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## COURSE DESCRIPTIONS

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# BUSINESS/TECHNOLOGICAL STUDIES

## COMPUTERS/INFORMATION SCIENCE

The world around us is a constantly changing environment. We see computers, technology, and business playing an ever increasing role in the workforce, academics, the home, and the church. A background understanding of how computers work, what can be done with them, and how they can be used creatively, is essential for every person today.

**BTT105:** *This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.*

*Prerequisite: None*

**TIK205:** *This course introduces students to computer science concepts. Students will learn about the stages in software design; the fundamental programming constructs of sequence, selection, and repetition; the functions of internal and external computer components; the relationship among networks, operating systems, and application software and their uses; and how programming languages evolve. Students will also develop an awareness of computer-related careers.*

*Prerequisite: None*

**BTA 301:** *This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies..*

*Prerequisite: None*

**ICS 3M1:** *This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on- and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society.*

*Prerequisite: None*

**ICS 4M1:** *This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore post-secondary education and career paths in computer science.*

*Prerequisite: ICS 3M1*



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## COURSE DESCRIPTIONS

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### ***BUSINESS***

The Business department at Woodland concerns itself with practical life-skills in our consumer oriented society. While doing this, everyday life-skills are related to an individual's walk in the Christian life. Relating to each other as a caring community with social skills and abilities, the Christian mandate is stressed. Being knowledgeable of the world of business allows the student to be a good steward of what has been received from God. Talents and money must be used properly. Emphasized also are organizational skills in dealing with daily life situations.

**BBI 201:** *This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.*

*Prerequisite: None*

**BAF 3M1:** *This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.*

*Prerequisite: None*

### ***TECHNOLOGICAL DESIGN***

Technological design is as diverse as the many fields of technology that it serves. This program has been designed to offer students an introduction to technological studies through practical experience. An appreciation of the aesthetic component of design, and a willingness to apply these principles to practice are important components of the drafting program. Practice enables students to expand their understanding of technological skills such as drawing and lettering neatly, interpreting and using various kinds of lines to produce an orthographic projection, and pictorial or architectural drawing. In order to complete these drawings, the students will develop the need to use dimensions, symbols, and notes. Most importantly, students will be able to visualize shapes drawn in orthographic projection.

Students will develop an ability to analyze and solve problems and to perform tasks logically and effectively. This is valuable because it nurtures gifts and aspects of character that often remain hidden in other courses. Students will be shown the need for appreciation, pride, and satisfaction that may be found in completing quality work through practical drawing exercises.

**TDJ 201:** *This course requires students to design and develop innovative products and services. Students will learn the following: how to identify user needs related to specified design problems; the physical properties of selected materials and their application in product design; techniques to create physical products and services; various presentation techniques; how to test and evaluate design solutions; and the implications of technology on the development of products or services. They will also become aware of design-related careers.*

*Prerequisite: None*

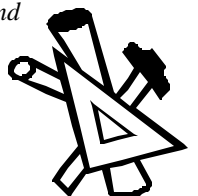
**TCJ 201:** *This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural*

*styles; and identify careers related to construction technology.*

*Prerequisite: None*

**TCJ 3E1:** *This course focuses on residential and light construction systems related to commercial, industrial, and/or recreational construction; the development of generic employment skills; and preparation for apprenticeship and training programs. Students will learn about and gain practical experience with various types of materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; and auxiliary systems. They will also study industry standards and building codes; consider health and safety issues; and explore careers, the importance of lifelong learning, and the impact of construction technology on society and the environment.*

*Prerequisite: None*



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## COURSE DESCRIPTIONS

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# ENGLISH

The English program is made up of a series of interconnected and consecutive courses which provide students with opportunities to develop an awareness of, understanding of, and appreciation for language and literature. This program equips students with the academic skills necessary for post-secondary education and/or careers in the workplace. These skills centre around proficiency, clarity, and imagination in writing as well as accuracy and depth in comprehension. Other aspects of communication are also integrated, most particularly oral communication and the study of media.

A Christian world-view is expressed in all the courses by working simultaneously with scriptural beliefs and the literature being studied. These Christian beliefs are used to evaluate human nature in all its aspects. As the search for truth arises in the various works of literature studied, English studies go beyond a literary objective and becomes a personal evaluation and response which confirms, develops, and builds the belief systems of the students.

