish a Grade 9 academic program.

Long Term Goals

- 1) Create a framework that will outline our strategy to successfully scale the development of a CCA Secondary School from Grades 9-12 over the next 4 years.
- 2) Finance and provide a seminar style Grade 9 classroom equipped with technological resources at a 1:1 ratio.
- 3) Pass the Ministry of Education inspection by ensuring that the CCA Secondary School meets all of their administrative and curriculum guidelines.

Program Methodology

Our vision for a CCA secondary school is to create an innovative, multi-faceted, dynamic and technology-rich learning environment that will provide every student with the opportunity for success, self-discovery and leadership. We will look to accomplish this by developing high-quality, Christian-based educational programming that is accredited with the Ministry of Education, by collaborating with other Christian secondary schools that have experienced success in program development, by developing a Servant Leadership Program and a Cooperative Education Program and by building extra-curricular activities. The following methodology will outline steps that can be taken to accomplish this vision. Each section will state the specific requirements as laid out by the Private School Ministry of Education Document and will be followed by CCA's vision for each specific prerequisite.

A comprehensive policy manual for what an accredited private secondary school must include to pass ministry inspection can be found at the Ministry of Education website. The development team will further explore this document as we develop a CCA secondary school framework.
http://www.edu.gov.on.ca/eng/general/elemsec/privsch/PrivateSchools_PolicyManual.pdf

Registering CCA Secondary School as a Ministry of Education Private School that Offers Christian Based Educational Programming

Ministry Registration Requirements

What is a Private School? Under subsection 1(1) of the Education Act a private school is defined as:

“an institution at which instruction is provided at any time between the hours of 9 a.m. and 4 p.m. on any school day for five or more pupils who are of or over compulsory school age in any of the subjects of the Elementary or Secondary school courses of study...”

This definition sets out the basic criteria that a private school must meet in order to operate.

Submitting Notice of Intention (NOI) is an annual requirement. All private schools that plan to operate in a given school year must submit the NOI by September 1 of that year. There is an annual fee of \$300.

Ministry Requirements for a Christian Education

Beginning in September 1993, inspected private secondary schools may offer programs in religious education that can be applied towards an [Ontario Secondary School Diploma \(OSSD\)](#). A student may earn no more than the equivalent credit value of one credit in religious education as part of the Grade 9 program.

Ministry of Education Academic Programming Requirements

- Completion of 30 secondary school credits (*See Appendix B for Ministry Requirements*)
- Control of quality of instruction and evaluation of student achievement
- Control of content of the program or courses of study
- A common school-wide assessment and evaluation policy

- Completion of Standardized Testing (Grade 9 Mathematics and Grade 10 Literacy) <http://www.eqao.com/categories/home.aspx?Lang=E>
http://www.eqao.com/pdf_e/11/Guide%20to%20EQAO%20Tests%20in%20Secondary%20School%20-%20English.pdf

CCA's Vision

1) To Offer a CCA Secondary School Diploma: The development team will further explore the option of offering a CCA Secondary School Diploma to complement the OSSD. The CCA Secondary School Diploma will meet all the requirements of OSSD while inspiring students to pursue excellence and exceed curriculum expectations. These expectations will primarily encourage students to the complete bible based courses and to become heavily involved in the community.

Similar practice can be found in the following institutions:

- Hamilton District Christian High, Hamilton, Ontario
<http://hdch.org/wp-content/uploads/2011/12/Course-Calendar-2013-2014-for-web.pdf>
- Redeemer Christian High School, Stittsville, Ontario
http://www.rchs.on.ca/rchs_files/admin/documents/coursecal13-14.pdf
- Kings Christian Allegiate, Oakville, Ontario
<http://www.kingschristian.net/academics/courses>

To realize our goals, the CCA secondary school development team will look to partner with other private Christian institutions in Ontario that have experienced success in developing a secondary program accredited by the Ministry of Education.

2) To supply courses (both academic and religious-based) that meet OSSD Requirements: CCA Secondary School will closely follow the Ontario Secondary School Curriculum to ensure that all required credits are offered to our students. CCA Secondary School will offer a Bible/Worldview curriculum in which students will need to obtain a compulsory four credits in addition to their OSSD requirements to receive the CCA Secondary School Diploma.

The development team will seek to purchase one “locally developed” Bible based course from the Ontario Alliance of Christian Schools (HRE13). This course is commonly offered at other Christian Secondary Schools (e.g., Thunder Bay Christian High School, Hamilton District Christian High School and Redeemer Christian High School). I am currently seeking more information for the following course (HRE33) offered by Hamilton DCH as it would be an excellent addition to CCA’s current Bible curriculum.

***HRE33 - Living as Christians in a Changing World** HDCH Perspective: This locally developed course helps students acquire a foundation for understanding the world by way of a Christian worldview. They will acquire a better understanding of themselves; of the conflicting forces within a pluralistic, secular society; and of God’s purpose for them as Christian believers in this world. Students will begin to evaluate ideas, values, and actions against the standard of biblical principles, and learn what it looks like to live according to that pattern. This course is therefore designed to confront students with the current prevailing society, and to invite them to positive Christian living in that society.*

All Bible Based/Worldview Courses offerings for senior students (grades 11 and 12) will be selected from course offerings provided by the Ministry of Education.

