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## Senior High Academic Program and Course Guide

### Introduction

The senior high school academic program is intended to foster the intellectual, physical, emotional, spiritual, and social growth and development of students. To be successful, the program must have enough flexibility to address the interests and needs of all students as they transition from high school to their first post-secondary destination.

In partnering with parents, our aim is to enhance and enrich the education that students are already engaged in at home and in other aspects of their lives. We provide opportunities in which every student is known, celebrated, and encouraged to discover and develop their innate, God-given gifts in an environment that teaches Christ-centred values.

### Academic Standards

All high school courses are university preparatory, and the minimum grade to receive a course credit is 60%. Twenty high school (grade 10-12) credits are required to receive a standard graduation diploma. A myriad of courses are offered, including humanities, mathematics, sciences, visual/performing arts, Christian ethics, ESL, and electives.

Additionally, GCS is an Advanced Placement (AP) certified school, allowing students to write any AP exam and providing select AP courses throughout the year.

### Academic Transfer

GCS may grant credit to a student for courses provided by a school in PEI or another province/country. The credit granted shall be for the equivalent course offered by GCS if the course is comparable in content and learning outcomes. Transferred course credits should meet the academic standards of GCS courses. School administration will determine final graduation credit requirements in certain situations.

Students who transfer to GCS in grade 11 are required to attain 14 GCS course credits; these credits must include 2 Christian Ethics, 2 English, 2 Math, 2 Science, and 2 Social Studies credits. Five courses must be at the grade 12 credit level.

Students who transfer to GCS in grade 12 are required to attain 7 GCS course credits; these credits must include 1 Christian Ethics, 1 English, 1 Math, 1 Science, and 1 Social Studies credit, 5 of which must be at the grade 12 credit level.



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## Academic Certificates

Senior high school students who attend GCS for less than one year or only for grade 12 and have emergent level English language proficiency are eligible for the GCS Grade 12 ESL certificate based upon academic performance at GCS.

## Senior High Awards

Senior High students in grades 10-11 are eligible for various awards including:

- Ambassador Award
- Laura Mattson Sports Award
- Dave Wessel Science Award
- Neil Thompson Social Studies Award
- Anne Laird School Spirit Award
- Pamela Thompson Mathematics Award
- Jonathan Award
- Paul Award
- Timothy Award

## Graduation Awards

Senior High students in grades 12 are eligible for various awards including:

- Ambassador Award
- Governor General's Award
- Laura Mattson Sports Award
- Dave Wessel Science Award
- Neil Thompson Social Studies Award
- Dr. Susanne Huizing Scholarship for English Language Learners
- Pamela Thompson Mathematics Award
- Athletic Integrity Bursary
- Jason Biech Legacy Award
- Anne Laird School Spirit Award
- Landmark Valuation Award
- Myrna O'Connor Bursary
- Heart of Service Bursary
- Faithful Steward Bursary
- Biovectra Award
- Pastors' Bible Award
- Roadbuilders Award
- Duke of Edinburgh Gold Award



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## GCS Graduation Requirements

20 total high school credits (including five Grade 12 credits):

- 3 English credits
- 2 Math credits
- 2 Science credits
- 2 Social Studies credits
- 3 Christian Ethics credits
- 1 Creativity/Innovation credit
- 1 Career Education and Opportunities credit
- 1 Physical Education credit

*A grade 12 ESL credit is required for students who have not attained a sufficient IELTS score prior to the beginning of their grade 12 year.*

## Standard Graduation Diplomas

### Standard GCS Diploma

Students who meet the GCS graduation requirements receive the standard GCS diploma.

### Standard GCS Diploma with Honours

Students who meet the GCS graduation requirements and achieve an overall average of no less than 80% receive a GCS Diploma with Honours. To be eligible, students must take a minimum of seven courses in their grade 12 year (with no major course accommodations or modifications), excluding CWS601A, CWS602A, and all External Credit courses.

### Standard GCS Diploma with Honours with Distinction

Students who meet the GCS graduation requirements and achieve an overall average of no less than 90% receive a GCS Diploma with Honours with Distinction. To be eligible, students must take a minimum of seven courses in their grade 12 year (with no major course accommodations or modifications), excluding CWS601A, CWS602A, and all External Credit courses; CWS601A/602A also are not included in the overall average calculation.

\* To qualify for a diploma with honours or a diploma with honours with distinction, a student must exemplify both the academic and behavioural standards of GCS.



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## Specialized Graduation Diplomas

Students who meet the GCS graduation requirements in addition to other specific requirements are also eligible to receive one of the following specialized graduation diplomas.

### Knights Science Scholar Diploma

Students who meet the following requirements receive the Knights Science Scholar diploma:

- Attend GCS for Grade 10, 11, and 12
- GCS Standard Diploma with Honors with Distinction
- Minimum of 85% average in MAT421A, MAT521A, MAT621S, and MAT611S
- Receive a credit in six of the nine following courses with a minimum average of 85% in each course (BIO521A, BIO621A, BIO621S, CHM521A, CHM621A, CHM621S, PHY521S, PHY621S, FDS621A, and ROB621A).
- Receive a credit in the ISC621A or RES621S course with a minimum average of 85%.

