



# AFNORTH INTERNATIONAL HIGH SCHOOL



## Course Calendar 2009-2010 Ontario Curriculum

<http://www.afnorth-is.com>



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## ILC – Independent Learning Center

### Grade 11 Courses

Workplace Preparation
College Preparation
University/College Preparation
University Preparation
Open
<b>Business Studies</b>
<b>BDI3C-A</b>
<i>Introduction to Entrepreneurial Studies</i>
<b>*BAF3M-A</b>
<i>Introduction to Financial Accounting</i>
<b>**BTA3O-A</b>
<i>Information Technology Applications in Business</i>
<b>Canadian and World Studies</b>
<b>**CHW3M-A</b>
<i>World History to the 16th Century</i>
<b>English</b>
<b>ENG3E-A</b>
<i>English</i>
<b>**ENG3C-A</b>
<i>English</i>
<b>ENG3U-A</b>
<i>English</i>
(paper-based)
<b>ENG3U-X</b>
(web-based)
<i>English</i>
<b>Health and Physical Education</b>
<b>**PPZ3O-A</b>
<i>Health for Life</i>
<b>Mathematics</b>
<b>MEL3E-A</b>
<i>Math for Everyday Life</i>
<b>MBF3C-A</b>
<i>Math of Personal Finance</i>
<b>MCR3U-A</b>
<i>Functions and Relations</i>
<b>Science</b>
<b>**SNC3E-A</b>
<i>Science</i>
<b>**SBI3C-A</b>

### Grade 12 Courses

Workplace Preparation
College Preparation
University/College Preparation
University Preparation
Open
<b>Business Studies</b>
<b>**BDV4C-A</b>
<i>Entrepreneurial Studies Venture Planning</i>
<b>**BAT4M-A</b>
<i>Principles of Financial Accounting</i>
<b>English</b>
<b>**ENG4U-A</b>
<i>English</i>
<b>Mathematics</b>
<b>**MEL4E-A</b>
<i>Math for Everyday Life</i>
<b>**MCT4C-A</b>
<i>Math for College Technology</i>
<b>**MAP4C-A</b>
<i>College and Apprenticeship Mathematics</i>
<b>**MCB4U-A</b>
<i>Advanced Functions and Intro Calculus</i>
<b>Science</b>
<b>**SNC4E-A</b>
<i>Science</i>
<b>**SNC4M-A</b>
<i>Science</i>
<b>**SBI4U-A</b>
<i>Biology</i>
<b>Social Sciences and Humanities</b>
<b>**HHS4M-A</b>
<i>Individuals and Families in a Diverse Society</i>
<b>**HZT4U-A</b>
<i>Philosophy</i>

## ILC – Independent Learning Center

### Grade 9 Courses

Applied  
Academic  
Open  
**The Arts**  
**\*\*AVI10-A**  
*Visual Arts*  
**Canadian and World Studies**  
**\*\*CGC1P-A**  
*Geography of Canada*  
**\*\*CGC1D-A**  
*Geography of Canada*  
**English**  
**\*\*ENG1P-A**  
*English*  
**French as a Second Language**  
**FSF1P-A**  
*Core French*  
**Guidance and Career Education**  
**GLS10-A**  
*Learning*  
*Strategies 1*  
**Mathematics**  
**MF1P-B**  
(paper-based)  
*Foundations of Math*  
**MF1P-X**  
(web-based)  
*Foundations of Math*  
**Science**  
**\*\*SNC1P-A**  
*Science*

### Grade 10 Courses

Applied  
Academic  
Open  
**Business Studies**  
**\*\*BB10-A**  
*Introduction to Business*  
**Canadian and World Studies**  
**CHC2P-B**  
*Canadian History in the 20th Century*  
**CHC2D-B**  
*Canadian History in the 20th Century*  
**CHV20-M**  
(paper-based)  
*Civics*  
**CHV20-X**  
(web-based)  
*Civics*  
**English**  
**ENG2P-A**  
*English*  
**ENG2D-A**  
*English*  
**French as a Second Language**  
**FSF2D-A**  
*Core French*  
**Guidance and Career Education**  
**GLC20-N**  
*Career Studies*  
**Mathematics**  
**MF2P-A**  
*Foundations of Math*  
**MPM2D-A**  
*Principles of Mathematics*  
**Science**  
**\*SNC2P-A**  
*Science*  
**SNC2D-A**

## Mission Statement

AFNORTH International High School provides an educational program and environment that enables students to achieve their potential.