See Bible/Worldview Course Selection: APPENDIX

3) To employ a Blended Learning Model in the delivery of our educational programs: A blended learning environment (for a detailed explanation see *Project Description*) will allow CCA to maximize its resources and provide highly effective academic programming. High quality technological resources (example: Macintosh Desktops, Laptops or IPADS) will be essential in delivering an effective program. The Ministry of Education highlights specific blended learning models on their Learning Management System (LMS) website in an attempt to help schools cater to the needs of its staff and students.

<http://www.edu.gov.on.ca/elearning/blend.html>.

http://www.desire2learn.com/resources/video/view/?id=1_hjfnz3c&category=K-12

There are a multitude of online courses available, however not all programs are ministry accredited or complement a blended learning environment. The Ministry of Education advises those seeking online courses to contact their local public school board for registration. Upon contact with the UCDSB, we have decided that The Ministries alternative request “Independent Learning Centre (ILC)” would best suit the vision of CCA Secondary School.

The Ministry of Education recommends the International Learning Centre (ILC) as an online resource. The ILC offers programs that follow a blended learning model combining print and online components with support from certified Ontario high school teachers. The ILC offers convenience, flexibility, affordability and confidentiality. There is a non-refundable administration fee of \$40 and an additional course fee of \$350 per student. <http://www.ilc.org/school/index.php>

The development team will carefully consider all course options to ensure that they closely align with the vision set out by CCA Secondary School.

Another course option to consider is the implementation of a **Multi-Subject Instructional Period (MSIP)**. MSIP serves as a fifth period in the daily schedule. Instead of classes being 75 minutes long all four courses plus the MSIP period would be 60 minutes in duration. MSIP gives the students an opportunity to work independently or collaboratively with their peers to complete assigned homework.

4) To supply a comprehensive athletics program that will meet OSSD Requirements: Incorporating an integrated volleyball and basketball program into curriculum expectations. When the school opens, CCA will offer a high-level volleyball and basketball program. Time spent in the volleyball and basketball program will count towards student’s Physical and Health Education credits. An additional certified teacher would act as lead coach for the volleyball and basketball program.

The development team will look to create an in-depth framework for students wishing to pursue these sports at a competitive level. This framework would outline details concerning the facility, resources and coaching support needed to implement an effective intra-curriculum athletics program. Other inter-school sports will come to be offered over the years as the student body and the school facilities develop.

Students who are not enrolled in the volleyball/basketball program will participate in alternative courses with the homeroom teacher. For example, students not participating in the athletics program can enroll in a traditional physical education class. All students will come together from both programs for health class. A similar practice can be seen at the PEAC: School For Elite Athletes in Toronto, Ontario:

<http://www.peac.ca/>

Future Consideration: Specialist High Skills Major (SHSM) - Sports and Healthy Active Living (SHAL) Program. At first, CCA will not be able to offer this program as a school must be able to provide all courses of this program in academic, applied, and essential streams. This will be something to consider going forward. <http://www.rainbowschools.ca/secondary/lasalles/programs/support/SHALProgramFINAL2013.pdf>

4) To develop a three-year course timetable for the Grade 9 and Grade 10 Program: The development team will explore an effective course timetable for Grade 9 and 10 students. A sample format is shown below: See Appendix

Developing a Servant Leadership Program and a Cooperative Education Program

Ministry of Education Requirements

- All students complete a minimum of 40 hours community service.

CCA's Vision

To Deliver an effective Servant Leadership Program: The CCA secondary school development team will look to create a framework for the delivery of an effective servant leadership program that will be integrated into the Bible/Worldview Curriculum. The program will be built as an extension of the Servant Leadership Program developed and delivered by Veronica Horsey in the CCA Grade 8 classroom. This program will encourage students to carefully explore God's calling on their lives and will encourage students to take an active, volunteer-based role in their surrounding communities. Throughout all four years, students will learn about a number of different post-secondary/vocational opportunities from participating in monthly career presentations. The program will be separated into two sections:

a) **Foundations Program** in Grades 9 and 10

Grade 9: *HRE33 - Living as Christians in a Changing World*

Leadership Focus - I'm Called: Understanding how you are called to be a Leader.

Class Trip - Students will take a two-day Leadership Retreat.

Grade 10: *Civics and Careers*

Leadership Focus - Working with The Impossible: Understanding the Leadership Gifts of Others; Team Building.

Class Trip - Students will take a two-day Teambuilding Trip (e.g., camping/canoe trip).

b) **Pipeline Program** in Grades 11 and 12

Grade 11: Students will select from the list of "Worldview" classes offered.

Leadership Focus - Mission Field in My Back Yard: How to Serve Others in your Community.

Class Trip - Students will take a two-day Service Trip.

Grade 12: Students will select from the list of "Worldview" classes offered.

Leadership Focus - Conviction Stirs Action: Understanding Service on a Global Scale.

Class Trip - Students will take a four-day Cultural Trip (mission trip).