### Knights Humanities Scholar Diploma

Students who meet following requirements receive the Knights Humanities Scholar diploma.

- Attend GCS for Grade 10, 11, and 12
- GCS Standard Diploma with Honors with Distinction
- Minimum of 85% average in ENG421A, ENG521A, and ENG621A
- Receive a credit in five of the nine following courses with a minimum average of 90% in each course (PHL621A, WRT521A, GEO421A, LAW521A, POL621A, HIS521A, HIS621A, SEM521S, IDC621A, GEO621A, SOC621A, and ECO621A).
- Receive a credit in the ISC621A or RES621S course with a minimum average of 85%.

### Knights Performance and Visual Arts Specialized Diploma

Students who meet the following requirements receive the Knights Performance and Visual Arts specialized diploma:

- Attend GCS for Grade 10, 11 and 12
- GCS Standard Diploma with Honours
- Minimum of 85% average in ENG621A
- Receive a credit in four of the eight following courses with a minimum average of 90% in each course (ART401A, WRT521A, DRA701A, DRA801A, MUS621A, ART521A, ART511S, and ART621A).



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- *Develop and implement an extra-curricular performance arts or visual arts activity in both grade 11 and grade 12 (as approved by administration).*
- *Receive a credit in the ISC621A or RES621S course with a minimum average of 85%.*

### *Knights Student-Athlete Specialized Diploma*

*Students who meet the following requirements receive the Knights Student-Athlete specialized diploma:*

- *Attend GCS for Grade 10, 11, and 12*
- *GCS Standard Diploma with Honours*
- *Minimum of 85% average in ENG621A*
- *Receive a credit PED401A, HPT421A, HPT521A, and HPT621A with a minimum average of 90% in each course*
- *Participate in two GCS athletics sports (including at least one team sport) as part of the PEISAA in each of grade 10, grade 11, and grade 12*
- *Participate in at least 40 hours of volunteerism in either GCS athletics or community sports (as approved by administration)*
- *Receive a credit in the ISC621A or RES621S course with a minimum average of 85%.*

### **Advanced Placement Capstone Certificate and Diploma**

Students who meet the GCS graduation requirements in addition to other specific requirements are also eligible to receive one of the following Advanced Placement Capstone Certificates or Diplomas:

#### *Advanced Placement Seminar and Research Certificate*

*Students who meet the following requirements receive the Advanced Placement Seminar and Research Certificate:*

- *Earn a score of 3 or higher in the AP Seminar (SEM521S) course and exam*
- *Earn a score of 3 or higher in the AP Research (RES621S) course*

#### *Advanced Placement Capstone Diploma*

*Students who meet the following requirements receive the Advanced Placement Capstone Diploma:*

- *Earn a score of 3 or higher in the AP Seminar (SEM521S) course and exam*
- *Earn a score of 3 or higher in the AP Research (RES621S) course*
- *Earn a score of 3 or higher on four (4) different Advanced Placement exams*

Note: Please refer to Appendix A for more information on the AP program at GCS.



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## Course Coding System

Each unique course code is composed of seven characters, with a course title associated with it.

Example: MAT521A - Foundation of Mathematics 11

Subject	Grade	Category	Credit Value	Program
<i>MAT</i>	<i>5</i>	<i>2</i>	<i>1</i>	<i>A</i>
<i>MAT = Math HIS = History BIO = Biology etc...</i>	<i>4 = Grade 10 5 = Grade 11 6 = Grade 12 7 = Grade 10/11 8 = Grade 11/12</i>	<i>0 = Open 1 = Advanced 2 = Academic</i>	<i>1 = 1 credit 2 = 2 credits</i>	<i>A-D = English S = AP T = Ext. Credit</i>

As such, MAT521A is a Grade 11 academic math course, taught in English, worth one credit.

## Course Descriptions

### Advanced Placement – Capstone Diploma Program

AP Capstone is a diploma program from College Board based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world. To attain the AP Capstone diploma, students must earn scores of 3 or higher in AP Seminar and in AP Research, in addition to earning scores of 3 or higher on four additional AP exams. For more information, please see Appendix A.

### **SEM521S – AP Seminar**

This course is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students will develop and practice the skills in research, collaboration, and communication that they will need in any academic discipline. They will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.



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### **RES621S – AP Research**

This course is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on topics of the student's choosing. Students will build on what was learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, they will design, plan, and conduct a year-long research-based investigation to address a research question.

**Prerequisite:** Completion of AP Seminar with an AP Seminar final score of 3 or higher.

## English

### **ENG421A - World Literature - Grade 10**

This course presents a survey of World Literature from a Christian perspective. You will be exploring and identifying literary terms and different forms of literature from each culture as you critique universal themes. You will read and respond to literature in a variety of ways, as you analyze and create responses you will build your reading comprehension and writing skills as well. Selected pieces of literature introduce different worldviews, aid in the development of critical thinking skills and observe the themes of racism, bias and universal commonalities. Elements of short story and poetry will be reinforced. Vocabulary enhancement as well as grammar, usage, and mechanics will be reviewed. Independent Reading Projects (IRPs) will allow you will discover favourite authors and genres.