**ENG 1D1:** *This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.*  
*Prerequisite: None*

**ENG 2D1:** *This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.*  
*Prerequisite: ENG 1D1 or ENG 1P1*

**ENG 2P1:** *This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.*  
*Prerequisite: ENG 1D1 or ENG 1P1*

**ENG 3U1:** *This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.*  
*Prerequisite: ENG 2D1*

**ENG 3C1:** *This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.*  
*Prerequisite: ENG3C1/ENG 2P1*



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## COURSE DESCRIPTIONS

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ENGLISH, continued...

**ENG 4C1:** *This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.*

*Prerequisite: ENG3C1*

**ENG 4U1:** *This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.*

*Prerequisite: ENG 3U1*

**EMS 3O1:** *This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.*

*Prerequisite: ENG2D1 or ENG2P1*

**IDC 4U1:** see arts



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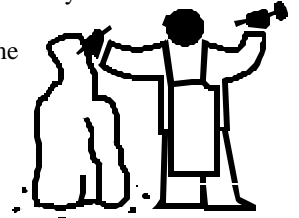
## COURSE DESCRIPTIONS

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# FINE ARTS

The Fine Arts program is a valuable and necessary element of the overall high school curriculum. It provides a balance to the academic courses by offering practical courses which are designed to develop the creative talents of the student. This is valuable because it nurtures gifts and aspects of character which often remain hidden or underdeveloped in other courses. It is necessary because we are made in the image of the Creator and we therefore have innate creativity which must be expressed in some form. The Fine Arts courses educate, refine, and mobilize this inherent creativity. All courses are highly practical, but each one integrates theory, Christian perspective, and some history.



## ART

Students learn to "see" more actively, intensely and reflect their vision in creative ways.

**AVI 105:** *This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. (half credit)*

*Prerequisite: None*

**AVI 205 - part 1:** *This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting). (half credit)*

*Prerequisite: None*

**AVI 3M1:** *This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.*

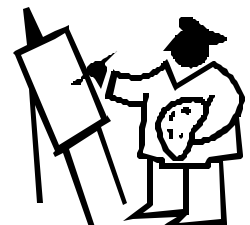
*Prerequisite: AVI 101*

**AVI 4M1:** *This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.*

*Prerequisite: AVI 3M1 or AVI 3O1*

**IDC4U1:** *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. The expectations for his course are based on literature, writing, and visual arts at the grade 12 level.*

*Prerequisite: one 4U course*



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## COURSE DESCRIPTIONS

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*FINE ARTS, continued...*

### ***DRAMA***

These introductory drama courses are structured to give students new experiences in creativity and self-expression. Theatrical games, tableau, mime, voice and scripting are studied as students improve their group skills and learn to overcome personal restraints.

**ADA 105 – part 1 :** *This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. (half credit)*

*Prerequisite: None*

**ADA 201 – part 1:** *This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience. (half credit)*

*Prerequisite: None*



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## COURSE DESCRIPTIONS

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FINE ARTS, continued...

### MUSIC

Students gain knowledge of the discipline of music through the study of its elements, structure, and history in a choral and instrumental setting. Information is practically applied to the choral music at hand. This leads to a discovery of students' individual God-given ability to communicate through music, enhancing their own creative potential to glorify their Creator.

**AMV 101:** *This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.*

*Prerequisite: None*

**AMV 201:** *This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.*

*Prerequisite: None*

**AMV 301:** *This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.*

*Prerequisite: AMU 10 or AMU 20*

**AMV 4M1:** *This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.*

*Prerequisite: AMV301*

**AMI 101:** *This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. Students will develop instrumental skills and appreciation for music*

*through an introduction to history, theory and critical listening*

*Prerequisite: None*

**AMI 201:** *This course emphasises performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This course emphasized performance of music at the intermediate level. Students will build on instrumental skills as well as develop music appreciation through exposure to history, theory, and critical listening.*