### GUIDING PRINCIPLES WE BELIEVE:

- All students can learn .
  - All students have equal, inherent worth .
  - All students learn best when challenged with high expectations .
  - All students can learn to be good decision makers .
  - All students will be responsible for their actions.
  - All students will be provided the opportunity to learn.
  - All students and staff can demonstrate civic responsibility and a respect for individual and cultural diversity .
  - Students will be the focus of educational efforts and available human fiscal resources.
  - All students can benefit from participating and living in an international environment .
- The entire community has a shared responsibility for the development and education of our youth

## Ontario Secondary School Diploma (OSSD)

This diploma will be granted, on the recommendation of the Principal of the secondary school last attended, to a student who has accumulated a minimum of thirty credits, including at least eighteen compulsory credits (see chart on page 3).

### What is a Credit?

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

### Course Outlines

Course of study outlines for all courses taught at AIS are available at the school for examination by parents and students. The course outlines will provide more information than can be included in the brief description in the course calendar. Information such as the expectations of the course, the core content of the course and the evaluation practices to be used in the course will be included in these outlines. Students and parents may examine these outlines at the school in our Canadian office.

## Diploma Requirements

<b>Minimum number of credits for an OSSD</b>	<b>30</b>	<i>plus</i>
<i>Include, within this total, the following required subjects:</i>	4	-12 elective credits selected from available courses
English (1 credit per grade)	1	
French as a second language	3	
Mathematics (at least 1 senior credit)	2	
Science	1	-40 hours of community involvement
Canadian Geography	1	
Canadian History	1	
Arts (Art, Music, Drama, Dance)	1	
Physical and Health Education	1	
Civics and Career Studies (1/2 credit each)	1	-success on the Ontario Secondary School Literacy Test (OSSLT)
<b>Group 1</b> (Choose 1 of this group.)	1	
Social Science, Canadian World Studies, French, a Third Language or fifth English or Guidance, Careers, or Cooperative Education	1	
<b>Group 2</b> (Choose 1 of this group.)	1	
Physical Education, Music, Art, or Business Studies, or Cooperative Education	1	
<b>Group 3</b> (Choose 1 of this group.)	1	
Technology, Senior Science, or Cooperative Education	1	

## Secondary School Literacy Test

All students must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. The test will be first administered in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance for students who are unsuccessful in completing the test. The literacy test may not be retaken once it has been successfully completed.

## Compulsory Course Substitution

In order to allow flexibility in designing a student's timetable and to ensure that all students can qualify for the Ontario Secondary School Diploma, up to three substitutions (at the Principal's discretion) may be made for compulsory courses from the remaining courses offered by the school that meet the requirements for compulsory credits. See the Canadian counsellor for details.

## Online via: Avon Maitland District

Grade 9	Grade 10
AV110	ASM20
BBI10	AVI20
	ENG2D
CGC1D	FSF2D
	SNC2D
ENG1P	CHC2D
ENG1D	
FSF1D	GLC2O
	CHV2O
MFM1P	MPM2D
MPM1D	
	TGJ2O
SNC1D	
TTI1O	
	Grade 12
Grade 11	CGW4U
BAF 3M	
	CHI4U
BMI3C	
BTA3O	ENG4U
	ETS4U
CHA3U	EWC4U
CLU3M	ICS4M
	MDM4U
EMS3O	SBI4U
ENG3U	SCH4U
FSF3U	SES4U
GWL3O	
HPC3O	
HSP3M	
ICS3M	
MCR3U	
PPZ3O	
SBI3U	
SCH3U	
SPH3U	

# Distance Education

Available free of charge to AIS Canadian students via:

**Online via: Avon Maitland District School Board**

<http://www.amdec.ca/courses.html>

**OR**

**ILC – Independent Learning Center**

<http://www.ilc.org/index2.html>

## **Community Involvement**

As part of the Ontario Secondary School Diploma requirements, students typically must complete a minimum of 40 hours of community involvement activities.