### **ENG521A - North American Literature - Grade 11**

This course studies the ideas of national identity and reality as shown through period literature. Students will survey American and Canadian literature, identifying traits of each period and contrasting themes, topics, and opinions inherent in each piece. As well, students will be expected to analyze and contrast American and Canadian pieces and formulate observations regarding national identity based on the literature read.

### **ENG621A - British Literature - Grade 12**

This course is focused on the British works that hold literary or historical value. These are works that are important because they have not only shaped literature that followed, but also have become intrinsic parts of English-speaking culture. Students will be expected to critically analyze the pieces, as well as synthesize and draw relationships between the piece and other literary or historical events to identify larger ideals behind the writing and the writer through written and oral assessments.

### **ENG621S - British Literature AP (Advanced Placement) - Grade 12**

This course has been audited and approved by the College Board as an AP Course, and is designed in a way to help students succeed on their AP Language exams. Students in this



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introductory college-level course read and carefully analyze a broad range of fiction prose, poetry, and songs as they build their rhetorical awareness regarding how literature deals with societal issues. Students will learn close reading skills that will help them identify information or ideas of importance, and will improve writing skills through frequent practice. Students will read expository, descriptive, analytical, personal, and argumentative pieces, identifying the opinion and purpose that each author had in writing, and carefully interpreting meaning using skills such as social historical context, interpretation of symbolism, and identification of tone and mood in writing.

**Prerequisite: Course enrollment based on high standing in ENG421A and ENG521A, in addition to teacher/administration approval.**

### *English As A Second Language*

#### **ESL701A/B - English as a Second Language 1**

ESL701A - This course introduces the English language and helps students adjust to their new cultural environment. Students will use foundational English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and phonics, learn spelling patterns, and simple sentence patterns in short conversations; read short adapted texts; and write phrases and short sentences. The course also provides students with survival knowledge and the skills they need to begin to adapt to their new lives in Canada.

**Prerequisite: GCS English language assessment.**

ESL701B - This course expands students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; link English sentences to compose paragraphs; read a variety of texts designed or adapted for English language learners; and expand their knowledge of English grammatical structures, spelling patterns and sentence structures. The course also supports students' continuing adaptation to western school systems by expanding their cultural knowledge of their new province and country.

**Prerequisite: English as a Second Language - Level 1 or equivalent**

#### **ESL701C - English as a Second Language 2**

This course extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom and school-wide presentations; read a variety of adapted and original texts in English; and write using a variety of forms of text. Students will also expand their academic vocabulary and their study skills to facilitate the transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in global citizenship, and to a variety of current Canadian issues.

**Prerequisite: English as a Second Language - Level 2 or equivalent**





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### **EAL701D - English as a Second Language 3**

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

**Prerequisite: English as a Second Language - Level 3 or equivalent**

### **Mathematics**

#### **MAT421A - Math 10**

This is an introductory academic high school math course covering: basic trigonometry (solving triangles with sine, cosine and tangent), factors and products (squares and roots using prime factorization, factoring polynomials, distributive property applications), roots and powers (mixed and entire radicals, rational and negative exponents), relations and functions (representations and properties, interpreting and sketching graphs), linear functions (slope, parallel and perpendicular lines, forms of linear relationships), systems of linear equations in two variables (solve graphically, by substitution and elimination) and, as time permits, measurement (Imperial/metric conversions, surface area and volume of right pyramids, right cones and spheres).

#### **MAT521A - Math 11**

This is a second level academic math course covering the following topics: inductive and deductive reasoning (conjectures, validity, proofs), angle properties (parallel line relationships, triangle and polygon relationships), trigonometry (sine law, cosine law, ambiguous case), statistics (measures of central tendency, graphs, standard deviation, normal distribution, confidence), quadratic functions (properties, interpretation, graphing, solving roots) and systems of linear inequalities (graphing, interpreting and optimization).

**Prerequisite: MAT421A**



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### **MAT621B - Precalculus**

This is a third level academic math course covering: graphic transformations of six functions (linear, quadratic, cubic, radical, rational and absolute value), polynomial functions (properties, remainder and factor theorems, graphs, interpretation, solving roots), exponential functions (properties, graphs, solving, applications), logarithmic functions (properties, graphs, solving, applications), unit circle and trigonometry (radian measure, arc/angle relationships, trigonometric ratios on the Cartesian plane, solving trigonometric equations, interpretation of graphs and equations of periodic functions) and combinatorics (factorials, permutations, combinations and Binomial Theorem).