*Prerequisite: None*

**AMI 301:** *This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works in contemporary popular styles. Independently and in groups, they will also plan, market and produce music productions, making use of appropriate technology and will evaluate the results. This course emphasizes the appreciation, analysis and performance of music at the senior level including baroque, classic, popular, Canadian and non-Western music.*

*Prerequisite: None*

**AMI 4M1:** *This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. This course emphasizes the appreciation, analysis and performance of music from the romantic and the twentieth century periods including jazz, popular, Canadian and non-Western music. They will work on projects and group presentations.*

*Prerequisite: None*

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## COURSE DESCRIPTIONS

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# FRENCH

In today's society, communication skills, awareness and appreciation for other cultures, and the development of individual learning styles are essential. The curriculum offered by the French department is based on themes of high interest to the learner. Within each theme, a variety of language functions and related structural ideas as well as different items of cultural uniqueness are introduced. The French program provides for a balanced development of skills in listening, speaking, reading, and writing within the framework of a communicative-experiential approach.

As well, students are encouraged to see language as a gift from God to be used for clear and positive communication between ourselves and our neighbours. Through the study of French, students will also come to a better understanding of the culture and heritage of those with whom we share this country. By critically studying a second language and culture, students can also gain a better understanding of and appreciation for their own language and culture.

**FSF 1D1:** *This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.*  
*Prerequisite: 600 hours of French Instruction or equivalent*

**FSF1P1:** *This course emphasizes the development of oral communication, reading, and writing skills using broad-based themes. Students will use conversation, discussion and presentation to enhance their French comprehension and speaking skills. They will also read short stories, articles, poems, and songs, and write descriptions, letters, dialogues and invitations.*  
*Prerequisite: 600 hours of French Instruction or equivalent*

**FSF 2D1:** *This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.*  
*Prerequisite: FSF1D1*

**FSF 3U1:** *This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.*  
*Prerequisite: FSF 2D1*

**FSF 4U1:** *This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.*  
*Prerequisite: FSF 3U1*



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## COURSE DESCRIPTIONS

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# GUIDANCE AND CAREER EDUCATION

The Guidance and Career Education program has two general goals:

1. to assist students in discovering and articulating their God-given gifts and talents;
2. to help students make academic, vocational and personal choices, focusing on the long-term consequences of their decisions.

Within this framework students will:

- Develop appropriate educational plans;
- Explore career alternatives;
- Work through personal or relationship difficulties;
- Adapt to the high school environment;
- Be successful in their school work.

The program also aims to promote good relationships between parents/guardians, teachers and students.

Some of the specific activities in the Guidance program include the following: assisting in course selection and changes, providing information about secondary and post-secondary education, hosting visits from college and university admissions counsellors, providing vocational counselling, helping in completion of application forms, administering and interpreting vocational interest inventories, providing personal counselling and referrals, administering correspondence courses, and consulting with parents.

**GLC 205** *This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan..*

*Prerequisite: None*

**GWL 301:** *This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.*

*Prerequisite: GLC 205*

**GPP 301** *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.*

*Prerequisite: GLC 205*

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## COURSE DESCRIPTIONS

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### CLASP

**CLASP** (*Centred Learning Academic Support Program*) serves the needs of students of all levels of ability who face challenges in their academic work. The program helps students define their learning styles and gifts and use learning strategies as effectively as possible.

The CLASP program is not offered to everyone. The student enters the CLASP program through an elementary IEP (Individual Education Plan) and/or testing by an educational psychologist and/or teacher referral. In this program, alternate credits may be available for certain students. It is only through this program that any accommodations are made available to students.

**GLS 101:** *This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.*

**GLS401/GLE401/GLE301:** *This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.*

*Prerequisite: For GLS401 – none*

*For GLE401 and GLE301 – recommendation of Principal*

**CO-OP:** *This course is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.*

*Prerequisites: any course to which co-op experiences in being applied.*

**OLC 401:** *This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.*

*Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)*

**NOTE:** The following courses may be made available to students with IEPs who are working below grade level: MAT14, MAT2L, SNC1L, SNC2L, ENG1L, ENG2L. For more information please contact our CLASP office.