To Deliver an effective Cooperative Education Program: The CCA secondary school development team will look to create a framework for the delivery of an effective Cooperative Education program available in Grades 11 and 12. We will look to partner with local businesses in the implementation of this program. Students will have the opportunity to earn credits towards their OSSD while gaining hands-on experience in a vocation of their choice.

Building Extra-Curricular Activities

CCA's Vision

To develop high quality extra-curricular activities at the CCA Secondary School level. The development team will look to provide opportunities for students to participate in extra-curricular activities outside of the classroom. With the strengths and limitations of the CCA facilities in mind, we will begin by concentrating our efforts and striving for excellence in a few extra-curricular programs. We will begin with the following three programs.

Inter-School Athletics:

Development of inter-school athletic programs will follow a similar pattern to the scaled development of the secondary school in its entirety. When the school opens, CCA will offer a high-level volleyball and basketball program. The development team will look to create an in-depth framework for student's wishing to pursue these sports at a competitive level. This framework will outline details concerning the facility, resources and coaching support needed to implement an effective program. Other inter-school sports will come to be offered over the years as the student body and the school facilities develop.

Intramurals:

Due to low student enrollment many inter-school athletics will not be possible in the early stages of the CCA Secondary School. To fill this void, CCA will offer a comprehensive intramural program.

Concert Band:

CCA Secondary School will continue to build on the comprehensive music program already offered at the Primary Academy. Concert Band will offer a unique collaboration of modern praise and worship music.

To ensure effective growth and progression, students will be encouraged to assist with the creation of further clubs and programs as part of the servant leadership program. The clubs they forge will leave a lasting impression on CCA Secondary School for the years to come.

Staff and Volunteer Support Needed to Develop and Operate an Effective Secondary School Program.

Ministry of Education Requirements

- A principal in charge of the school
- Conduct criminal reference checks on staff?
- Employ teachers who are members of the Ontario College of Teachers?

CCA's Vision

CCA will run under the direction of Tom Bourne serving as Principal. All employment procedures will continue to follow CCA protocol, which adheres to the requirements of the Ministry.

To effectively operate, CCA will look to hire adequate staff qualified through the Ontario College of Teachers. All staff will be expected to express a sincere commitment to Jesus Christ. They must be in good standing with and regularly attend a Bible-believing church. Staff will be required to complete additional training sessions in the chosen blended learning program and the technology chosen to support it.

See Appendix for proposed Grade 9 Timetable and Staffing Summary

Administration Procedures Needed to Develop and Operate an Effective Secondary School Program.

Ministry of Education Requirements

- Have a code of conduct or other discipline policy?
- Administer Education Quality and Accountability Office (EQAO) testing?
- Publish its admissions policy?
- Enter into contracts with parents regarding fees, refunds and other policies?
- Have a procedure for resolving complaints by parents and pupils?
- Have a policy regarding access to the student's records, such as the Ontario Student Transcript (OST) or Ontario Student Record (OSR)?
- Publish the number of years it has been in operation?
- Have liability insurance with respect to accidents involving pupils?
- A common procedure for reporting to parents
- A common school-wide attendance policy

CCA's Vision:

All administration procedure and protocols will be an extension from that which has been established in the CCA primary school. The development team will closely reconsider each practice to ensure that all regulations meet the needs of our new demographic.

Facilities and Resources Needed to Develop and Operate an Effective Secondary School Program.

Ministry of Education Requirements

- A central office for the maintenance of student records.

CCA's Vision

The Classroom

The Grade 9 program will require an additional classroom to effectively deliver the program. The secondary school development team will consider a building project and/or portable. The classroom will be organized in a seminar style environment. Students will be seated around conference tables. This will make

best use of the space provided, allow for maximum student engagement and provide an easy transition between direct instruction and correspondence. See *Appendix* for the projected budget of the secondary school facility.

Required Technology

Quality technology will be essential in delivering an innovative and effective blended learning program. As a small private school, CCA recognizes the benefit of investing in up-to-date technology. Technology will play a large role in providing a seamless transition between direct instruction and online courses.

Enrollment in CCA Secondary School will require an additional cost of individual technology. Two technological options are listed below. This is not an exhaustive list. The development team will further investigate other options to best service the needs of the CCA Secondary School.

1) Individual Tablets (iPads)

Students who enter into Grade 9 will receive their own iPad to use throughout their four years at CCA Secondary School. Many institutes provide the iPad technology on a loaner basis.

Advantages

- Extensive collection of educational resources available to staff and students.
- Digital textbooks can be uploaded onto each student's iPad. No longer will hardcopy textbooks need to be replaced. All digital updates can be loaded onto iPads. *Digital textbook prices range from 5-15 dollars per text. Hard copy textbooks can range from 80-100 dollars per text (prices based on McGraw Hill text).*
- Digital textbooks offer built in interactive and enrichment resources that extend well beyond the capabilities of a printed text.
- Additional readings can also be accessed through the extensive ibooks library.
- Very user friendly and intuitive structure.
- Great battery life. This is essential for providing a reliable and functional work environment.
- Promotes a progressive and collaborative working environment.
- Can work in conjunction with SmartBoard technology and can be easily synced to a projector.
- Can improve organizational skills.
- Supports differentiated learning capabilities (e.g., iPad can read and write for students who require support in these areas).
- Built-in camera helps to associate abstract concepts with physical objects.
- Ability to connect with other students internationally (access to blogs, facetime, skype, podcasts, etc.).