***Prerequisite: MAT521A***

### **MAT621S – Precalculus AP**

This is a third level academic math course covering: graphic transformations of six functions (linear, quadratic, cubic, radical, rational and absolute value), polynomial functions (properties, remainder and factor theorems, graphs, interpretation, solving roots), exponential functions (properties, graphs, solving, applications), logarithmic functions (properties, graphs, solving, applications), unit circle and trigonometry (radian measure, arc/angle relationships, trigonometric ratios on the Cartesian plane, solving trigonometric equations, interpretation of graphs and equations of periodic functions) and combinatorics (factorials, permutations, combinations and Binomial Theorem).

***Prerequisite: MAT521A***

### **MAT611S – Calculus AP**

This is a third level academic math course covering: limits of functions, derivatives, and integration, all of which are combined with real-life applications.

***Prerequisite: 90%+ average in MAT521A and in MAT621B/S***

## Science

### **CHM521A - Chemistry I**

This is the first high school science course to deal exclusively with the exploration of chemistry. In this academic course, students will explore: the classification and states of matter; measurement and mathematical applications; atomic structure and the quantum model; the periodic table; chemical bonding; molecular structure; chemical composition and nomenclature; and chemical reactions.

### **CHM621A/S - Chemistry II**

This academic course builds on the basics of Chemistry I to discuss stoichiometry; the natures of solids, gases and liquids; intermolecular forces; solutions and calculating measures of concentration; thermodynamics and kinetics; chemical equilibria; acids,



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bases and salts; redox and electrochemical reactions; and, as time permits, introductions to organic chemistry and nuclear chemistry.

***Prerequisite: Chemistry I***

### **PHY521S - Physics I AP**

This blended advanced placement academic course provides the quantitative and theoretical foundation of the following units: kinematics, dynamics, circular motion and gravitation, energy, momentum, harmonic motion, and torque.

### **PHY621S - Physics II AP**

This blended advanced placement academic course focuses on fluids, thermodynamics, electric forces and fields, electric potential, electric circuits, magnetism and electromagnetic induction, optics, and quantum/atomic/nuclear physics.

### **BIO521A - Biology I**

This introductory biology course presents life as God created it and controls it. Students will study the living world around them: the things they can see, touch and identify. The units of study include: botany, human physiology and anatomy, zoology, biomes, and life sciences.

### **BIO621A - Biology II**

This is the second biology course offered in high school. It builds on the knowledge and skills obtained from Biology I and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills and to make connections between the life sciences, technology, society, and the environment. In this hands-on, flipped model comprehensive Biology course students explore: molecular and cellular biology, ecology, bio-ethics, cloning, human physiology and anatomy, evolution vs. creation, the complexity of organisms, bio-diversity, taxonomy and forensic science. This course intensively seeks to ask how the study of Biology conflicts with what we believe about our faith.

### **BIO621S - Biology II AP**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: origin of life, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.



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## Social Studies

### **GEO421A - Canadian Geography**

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 geographic tools and technologies, inquiry, and communication methods to analyse and evaluate geographic issues, and to present their findings.

### **LAW521A - Law**

The purpose of Law 11 is to allow students to understand that God is the originator of law and that modern law was constructed on a Biblical worldview of right and wrong behaviors. Students will utilize the text book All About Law which will be presented in units covering the nature of law and historical creation of Canada's legal system, the role of the Charter of Rights and Freedoms, constitutional and administrative law within the Canadian court system, criminal and civil law practices, and the role of family law in society. Students will create interactive notebooks based on readings and article presentations, analyze case law in various legal areas, work on project-based inquiry questions dealing with creation of constitutions and debates on current topics, visit both the Provincial and Supreme Courts on PEI, and participate in an end-of-year mock trial. Students will be evaluated using both written and oral presentations including critical analysis of media portraits of legal issues.

### **POL621A - Political Science**

This is an inquiry-based course which utilizes a variety of teaching methodology in order to examine why God created government for mankind and how God has an order in the function and process of government in modern society. Students will use individual, shared and group activities to explore the themes of government: role of officials in Canadian local, provincial and national governments; use of political parties to represent diversity of opinion on role of government in citizens lives; creation of a multi-party electoral system; participation in both a model National Parliament and International United Nations. Students will read novels, articles, and online resources to meet learning objectives. Use of oral presentations of current events will be an important weekly component in addition to participation in online forums, in-class debates, and group project activities. Students will have both out-of-class observations and in-class visitors to present roles of government. Students will be strongly encouraged to participate in the Encounters Canada Democracy Week in Ottawa each March and in the annual PEI Rotary Youth Parliament.



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### **ECO621A - Economics – Grade 12**

This is an online, self-directed course which includes a practical entrepreneurship component in partnership with the Junior Achievement Student Venture program. Economics is the social science of decision-making of both macroeconomics and microeconomics. The goal of the course for students to see how God gives freedom of choice to both government and individuals in making wise choices with the resources God has entrusted to mankind. Junior Achievement Student Venture requires the creation, marketing and production of a student's good or service from September to April. Students will also complete an end-of-year research paper on a Canadian family business and its impact on Canada's economy. Course topics covered include: economic models, economic systems, role of government, microeconomics and the circular flow model, supply and demand, and types of business.