## CO-OPERATIVE EDUCATION

In senior grades, there is the opportunity to take co-operative education courses which offer the opportunity to extend and apply class experiences in workplace settings for credit. Partnering with workplaces in the area, students may gain valuable work experience and see 'working world' application of student concepts by actually working and completing projects for their co-op employers. Students will be accepted in the co-op program based on interviews with the workplace and with the co-op education supervisor to determine appropriate placement.

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## COURSE DESCRIPTIONS

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# CANADIAN & WORLD STUDIES

## GEOGRAPHY

The study of geography has an important place in the curriculum. If geography means "earth study" (geo = earth, graphy = study) then it is appropriate and important for Christian students to study both the physical systems of God's creation and human interaction with and alteration of those systems. This study is pursued on local, national, and global levels.

**CGC 1D1:** *This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.*

**CGC 1P1:** *This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.*

*Prerequisite: None*

**CGF 3M1:** *This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.*

*Prerequisite: CGC 1D1 or CGC 1P1*

*(This course is offered to Grade 10 students)*

**CGW 4U1:** *This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.*

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



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## COURSE DESCRIPTIONS

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CANADIAN & WORLD STUDIES, *continued...*

### HISTORY

Far too frequently, we suffer from "cultural amnesia"; the chronic malady of forgetting the lessons and losses of the past. It is history's duty to restore the narrative account of humanity, which gives students a collective memory of their own past, the past of their community, nation, and world. The history department endeavours to provide students with a historical background from which they can better understand contemporary events and evaluate the significance of these events in the light of God's world.

For Christians, history provides a "ring-side" view of God's providential and purposeful plan of redemption. We believe that in spite of circumstances, "the earth is the Lord's, and the fullness thereof; the world and all who dwell within" (Ps. 24:1). A balanced knowledge and perspective of the priorities of life are easily extended to the community and individual level, contributing to the establishment of a loving, helpful, insightful Christian community.

The careful study of history provides the opportunity for the development of a keen and disciplined mind. History helps to develop many practical life-skills that will be of immeasurable value both in the classroom and beyond. The historical mind is able to locate and record valuable information. It is able to focus and organize information in a logical fashion. It evaluates and assesses information, and it synthesizes and draws conclusions. Most importantly, the historical mind applies its findings in a practical manner and communicates these findings in an orderly fashion.

**CHC 2D1:** *This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.*

*Prerequisite: None*

**CHC 2P1:** *This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.*

*Prerequisite: None*

**CHV 2O5:** *This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and other's ideas about civics questions and learn how to think critically about public issues and react responsibly to them.*

*Prerequisite: None*

**CHW 3M1:** *This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze 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 present their conclusions.*

*Prerequisite: CHC2D1 or CHC2P1*

**CHY 4U1:** *This course investigates the major trends in Western civilization and world history from the sixteenth 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.*

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

**CHY 4C1:** *This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.*

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



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## COURSE DESCRIPTIONS

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# MATHEMATICS

Mathematics is the study of numbers, algebra and relations. It is a highly theoretical subject with many practical connections to real problems. Through the study of mathematics students will learn about the created order of things. They will investigate the historical development of mathematics, and see it as a human task. They will discover that mathematics has its own religious beliefs, not necessarily rooted in a faith in God.

Mathematics is a door to other studies. It is fundamental to the sciences including physics, chemistry, biology, business and computer studies. It is also helpful in the seemingly unrelated areas of geography, history, agriculture, art, philosophy and religious studies. Christians who take their place (cultural mandate) in the world/culture seriously need to involve themselves in the study of mathematics not just for pragmatic reasons, but also to develop their Christian minds for critical thinking and analysis.

**MPM 1D1:** *This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.*

*Prerequisite: None*

**MFM1P1:** *This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.*

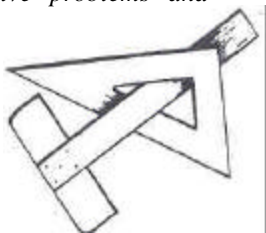
*Prerequisite: None*

**MPM 2D1:** *This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking.*

*Prerequisite: MPM 1D1*

**MFM 2P1:** *This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.*

*Prerequisite: MFM 1P1 or MPM 1D1*



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## COURSE DESCRIPTIONS

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MATHEMATICS, continued...