Disadvantages

- Professional development necessary for teachers (however, CCA staff have already been trained and have at least one year experience).
- Some complex software programs cannot run on the iPad (e.g., Adobe Creative Suite, Adobe flash and java script).
- No USB port

Cost: iPad 2 (10 pack): \$3, 790 (educational institution pricing through Apple)

Lease to own option: <http://www.apple.com/financing/education.html>

2) Computer Lab

The lab will be equipped at 1:1 ratio (one device for every student). This may include a variety of different combination. For example,

- 1) Everyone receives the same device (e.g., laptop).
- 2) A combination of different devices is provided: 5 desktop computers, 5 laptops, and 5 tablets for a class of 15 students.

Advantages

- This would provide an excellent variety of technological resources each with it's own advantages. Student's would be able to function in small groups and rotate from one device to the next depending on the project.
- We could effectively scale a computer lab as we develop each Grade from 9 to 12. Scheduled periods in the computer lab would work effectively with the program design.
- Initial cost would be greater than providing iPads, but would be more affordable to sustain over a long period of time.
- Complex software can be offered through the use of laptop and desktop devices.
- Fewer issues with technology maintenance and damage.

Disadvantages

- Limited access and shared resources amongst a large group of students as subsequent Grades are scaled into the secondary school.
- Less portable and more difficult to comply with various classroom needs.
- Inability for students to take the device home.
- Not integrated directly into the blended learning classroom environment if the students have to travel to a computer lab

Cost: Using Apple Products

MacBook Learning Lab (10 MacBook Air computers, 4GB of RAM each) \$10,799.00

Apple also allows you to create you own custom lab where you can combine different devices

Lease to own options for education are provided

<http://www.apple.com/financing/education.html>

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Appendix A: Diploma Requirements

Ontario Secondary School Diploma (30 Total Credits)			
18 Compulsory Credits		Plus	
4	credits in English	1	additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career Education, or cooperative education***
3	credits in Mathematics		
2	credits in Science		
2	credit in Canadian geography		
1	credit in Canadian history		
1	credit in the Arts		
1	credit in French as a second language		
.5	credit in civics		
.5	credit in career studies	1	additional credit in health and physical education or the arts or business studies, or French as a second language**, or cooperative education***
<i>In addition students must complete</i>			
12	additional credits of student choice 40 hours of community involvement activities the provincial literacy requirement	1	additional credit in Science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education***
<small>* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a grade 12 compulsory course. ** A maximum of 2 credits in French as a second language can count as compulsory credits. A maximum of 2 credits in cooperative education can count as compulsory credits. *** The 12 optional credits may include up to four credits earned through approved dual credit courses.</small>			

CCA Secondary School Diploma (30 Total Credits)			
21 Compulsory Credits		Plus	
4	credits in Biblical and World View Studies**	1	additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career Education, or cooperative education***
4	credits in English		
3	credits in Mathematics		
2	credits in Science		
1	credit in Canadian geography		
1	credit in Canadian history		
1	credit in the Arts		
1	credit in Health and Physical Education		
1	credit in French as a second language	1	additional credit in health and physical education or the arts or business studies, or French as a second language**, or cooperative education***
<i>In addition students must complete</i>			
9	additional credits of student choice 40 hours of community involvement activities the provincial literacy requirement	1	additional credit in Science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education***
<i>Grade 9 HRE13, New Testament</i> <i>Grade 10 GLC20, 1/2 credit, Career Studies and CHV20 1/2 credit, Civics</i> <i>Grade 11 Select at least one credit from Worldview Studies</i> <i>Grade 12 Select at least one credit from Worldview Studies</i>			

Appendix B: Staffing and Course Timetable Overview

Year 1: 2014/2015

Staff: Roles and Responsibilities	
Principal	<ul style="list-style-type: none"> Will serve as advisory and final authority
Vice Principal	<p><i>As Vice Principal, responsible for the following:</i></p> <ul style="list-style-type: none"> The implementation of policy and procedures regarding: code of conduct, student discipline, classroom observations and parent communications Oversee the procedure of standardized testing Assessment and evaluation of student and teacher performance The organization of the school calendar in collaboration with Principal Maintain school website in collaboration with Principal Develop and implement new marketing and promotional initiatives in collaboration with Principal
FTE Teacher 1.2	<p><i>Teacher responsibilities include:</i></p> <ul style="list-style-type: none"> Development and implementation of course timetable and unit plans Daily course delivery in 8 course credits per year plus MSIP duties Carry out and document all assessment and evaluation Maintain regular communication with parents Conduct morning devotions Implement Athletic Program
Office Manager (0.2 Contract)	<p><i>As Office Manager, responsible for the following:</i></p> <ul style="list-style-type: none"> The development and implementation of policy and procedures regarding: attendance, scheduling, student success plan guidance Oversee the management of financials: collection, filing, and reports Managing the telephone, fax and e-mail both incoming and outgoing. Responding to enquiries in the office Assistance with the creation of school documents (i.e. permission forms, newsletters, incident reports, etc.) Assistance with school website Assistance with marketing and promotion initiatives