### **HIS521A - Ancient and Medieval History**

This survey course in ancient and medieval history will use student-directed activities to trace the evolution and the principal events in human history. Emphasis will be placed on relating historical events and legacies to the present. Students will be expected to analyze major civilizations based on the attributes of civilization. The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; the history of the East; and the Feudal System.

### **HIS621A - Canadian History**

Canadian History was developed as an online course to specifically represent an Atlantic Canadian perspective on our national historical narrative. The course is organized into thematic units which address persistent questions in Canada's history. This course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada's history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration. Students will be encouraged to think critically about the historical narrative of Canada and to observe the impact that our history has on the state of our country today.



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## Christian Ethics

### **ETH421A - Christian Ethics I**

This course is designed to help students understand why they are alive and God's amazing plan for them. Using the Bible and Rick Warren's book *The Purpose Driven Life* the year will be spent answering the question, "What on earth am I here for?" Students will gain a deeper understanding of who God is and how to develop a more meaningful relationship with Him. Scripture reading and memorization, along with reading of Christian Living Books and the Bible are also part of the course.

### **ETH421A - Christian Ethics II**

This course focuses on the personal development of a Christian Worldview. Let God Be God is a study of the nature and character of God. It is based on the premise that the more we know and understand God through a careful study of His Word, the greater will be our personal challenge to maintain a deep relationship with him. Scripture memorization, the reading of Christian Living Books and the Bible are also part of this course.

### **PHL621A - Worldviews**

This course will introduce students to a comparative worldviews course which focuses on the exploration of Christianity in comparison to Islam, Secular Humanism, Marxist-Leninism, Cosmic Humanism and Post-modernist illustrated in modern-world interactions. Students will be equipped apologetically to understand how their worldview is created and based on their view of reality and how other worldviews compete with Christianity for dominance in society and cultural norms. Students will explore each of the six major worldviews present in twenty-first century thinking in light of theology, philosophy, ethics, biology, psychology, sociology and law. Students will engage with visual, oral and written sources of information to think critically about defending their worldview and logically evaluation competing worldviews presented in today's culture. Both historical and contemporary topics will be debated and discussed in both group and class discussion to provide young people with a framework to defend their Christian beliefs in a hostile intellectual and cultural environment. Students who do not possess a Christian worldview will be given opportunity to logically examine the claims of their worldview to test its rationality and aims to influence their view of God, the world and themselves. Students will also memorize Scripture and perform community service each quarter as part of course expectations and evaluated outcomes.

### **FAM621A - Family Life**

This course will allow students to explore interpersonal relationships within a Biblical worldview framework. The uniqueness of each individual made in the image of God as either male or female will be emphasized within a comparison analysis to prevalent secular worldviews of gender identification and fluidity. Students will synthesize the



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Christian principles of accepting and loving themselves as God made them with their own personality characteristics and level of development toward adulthood. The goal of self-development will be given a Biblical context of maturity and self-reliance which still dependent on God's guidance and community mentorship. Students will learn how to relate to the opposite sex before, during and after a dating/counting relationship. Students will see that there is reward in seeking to maintain joy in either a single life of service for God or a long and healthy marriage relationship with the possible blessing of children. Using a variety of methods, students will read and reflect on Biblical and Christian Living sources including a group project focused on the book Cracking the Communication Code between men and women. Scripture memorization, community service and interactive notebooks will be important assessment components to the curriculum.

## Creativity

### **ART401A - Art I**

This course provides a study of basic art skills such as drawing. The focus of the class is to develop drawing skills based on the elements of art using a variety of media including charcoal, ink and pencils. Students are exposed to art throughout history and will learn to critically view and discuss the visual images they view and create. Students are required to create, collect, record, practice, and reflect in their journal and sketchbook on a regular basis. Students will produce quality art and tasteful presentations. Students are expected to purchase their own supplies. This course develops the learner's eye to see more of what our Sovereign Creator has made for us to enjoy.

### **ART521A - Art II**

This course builds upon the knowledge, skills, ideas, and experiences introduced in ART401A. There is an emphasis on painting and developing an understanding of colour theory creating projects using watercolour and acrylic paint. The main focus of the course is to develop originality in composition through applying a working knowledge of the elements and principles of art, design, and spatial understanding. Students will learn to critically view and discuss their own compositions while learning to use appropriate vocabulary to examine art throughout history. Students will continue to create, collect, record, explore, and reflect in their sketchbook on a regular basis. Students will produce quality art and tasteful presentations. Students are expected to purchase their own supplies. This course emphasizes the beauty in nature that reflects our Sovereign Creator in the world around us.

**Prerequisite: ART401A or permission from the teacher (based on level of skill and knowledge)**



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### **ART511S - Art Drawing AP**

This course delineates overarching understandings central to the study and practice of art and design. The framework for the AP Art and Design courses is made up of three big ideas:

Big Idea 1: Investigate materials, processes, and ideas.

Big Idea 2: Make art and design.

Big Idea 3: Present art and design.