**MBF 3C1:** This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking  
Prerequisite: MPM 2D1 or MPM 2P1

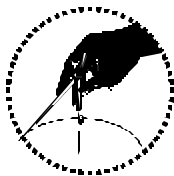
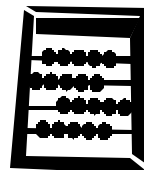
**MCR 3U1:** This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems  
Prerequisite: MPM 2D1

**MAP 4C1:** This course equips students with the mathematical knowledge and skills they will need in many college programs. Students will use statistical methods to analyze problems; solve problems involving the application of principles of geometry and measurement to the design and construction of physical models; solve problems involving trigonometry in triangles; and consolidate their skills in analyzing and interpreting mathematical models.  
Prerequisite: MBF 3C1 or MCR 3U1

**MCT 4C1:** This course equips students with the mathematical knowledge and skill needed for entry into college technology programs. Students will investigate and apply properties of polynomial, exponential, and logarithmic functions; solve problems involving inverse proportionality; and explore the properties of reciprocal functions. They will also analyse models of a variety of functions, solve problems involving piecewise-defined functions, solve linear-quadratic systems, and consolidate key manipulation and communication skills.  
Prerequisite: MCF3M1 or MCR3U1

**MGA 4U1:** This course enables students to broaden mathematical knowledge and skills related to abstract mathematical topics and to the solving of complex problems. Students will solve problems involving geometric and Cartesian vectors, and intersections of lines and planes in three-space. They will also develop an understanding of proof, using deductive, algebraic, vector, and indirect methods. Students will solve problems involving counting techniques and prove results using mathematical induction.  
Prerequisite: MCR 3U1

**MCB 4U1:** This course builds on students' experience with functions and introduces the basic concepts and skills of calculus. Students will investigate and apply the properties of polynomial, exponential, and logarithmic functions; broaden their understanding of the mathematics associated with rates of change; and develop facility with the concepts and skills of differential calculus as applied to polynomial, rational, exponential, and logarithmic functions. Students will apply these skills to problem solving in a range of applications.  
Prerequisite: MCR 3U1 or MCF 3M1



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## COURSE DESCRIPTIONS

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# PHYSICAL AND HEALTH EDUCATION

Physical and Health Education is concerned with developing an understanding of what happens to the human body through physical activity. Physical development takes place through active and vigorous participation in class activities. Students will see that their bodies are good, created by God, and that they should develop and maintain good health for the glory of God. This involves learning of the physical (sports and related activities) as well as learning through the physical (developing the body, self-image, emotional and social development).

Through the development of physical fitness and wellness, an increased enjoyment of physical activity results. Greater challenges and demands are sought by the participant. This learning and enjoyment will hopefully have a carry-over value that will lead to a more constructive use of leisure time.

**PPL 101:** *This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.*

*Prerequisite: None*

**PPL 201:** *This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.*

*Prerequisite: None*

**PSE 4U1:** *This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.*

*Prerequisite: Any Grade 11 university or university/college preparation course in Science or any Grade 11 or 12 open course in health and physical education.*

**PPL 301:** *This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.*

*Prerequisite: None*

**PPL 401:** *This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.*

*Prerequisite: None*



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## COURSE DESCRIPTIONS

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# SCIENCE

It is the goal of our Science department to prepare students for a life in fellowship with, and in service to God. In order to do this, students need to see themselves as unique and special creatures who are also an intricate part of the body of Christ.

While studies in chemistry, physics and biology help students to appreciate the detail and wonder of living and non-living systems, they also reinforce the fact that nothing exists in isolation. In seeking to understand the created, we come one step closer to a deeper understanding and appreciation for our Creator! In this age of technology and biomedical engineering, a firm understanding of scientific methods and theories is essential. Not only are we able to use appropriate technology to minister to the needs of others, but we are also able to speak to issues such as abortion, genetic engineering, environmental problems and misuses of technology with a Christian voice.

Science at Woodland is divided into the following subject areas: Biology, Chemistry, General Science, and Physics, offered both at the theoretical and applied levels.