Course Overview: 2014/2015

	Semester 1	Semester 2
Period 1	Math ©	Geography ©
Period 2	English ©	Science ©
Period 3	Integrated Arts (CCA)	French 9 ©
Period 4	Bible (CCA) Phys Ed. (CCA)	Bible (CCA) Phys Ed. (CCA)
Period 5	MSIP	MSIP
<i>Compulsory Credits: ©</i> <i>CCA Diploma: (CCA)</i> <i>Elective Credits: (e)</i>		

Weekly Timetable: Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45 – 9:00	Devotions	Devotions	Devotions	Devotions	Devotions
Period 1 9:00– 10:00	Math MFM 1D	Math MFM 1D	Math MFM 1D	Math MFM 1D	Math MFM 1D
Period 2 10:05 – 11:05	English ENG 1D	English ENG 1D	English ENG 1D	English ENG 1D	English ENG 1D
Period 3 11:10 – 12:10	Integrated Arts Music ALC10	Integrated Arts Media Arts ALC10	Integrated Arts Music ALC10	Integrated Arts Media Arts ALC10	Integrated Arts Music ALC10
LUNCH 12:10 – 1:10					
Period 4 1:10 – 2:10	Phys Ed Volleyball PPL 10	Bible HRE 13	Phys Ed Volleyball PPL 10	Bible HRE 13	Phys Ed Volleyball PPL 10
Period 5 2:15 – 3:15	MSIP	MSIP	MSIP	MSIP	MSIP
Dismissal: 3:15- 3:25					
Week A:			Week B:		
<ul style="list-style-type: none"> Physical Education (Monday, Wednesday, Friday) Music (Monday, Wednesday, Friday) 			<ul style="list-style-type: none"> Bible (Monday, Wednesday, Friday) Media Arts (Monday, Wednesday, Friday) 		

*All Secondary School course details can be found at the Ministry of Education website.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>*

Weekly Timetable: Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45 – 9:00	Devotions	Devotions	Devotions	Devotions	Devotions
Period 1 9:00 – 10:00	Geography CGC 1D	Geography CGC 1D	Geography CGC 1D	Geography CGC 1D	Geography CGC 1D
Period 2 10:05 – 11:05	Science SNC 1D	Science SNC 1D	Science SNC 1D	Science SNC 1D	Science SNC 1D
Period 3 11:10 – 12:10	French FSF 1D	French FSF 1D	French FSF 1D	French FSF 1D	French FSF 1D
LUNCH 12:10 – 1:10					
Period 4 1:10 – 2:10	Phys Ed Basketball PPL 10	Bible HRE 13	Phys Ed Basketball PPL 10	Bible HRE 13 Mr. Rice	Phys Ed Basketball PPL 10
Period 5 2:15 – 3:15	MSIP	MSIP	MSIP	MSIP	MSIP
Dismissal: 3:15- 3:25					
Week A:			Week B:		
<ul style="list-style-type: none"> Physical Education (Monday, Wednesday, Friday) 			<ul style="list-style-type: none"> Bible (Monday, Wednesday, Friday) 		

All Secondary School course details can be found at the Ministry of Education website.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Year 2: 2015/2016

Staff: Roles and Responsibilities	
Principal	
Vice Principal	<p><i>As Vice Principal, responsible for the following:</i></p> <ul style="list-style-type: none">• Oversee the procedure of standardized testing• Assessment and evaluation of student and teacher performance• The organization of the school calendar in collaboration with Principal• Maintain school website in collaboration with Principal• Develop and implement new marketing and promotional initiatives in collaboration with Principal
FTE Teacher 2.0	<p><i>Teacher's will be responsible for the following credits</i></p> <ul style="list-style-type: none">• Development and implementation of course timetable and unit plans• Daily course delivery in 14 course credits per year plus MSIP duties• Carry out and document all assessment and evaluation• Maintain regular communication with parents• Conduct morning devotions
Office Manager (0.4)	<p><i>As the Office Manager</i></p> <ul style="list-style-type: none">• Role will not change from the previous year.• Contract hours will double to compensate for new students

Overview: Course Timetable

SEMESTER 1	Grade 9	Grade 10
Period 1 (2 teachers)	Math ©	Science ©
Period 2 (1 teacher)	MSIP 9/10	MSIP 9/10
Period 3 (2 Teachers)	French 9/10 ©	French 9/10 ^(e) Media Arts 10 ^(e)
Period 4 (1 Teacher)	Civics/careers © Physical Education _(CCA)	Civics/careers © Physical Education ^(e)
Period 5 (2 Teacher)	Science ©	English ©
SEMESTER 2	Grade 9	Grade 10
Period 1 (2 Teachers)	English ©	Math ©
Period 2 (1 Teacher)	History 10 ©	History 10 ©
Period 3 (2 Teachers)	Integrated Arts _(CCA)	Music ^(e) Media arts ^(e)
Period 4 (1 Teacher)	Civics/careers © _(CCA) Physical Education	Civics/careers © _(CCA) Physical Education
Period 5 (1 Teacher)	MSIP 9/10	MSIP 9/10
<i>Compulsory Credits: ©</i> <i>CCA Diploma: (CCA)</i> <i>Elective Credits: (e)</i>		