**Prerequisite: ART401A or permission from the teacher (based on level of skill and knowledge)**

### **ART621A - Art III**

This course will allow students to explore a variety of techniques using clay. Projects will be glazed and fired in the kiln on site. Students will develop skills based on the art elements of texture, form and design while handbuilding and working with clay on the pottery wheel. Students will learn to critically view and discuss their own compositions while learning to use appropriate vocabulary to examine art throughout history. Students will continue to create, collect, record, explore, and reflect in their sketchbook on a regular basis. Students will produce quality art and tasteful presentations. Students are expected to purchase their own supplies. This course provides an understanding of shape and form that our Sovereign Creator designed from the beginning of time.

**Prerequisite: ART401A, ART521A, ART511B, or permission from the teacher (based on level of skill and knowledge)**

### **MUS621A - Music**

This course is designed for the student who has an interest in music. Students will examine music in their lives, its role in culture and the ways that it is experienced. This course will refine and build upon musical concepts, knowledge, and skills students have already acquired that enable students to consider and discuss repertoire using the language of music. Students are expected to be an independent part of an instrumental and/or vocal ensemble. The goal of the course is to teach students about who God is through music, to develop their skills as musicians, to enhance worship in their own lives and to cultivate an appreciation for music.

### **DRA701A - Drama**

This course will focus on methods of acting and the technical aspects of theatre productions. Students will develop their skills in movement, improvisation, character development, voice usage, and ensemble performances through a variety of activities. In both small and large groups, students will perform a variety of scenes, working collaboratively to create or develop scene where they will explore how to communicate ideas, experiences, and feelings in a range of dramatic forms. Additionally, students will develop skills in the technical areas of theater as they work together on a class production. **Acceptance to course potentially based on auditions.**





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### **DRA701A - Drama**

This course will build on the foundation taught in DRA701A. Students will develop their skills in movement, improvisation, character development, voice usage, and ensemble performances through a variety of activities. In both small and large groups, students will perform a variety of scenes, working collaboratively to create or develop a scene where they will explore how to communicate ideas, experiences, and feelings in a range of dramatic forms. Additionally, students will develop skills in the technical areas of theater as they work together on a class production. **Acceptance to course potentially based on auditions.**

### **CMP521A - Computer Studies**

This is an introductory Computer Science course. It is an academic level course designed to give students an understanding of the computer and its effect upon society. The focus of this course is to develop problem solving skills with various software applications and programming and addresses the following computer areas: history of computers, computer hardware, software programming, microprocessor programming, and introductory robotics.

### **ROB621A- Robotics**

Robotics is composed of technical learning opportunities as well as the scientific knowledge, skills, and technological/societal connections through an automated and radio-controlled robotics design context. This course includes the introduction of automation (computer programming) into the engineering design process along with a greater emphasis on synthesis through open-ended project-based design challenges.

***Limited enrollment – approval by instructor. Prerequisite: CMP521A***

### **WRT521A - Creative Writing**

This is a comprehensive course in writing which exposes students to various writing styles and gives them practice in using them. News reporting, persuasive writing in the form of editorials, the creation of resumes and cover letters, as well as the opportunity to use various literary techniques in narrative writings are offered. Students have the opportunity to partake in the development of a complete work from its first idea to its final publication.



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## Electives

### **ISC621A - Independent Study**

This course will allow students the unique opportunity to explore an academic problem, topic, issue, or idea of interest within the discipline of their choice. Throughout the course, students will explore, design, plan and conduct a year-long research or product-based investigation. Each week, students will work with an instructor to facilitate their learning. Students will have the opportunity to showcase their ability to produce excellent results while working independently. All student skill development, process, and work will be curated in an online portfolio. The course culminates in a literary review and final product and/or presentation accompanied by an oral defense.

*Limited enrollment – approval by instructor.*

### **ENT521A - Entrepreneurship**

This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities, while also developing their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects.

Topics will include identifying opportunities, assessing risk, generating and refining ideas, marketing, leadership development, organization options, financing and financial management.

### **ACC621A - Accounting Principles**

Accounting Principles is an introductory course that includes concepts, procedures, and applications. It is designed for students who plan to take advanced accounting courses at the college or university level. This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Accounting and Business. This course includes the eight steps of the accounting cycle, subsidiary ledger accounting, accounting for a merchandising business & specialized journals. **Offered select years.**

### **PED401A - Physical Education and Wellness**

The purpose of PED401A is to develop confident and competent students who understand, appreciate, and engage in a balanced, healthy, and active lifestyle. Throughout PED401A, opportunities are provided for students to attain and maintain a healthy mind, body, and spirit. This course will broaden, extend, and reach beyond traditional ideas of fitness and health.

### **CEO401A - Career Explorations and Opportunities**

This is a course which enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will explore a wide range of post-secondary



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education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond secondary school. The course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society.