### *General Science*

**SNC1D1:** *This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.*

*Prerequisite: None*

**SNC1P1:** *This course enables students to understand basic concepts in biology, chemistry, earth and space science and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.*

**NOTE:** The Ministry of Education assigns the prerequisites listed for these courses. Since we have designed our courses differently from the recommendations of the Ministry, we do not offer SNC2D1 or SNC2P1. The material in these courses is found instead in our grade nine science program and in other courses. As result of these changes, parents of students taking these courses will be asked to sign a waiver indicating their awareness of those changes.

**SNC3M1:** *This course enables students, including those who do not intend to pursue science-related programs at the postsecondary level, to increase their understanding of science and its technological applications. Students will explore a range of topics, including the safe use of everyday chemicals; the science of nutrition and body function; waste management; the application of scientific principles in space; and technologies in everyday life. Emphasis will be placed on the role of science and technology in daily life and in relation to social and environmental issues.*

*Prerequisite: Science, Grade 10, Academic or Applied*

**SNC4M1:** *This course enables students, including those who do not intend to pursue science-related programs at the postsecondary level, to further develop their understanding of science and its technological applications. Students will explore a range of topics, including organic products in everyday life; pathogens and disease; energy alternatives and their impact globally; communications systems; and science and contemporary societal issues. Emphasis will be placed on relating these topics to global issues as well as to daily life, and on developing skills in the areas of experimentation, research, critical thinking, and analysis.*

*Prerequisite: Science, Grade 11, University/College Preparation*



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## COURSE DESCRIPTIONS

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SCIENCE, continued...

### Biology

**SBI 3U1:** This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC 2D1 (please see note on bottom of page)  
Recommended: SCH 3U1

**SBI 3C1:** This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SNC 2D1 or SNC 2P1 (please see note on bottom of page)  
Recommended: SCH 3C1

**SBI 4U1:** This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution and creation, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI 3U1

### Chemistry

**SCH 3U1:** This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC 2D1 (please see note on page 35)



**SCH 4C1:** This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and in the development of new technologies and products. (This course is offered to grade 10 students)

Prerequisite: SNC 2D1 or SNC 2P1 (please see note on page 35)

**SCH 4U1:** This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. (This course is offered to Grade 11 students)

Prerequisite: SCH 3U1 (academic math is highly recommended)

### Physics

**SPH 3U1:** This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC 2D1 (please see note on page 35)

Recommended: SCH 3U1

**SPH 4U1:** This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

Prerequisite: SPH 3U1

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## COURSE DESCRIPTIONS

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# WORLDVIEW/RELIGIOUS STUDIES

The Religious Studies program at Woodland consists of courses in the Old and New Testaments. While this material is familiar to many students with a Christian background, the overall aim of each Bible course is to motivate and challenge the student to participate in the unfolding drama of redemption and salvation. Students are encouraged to move toward a personal understanding of God's Word and to view Bible study as a unique and essential academic and spiritual discipline.

**HRE 105:** *This course focuses on the establishment of the covenant between God and His chosen people, and the benefits of faithful obedience to that agreement or the disastrous results of breaking the covenant. Students are led to see the magnitude of God's love as He continually calls His people back through judges, kings, and prophets. Despite the continuous calls for covenant renewal, the people still fall away and eventually lose their land. However, God is faithful to His promises and brings the tribes of Benjamin and Judah back to the promised land. By God's faithfulness, the way is paved for the birth of Jesus Christ, the Saviour, and the beginning of the "new covenant". (Half credit)*

*Prerequisite: None – This is a Locally-developed course, through the Ontario Alliance of Christian Schools*

**HRE 205:** *This course carries on the history of revelation and redemption and will help students to gain greater insight into how the Old and New Testaments are, in reality, one continuous story of redemption. In Paul's letters, students will see the growth of the New Testament church and understand the different stages of its spiritual and doctrinal development. Students are shown a glimpse of the completion of all covenants and the final movement to the new creation in the book of Revelation. It is important that the students know we are living between the ascension and the return of Christ. The drama of redemption is still unfolding, and God is still writing the script in our time. (half credit)*

*Prerequisite: None - This is a Locally-developed course, through the Ontario Alliance of Christian Schools*

**HHS 4M1:** *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.*

**HZT 4U1:** *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.*

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

**EMS 301:** *See English*

**CGW 4U1:** *See Canadian and World Studies*

**IDC4U1:** *See Arts*