Weekly Timetable: Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45 – 9:00	Devotions	Devotions	Devotions	Devotions	Devotions
Period 1 9:00 – 10:00	Math 9 MFM 1D	Math MFM 1D	Math MFM 1D	Math MFM 1D	Math MFM 1D
	Science 10 SCN 2D	Science 10 SCN 2D	Science 10 SCN 2D	Science 10 SCN 2D	Science 10 SCN 2D
Period 2 10:05 – 11:05	MSIP 9/10	MSIP 9/10	MSIP 9/10	MSIP 9/10	MSIP 9/10
Period 3 11:10 – 12:10	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D
	Media Arts 10	Media Arts 10	Media Arts 10	Media Arts 10	Media Arts 10
LUNCH 12:10 – 1:10					
Period 4 1:10 – 2:10	Phys Ed Volleyball PPL 10	Civics GLC 20	Phys Ed Volleyball PPL 10	Civics GLC 20	Phys Ed Volleyball PPL 10
Period 5 2:15 – 3:15	Science 9 SCN 1D	Science 9 SCN 1D	Science 9 SCN 1D	Science 9 SCN 1D	Science 9 SCN 1D
	English 10 ENG 2D	English 10 ENG 2D	English 10 ENG 2D	English 10 ENG 2D	English 10 ENG 2D
Dismissal: 3:15- 3:25					
Week A:			Week B:		
<ul style="list-style-type: none"> Physical Education (Monday, Wednesday, Friday) 			<ul style="list-style-type: none"> Civics (Monday, Wednesday, Friday) 		

All Secondary School course details can be found at the Ministry of Education website.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Weekly Timetable: Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45 – 9:00	Devotions	Devotions	Devotions	Devotions	Devotions
Period 1 9:00 – 10:00	Math 10 MFM 2D	Math 10 MFM 2D	Math 10 MFM 2D	Math 10 MFM 2D	Math 10 MFM 2D
	English 9 ENG 1D	English 9 ENG 1D	English 9 ENG 1D	English 9 ENG 1D	English 9 ENG 1D
Period 2 10:05 – 11:05	Phys Ed Basketball PPL 10	Career Studies CHV 20	Phys Ed Basketball PPL 10	Career Studies CHV 20	Phys Ed Basketball PPL 10
Period 3 11:10 – 12:10	Integrated Arts Music	Integrated Arts Media Arts	Integrated Arts Music	Integrated Arts Media Arts ALC10	Integrated Arts Music ALC10
	Media Arts 10 ASM 20	Media Arts 10 ASM 20	Media Arts 10 ASM 20	Media Arts 10 ASM 20	Media Arts 10 ASM 20
	Music 10 ASMU 20	Music 10 ASMU 20	Music 10 ASMU 20	Music 10 ASMU 20	Music 10 ASMU 20
LUNCH 12:10 – 1:10					
Period 4 1:10 – 2:10	History 10 CHC 2D	History 10 CHC 2D	History 10 CHC 2D	History 10 CHC 2D	History 10 CHC 2D
Period 5 2:15-3:15	MSIP	MSIP	MSIP	MSIP	MSIP
Dismissal: 3:15- 3:25					
Week A:			Week B:		
<ul style="list-style-type: none"> Physical Education (Monday, Wednesday, Friday) Integrated Arts: Music (Monday, Wednesday, Friday) 			<ul style="list-style-type: none"> Career Studies (Monday, Wednesday, Friday) Integrated Arts: Media Arts (Monday, Wednesday, Friday) 		

All Secondary School course details can be found at the Ministry of Education website.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Year 3: 2016/2017

	Grade 9	Grade 10
Period 1 <i>(2 teachers)</i>	Math ©	Science ©
Period 2 <i>(2 teachers)</i>	MSIP 9/10	MSIP 9/10
Period 3 <i>(2 Teachers)</i>	French 9© /10	French 9 © /10 ^(e) Media Arts 10
Period 4 <i>(1 Teacher)</i>	Bible _(CCA) Physical Education _(CCA)	Bible _(CCA) Physical Education ^(e)
Period 5 <i>(1 Teacher)</i>	Science ©	English ©
	Grade 9	Grade 10
Period 1 <i>(2 Teachers)</i>	English ©	Math ©
Period 2 <i>(1 Teacher)</i>	Geography 9 ©	Geography 9 ©
Period 3 <i>(2 Teachers)</i>	Integrated Arts _(CCA)	Music ^(e) Media arts ^(e)
Period 4 <i>(1 Teacher)</i>	Bible _(CCA) Physical Education _(CCA)	Bible _(CCA) Physical Education ^(e)
Period 5 <i>(1 Teacher)</i>	MSIP 9/10	MSIP 9/10
<i>Compulsory Credits: ©</i> <i>Compulsory for CCA Diploma: (CCA)</i> <i>Elective Credits: (e)</i>		