### **CWS501A/601A - Cooperative Education**

Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. Each cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. Each course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre- placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

### **HPT421A/HPT521A/HPT621A - High Performance Training**

This academic-credited course will train student-athletes to increase their speed, power, strength, and flexibility on-site at Andrews Sports Institute – for GCS athletics, local sports, and for an overall healthy lifestyle – while also allowing students to earn up to three high school credits. This course includes 100 hours of individual and group training on-site at Andrew's Sports Institute throughout the school year and allows for implementation of goal-setting skills, leadership development, and specific sport-focused or general training. It provides athlete focus on power, speed, agility, flexibility, and strength, as well as healthy habits and injury prevention education, creation of emotional and mental balance between sport and life, and growth in self-confidence.

**Prerequisite: Limited enrollment - acceptance based on application and current athletic commitment (school and/or community)**

### **External Credit (Duke of Edinburgh, Royal Conservatory of Music, Canadian Cadets, Sport PEI, Shad, 4H, Dance Umbrella, Army/Naval Reserves, Skills Canada, Island Dance Academy, College of Piping, InSTEM, etc)**

External credential courses will acknowledge the value of student learning outside the school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system. External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the Essential Graduation Learnings,



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and must meet the standards defined in Minister's Directive MD 11-01 ([https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_external\\_credentials\\_policy.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_external_credentials_policy.pdf)). External credentials will be reflected on the student's high school transcript, thereby enhancing the transcript for the student.

### Online Electives 2025-26

The following courses are available options for students in grades 10-12 for the 2025-26 school year. For more information, please see Appendix B.

#### **FRE421A – Core French 10**

This course emphasizes the development of oral communication, reading, writing and listening skills. Students will build on their current knowledge of the French language through various themes such as literature, linguistics, and culture.

**Prerequisite:** Grade 9 French

#### **GEO621A – World Issues: A Geographic Analysis**

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 culture, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies 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 521A course

#### **SOC621A – Challenges and Changes in Society**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

**Prerequisite:** any 521A course

#### **FDS621A – Nutrition and Health**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation



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techniques, and develop their social science research skills by investigating issues related to nutrition and health.

**Prerequisite:** any 521A course

### **IDC621A – Data Science**

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.

**Prerequisite:** any 521A course



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## Appendix A – Advanced Placement Program Policy

The AP Capstone Program is designed to develop critical thinking, research, and problem-solving skills in students. Students are expected to interact with current issues from a multitude of perspectives, developing understanding and communication skills that are necessary for success as they enter post-secondary education.

The AP Capstone Program centers around two courses: AP Seminar (SEM521S) and AP Research (RES621S). In AP Seminar, students learn key research skills and discuss how perspectives and bias affect understanding of information. They complete key performance tasks that measure their ability to not only research, analyze, and argue, but also their willingness to communicate and cooperate with others. In AP Research, students focus on individualized areas of interest, identifying a key problem and working to create and evaluate solutions based on academic research and exploration.

As students work to complete these courses, they may find that their learning connects with learning in other AP preparatory courses. At GCS, we offer the following courses designed to prepare students for AP exams:

### Additional AP Exam Options for GCS Students

In addition to these GCS AP-preparatory courses, students may choose to take any of the available Advanced Placement exams that are offered by College Board each year (usually in May), beginning in Grade 9. These exams can be taken on the GCS campus even if GCS does not offer the exam topic as an AP-preparatory course that year; students will be responsible for self-directed learning to prepare for these exams.

### AP Capstone Program: Options and Expectations

The AP Capstone Program offers students two different pathways for recognition of their learning.

	AP Research and Seminar	Additional AP Exams
AP Capstone Certificate	Students must complete both courses with a score of 3 or higher.	None
AP Capstone Diploma	Students must complete all course elements of both courses, receiving an overall grade of 3.	Students must complete an additional 4 content-area exams with a score of 3.

In order to be eligible for AP Research, students must complete AP Seminar with a grade of 3 or higher. This expectation is set by the Advanced Placement organization.



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### **AP Capstone Application Process**

The AP Capstone Program is a two-year program; many students will complete the program through their Grade 11 and 12 years, but students may apply in their Grade 10 year if they wish.

Students wishing to apply for the AP Capstone Program at GCS must meet the following criteria:

1. Commit to the program for the following two years.
2. Exhibit a passion for citizenship, compassion for others, and a desire to improve society through becoming a leader, thinker, and innovator.
3. Practice effective communication and collaboration skills, showing a willingness to work towards common goals with all students
4. Apply higher-level thinking skills such as critical analysis, synthesis, evaluation, and creation effectively and regularly across their studies.
5. Demonstrate in previous classes the ability, willingness, and passion to extend their knowledge and learning to the expectations of the AP Capstone Program.

### **How are AP courses marked?**

Both AP Seminar and Research are marked in tandem between the AP Board and the classroom teacher; the AP Board will mark major writing assignments and exams, while classroom teachers will submit marks to the AP board for oral presentations and defenses. AP grades are given on a scale of 1-5, with 3 being considered a passing grade; these grades are separate from any course grades given by GCS.

AP exams are marked by the AP Board with no teacher input. The AP exam grade is given independent of the GCS course grade. AP grades are given on a scale of 1-5, with 3 being considered a passing grade; these grades are separate from any course grades given by GCS.