Weekly Timetable: Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45 – 9:00	Devotions	Devotions	Devotions	Devotions	Devotions
Period 1 9:00 – 10:00	Math 9 MFM 1D	Math MFM 1D	Math MFM 1D	Math MFM 1D	Math MFM 1D
	Science 10 SCN 2D	Science 10 SCN 2D	Science 10 SCN 2D	Science 10 SCN 2D	Science 10 SCN 2D
Period 2 10:05 – 11:05	MSIP 9/10	MSIP 9/10	MSIP 9/10	MSIP 9/10	MSIP 9/10
Period 3 11:10 – 12:10	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D	French 9/10 FSF 1D FSF 2D
	Media Arts 10	Media Arts 10	Media Arts 10	Media Arts 10	Media Arts 10
LUNCH 12:10 – 1:10					
Period 4 1:10 – 2:10	Phys Ed Volleyball PPL 10	Bible HRE 13	Phys Ed Volleyball PPL 10	Bible HRE 13	Phys Ed Volleyball PPL 10
Period 5 2:15 – 3:15	Science 9 SCN 1D	Science 9 SCN 1D	Science 9 SCN 1D	Science 9 SCN 1D	Science 9 SCN 1D
	English 10 ENG 2D	English 10 ENG 2D	English 10 ENG 2D	English 10 ENG 2D	English 10 ENG 2D
Dismissal: 3:15- 3:25					
Week A:			Week B:		
<ul style="list-style-type: none"> Physical Education (Monday, Wednesday, Friday) Integrated Arts: Music (Monday, Wednesday, Friday) 			<ul style="list-style-type: none"> Bible (Monday, Wednesday, Friday) Integrated Arts: Media Arts (Monday, Wednesday, Friday) 		

All Secondary School course details can be found at the Ministry of Education website.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Weekly Timetable: Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45 – 9:00	Devotions	Devotions	Devotions	Devotions	Devotions
Period 1 9:00 – 10:00	Math 10 MFM 2D	Math 10 MFM 2D	Math 10 MFM 2D	Math 10 MFM 2D	Math 10 MFM 2D
	English 9 ENG 1D	English 9 ENG 1D	English 9 ENG 1D	English 9 ENG 1D	English 9 ENG 1D
Period 2 10:05 – 11:05	Phys Ed Volleyball PPL 10	Bible HRE 13 Mr. Rice	Phys Ed Volleyball PPL 10	Bible HRE 13	Phys Ed Volleyball PPL 10
Period 3 11:10 – 12:10	Integrated Arts Music ALC10	Integrated Arts Media Arts ALC10	Integrated Arts Music ALC10	Integrated Arts Media Arts ALC10	Integrated Arts Music ALC10
	Media Arts 10 ASM 20	Media Arts 10 ASM 20	Media Arts 10 ASM 20	Media Arts 10 ASM 20	Media Arts 10 ASM 20
	Music 10 ASMU 20	Music 10 ASMU 20	Music 10 ASMU 20	Music 10 ASMU 20	Music 10 ASMU 20
LUNCH 12:10 – 1:10					
Period 4 1:10 – 2:10	Geography CGC 1D	Geography CGC 1D	Geography CGC 1D	Geography CGC 1D	Geography CGC 1D
Period 5 2:15-3:15	MSIP 9/10	MSIP 9/10	MSIP 9/10	MSIP 9/10	MSIP 9/10
Dismissal: 3:15- 3:25					

All Secondary School course details can be found at the Ministry of Education website.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Appendix: C

Senior Bible/Worldview Course Selection

GPP30 - Leadership and Peer Support

*Prerequisite: Civics/Careers: GLC20 Ministry

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

Christian Perspective: This course is designed to allow students an opportunity to serve their peers and their school while exploring a variety of themes related to building an effective community. It provides, in a concrete way, a chance for students to be obedient to Christ's call for us to love our neighbours as ourselves. The course prepares and motivates students to provide leadership and assistance to others in their school and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in various service opportunities throughout the semester. Students will also learn the importance of contributing to their communities and helping students throughout their lives. The course is designed to follow two main strands: the theoretical and the practical. The theoretical part of the course explores the dynamics of human relationships and endeavours to find a Biblically- based, healthy model of interaction. The course also investigates human development and examines a variety of educational and social obstacles a person may encounter. The practical component of the course allows the student to apply his or her new skills in a variety of settings, including tutoring and participating in school activities.

EMS30 - English Media

*Prerequisite: ENG2D/P Ministry Course Description: This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty- first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in

CHW3M - World History to the 16th Century

*Prerequisite: CHC 2D Ministry Course Description: This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical- thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions. **Christian Perspective:** As Christians we have a unique view on creation, humankind and the issues that challenge humanity. In this course students will explore the historical and religious roots of the great civilizations that have formed the foundations of our Western Heritage. Cultural activity will be introduced as expressions of spiritual commitments with the aim of having students develop a Christian historical consciousness.

HRT 3M - World Religions: Beliefs, Issues, & Religious Traditions

*Recommended: HRE 13 Ministry

Course Description: This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions. **Christian Perspective:** Mosques, temples and shrines. Tao, Buddha and Mohammed. The diverse, multi- cultural Canadian landscape is in many ways also becoming more multi-religious. How should Christians in Canada respond? With dismay and disappointment or with the recognition that we have something to learn from encounters with people of different faith, or perhaps even with excitement that this challenge will give us an opportunity to learn more about the meaning of the Christian message? Answering these kinds of questions must begin with a better understanding of the basic beliefs and commitment of the major world religious traditions. With this course, students will be better equipped to discern the significance of world religions in the contemporary world, and better able to appreciate the uniqueness of Jesus Christ in a world of other gods.

HZT4U - Philosophy: Questions & Theories

*Prerequisites: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. Ministry Course Description: This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Christian Perspective: This course addresses a range of the "big questions" asked by philosophers from ancient times to the present, as they considered such issues as the nature of truth, a just social order, and the certainty of knowledge. Students will learn how to think critically about key issues in three or more major areas such as metaphysics, epistemology, aesthetics, political philosophy, logic and ethics. They will encounter the ideas of the major thinkers from influential philosophical traditions, learn to shape their own ideas and responses, and apply insights to contemporary issues and problems. The course will also encourage students to develop discernment in evaluating various philosophical positions and proposals from a Biblical perspective.

HHS4M - Individuals & Families in a Diverse Society

*Prerequisite: Any U, C or M course in Social Sciences & Humanities or Canadian and World Studies or English Ministry Course Description: This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

Christian Perspective: This senior level family studies course combines a theoretical study of the family with the development of interpersonal relationship skills and an examination of family life in Canada and within our Christian community. The course material is theoretical, practical, and religious in nature.

The theoretical component of the course provides the framework in which family life in its various stages of development is studied and also enables students to better understand the workings of their own family and families in general. The family is addressed in terms of individuals functioning as a unit and theories such as family systems theory and family development theory are studied in tandem with theories regarding individual development. Application and analysis of these theories require students to develop higher order thinking skills such as analytical thinking and problem solving. The independent study unit requires students to develop research skills and also to develop sound sociological field work tools as may be required in the university setting.

Families in Canadian Society is also a very practical course and of immediate use to students as they make their way into the young adult phase of their life and look ahead to establishing their own families of procreation. Students learn effective decision making skills as well as communication skills and conflict resolution skills that will serve them well at all stages of their development and will enhance the quality of their significant relationships.

While a focus of the course is on the experience of family and the sociological realities of family in Canada today, greater emphasis is placed on the family in our Christian community and ideals for Christian living within families. The Scriptures provide norms for the kinds of behaviours expected within families, and these norms are addressed in discussion of various life-stage roles that are held over a lifetime within families. The theme of empowerment as service of others for their benefit and good development is explored and applied to all life stages. In essence, the course strives to enable students to live a life of Christian faith inside their significant family relationships, be they present or future.

CHY4U - Modern Western Civilization

*Prerequisite: Advanced senior division Social Science Recommended: CHW3M and academic English Ministry Course Description: This course investigates the major trends in Western Civilization and World history from the 16th century to the present. Students will learn about the interaction between the emerging West and other regions of the World, and about the development of modern social, political, and economic systems. They will use critical thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions. **Christian Perspective:** This course investigates the major trends in Western Civilization and World history from the 16th century to the present. Students will learn about the interaction between the emerging West and other regions of the World.

CHM4E - Adventures in World History

*Prerequisite: CHC2P or 2D Ministry

Course Description: This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and cultures, examining such things as systems of government, technological developments, work, art, and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places and to communicate points of view about their findings. **Christian Perspective:** This course examines a variety of human experiences in world history from the earliest times to the present age. The primary focus is on the gifts of ingenuity and inventiveness. The ability to create is a God-given gift, but, we will see, was and is not always used for his glory or the furtherance of his kingdom. Together we will also learn about a wide range of social, cultural, religious, economic, and political topics, including the rise of the Christian faith, technological improvements, cultural expressions, the formations of social and political structures, and the overall values of individualism and community. As well, we have been given opportunity to develop our awareness of human experiences, to practice analytical skills of analysis and communication, and to cultivate a lifelong interest in the adventure of world history.

CGU4U - Human Geography

*Prerequisite: CGC1D and any U, M or C course in Canadian world studies, English, or social sciences and humanities. Ministry

Course Description: This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography and to identify and explain current trends and patterns, and predict future ones.

Christian Perspective: The framework of creation - fall - redemption - restoration surrounds this analysis of humankind in the world today. This can allow us to make some sense of the difficulties that we experience and can allow students a reasoned hope for the future. Geography for Business and Mission offers students grounding in God's truth where reconciliation is possible through Christ; through truth, hope is not "blind faith," but a sure knowledge and vision of a possible future. We probe restoration justice issues and equip students to operate as informed, compassionate and sensitive world travelers.

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

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

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Challenge and Change in Society, Grade 12, University/College (HSB4M)

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

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Interdisciplinary Studies, Grade 12, University (IDC4U)

*Prerequisite: Any university or university/college preparation course

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