All AP grades given by CollegeBoard (based on AP exams) are excluded from GCS grades. Students will receive a grade from GCS under the course taken that will encompass the level of learning attained through their coursework at GCS. AP exams are optional and separate from GCS AP courses.



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## Appendix B – Online Courses Learning Policy

To offer more course options to students, online courses may be offered in partnership with select online educational institutions. These courses will be proctored by a GCS teacher, ensuring that students have support and accountability throughout the week. These courses will be scheduled into regular class blocks, and students will be expected to attend class to work on their courses at this time, unless arrangements have been made due to course scheduling conflicts.

Please note that while there will be a GCS teacher who is administrating the courses and interacting with students on a regular basis to check for progress, these are still considered online courses; students will need to demonstrate personal organization and diligence in order to complete the courses.

These online courses will be counted toward graduation credit totals. However, they will be counted as elective credits and will not fulfill content area requirements for graduation. These courses may be applied toward specific Knights Specialized Diploma requirements.

Students have the opportunity to take one (1) online course per year, if they are taking 8 or fewer total credits; online courses include the above listed options, as well as Canadian History (HIS621A) or other online courses in the GCS catalogue. If students wish to take more than 8 courses and include an online course from Nimbus, there will be an additional charge. Additionally, students who do not complete courses will incur an additional charge up to the total cost of the course. Students must commit to their course in the summer before the school year begins. For current course fees, please contact GCS.

GCS Administration will be connecting with all potential online learning students following course selections to ensure that they are aware of the expectations and commitments of these courses, and that a suitable progress plan is implemented. Depending on the student, further discussions about the suitability of online learning based on past learning needs may be required; these discussions will involve students, parents, and administration.





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## Appendix C – English as an Additional/Second Language Policy

The ESL Department will take the lead not only in the specific language teaching, but it will also aid content-area teachers in building effective learning programs and environments that allows EAL students to find success in the content-area classroom while attempting to keep students engaged and learning the content at their grade level to ensure that when they are successful in their language acquisition, they are as near to grade-level content understanding as possible.

### **Interactions with Students**

Members of the ESL department will be focused on building the language skills of their students through both academic learning and social support. Students should feel comfortable, secure, and nurtured within the environment. The department will interact with students while remembering that the process of learning language is not simply about being able to receive information in the English language; it also includes the ability to enter new communities, cultures, and relationships, and these new pressures will be individual to each student and simultaneous with their learning process. Members of the ESL department will need to be available to not only teach the language but help with social development of students as they navigate both their language and socio-cultural learning; this development will be in partnership with the Director of International Student Affairs.

### **Program Completion Indicators**

Students will be expected to meet different indicators in order to exit the ESL program and move to a mainstreamed curriculum.

- **Elementary Students** will need to reach grade-level expectations. This will be determined primarily by the ESL Department in consultation with their grade-level teacher(s). Grade-level expectations are defined as “being able to enter grade-level learning and meet expectations without specific accommodations and with no modifications for language abilities.”

Elementary students may be able to take part in a partially-modified ESL program if they are found to have specific areas of language weaknesses but are at grade-level in some areas. This would allow them to take part in only some of the ESL classes while remaining with the grade level Language Arts class on specific days of the week. They would receive adaptations and modifications in only the identified areas.

- **Junior High students** will need to reach grade-level expectations. This will be determined primarily by the ESL Department in consultation with their grade-level teacher(s). Grade-level expectations are defined as “being able to enter



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grade-level learning and meet expectations without specific accommodations and with no modifications for language abilities.”

No partial program is available for this group.

Some Grade 9 students may be required to complete English-language proficiency testing for university entrance depending on their length of residency and previous educational instruction (as determined by post-secondary entrance expectations). In this case, students may be allowed to remain in the ESL program until their language proficiency testing is completed; all modifications and accommodations will be noted on their high school transcript.

- **High school students** will be able to exit the program when they have received an acceptable score on a language proficiency test to enter their post-secondary program of choice without EAL status. Students should be expecting to score above the following levels to exit the program:
  - Duolingo - 120
  - IELTS - 6.5 across all areas
  - TOEFL - 95

Students will remain in the ESL program until their language proficiency testing is completed; all modifications and accommodations will be noted on their high school transcript, including date of exit from the program. No students requiring post-secondary language proficiency testing will be able to exit the ESL program without obtaining an acceptable score on a language-proficiency test.

If students are not required to take a test for admission based on length of residency or other criteria, they will need to reach grade-level expectations to exit the program. This will be determined primarily by the ESL Department in consultation with their grade-level teacher(s). Grade-level expectations are defined as “being able to enter grade-level learning and meet expectations without specific accommodations and with no modifications for language abilities.”

### **Exam Policy**

Students will receive a modified exam schedule as part of the ESL exam policy. This schedule will be based on their level of language acquisition and their work throughout the quarter in their courses. Individual exam schedules will be determined by the ESL department on an individual basis.