These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement

Record sheets are available in the Canadian office

These sheets are used to document activities and require:

- \* number of hours for the activity
- \* supervisor's signature
- \* principal's signature

The record sheets provide a comprehensive list of eligible and ineligible activities.

A copy of each new set of volunteer hours completed should be made and kept in the student file in the Canadian office.

The requirement is to be completed outside students' normal instructional hours

Activities can take place in student's designated lunch hours, after school, on weekends or during school holidays

## **Guidelines:**

Students may not fulfill the requirement through activities that are counted towards :

- credit (e.g. cooperative education and work experience)
- paid work
- duties normally performed by a paid employee.

If you enter high school in Ontario:

- In Grade 9 you must complete 40 hours
- In Grade 10 you must complete 30 hours
- In Grade 11 you must complete 20 hours
- In Grade 12 you must complete 10 hours

## **Attendance Policy**

Ministry Guidelines for Ontario Schools state that "regular attendance on the part of students is vital to the learning process, . . . where attendance has been identified as an essential part of the course . . . and where the student is unwilling to attend regularly, such a student will normally fail to achieve credit." At AIS, attendance is an essential component of all courses. Regular attendance is necessary if the student is to participate fully in each course. Also, it is a goal of AIS to instill the important values of dependability and punctuality. Parents are requested to call the school ASAP when they know that their child will absent.. The school will call parents in cases of discrepancies.

## Evaluation and Examination Policies

Students entering grade 9 are evaluated based on the achievement charts found in Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the students demonstrate in the skills and knowledge covered in a course. 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the evaluation is based on two final summative evaluations that may be determined through a variety of methods in the latter portion of the course.

These could include a portfolio, essay, examination and/or demonstration. These final evaluations reflect the range and level of student skills and knowledge towards the conclusion of the course.

## Prior Learning Assessment & Recognition (PLAR)

PLAR may be awarded for previous knowledge and skills acquired by students. A maximum of four credits may be granted through this process. See Guidance for details.

## Report Card Marks

There will be **four terms: two in each semester**. Students will receive three Ontario report cards during the year; one at the end of the first term, and one at the end of each semester. A mark of 50% must be achieved for a pass.

## Course Changes

A student must see the guidance counselor to change a course or program. Students may not pick up a new course after the second week of the semester.

A student may not discontinue (“drop”) a course in the last two weeks (10 school days) before the final examination in that course.

Grade 11 and 12 students who do not wish to have a mark recorded on their Ontario Student Transcript **must drop the class no later than five days** after the first report card or the mark will be recorded.

## Statement of Standing (Ontario Student Transcript)

A Statement of Standing (or Transcript) will be issued upon request to any student, listing courses taken and grades obtained. All recent transcripts issued will be on the Ontario Student Transcript form which has been introduced throughout the province. Courses meeting the requirements of current Ministry of Education guidelines will be entered on this transcript using the common course code designations issued by the Ministry of Education. The Ontario Student Transcript form will provide for the recording of a concentration of courses in either Business Studies or Technological Studies. This area of concentration will be noted for any student who has gained a minimum of eight credits in Business and four credits at the senior level in Technical studies.

## SBI 4U Biology (University)

This course provides students with the opportunity for the in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigation in the areas of metabolic processes, molecular genetics, homeostasis, evolution 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.

### AP EXAM REQUIRED

Prerequisite: SBI 3U

## SCH 4U Chemistry (University)

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.

### AP EXAM REQUIRED

Prerequisite: SCH 3U

## SPH 4U Physics (University)

This course enables students to deepen their understanding of the concepts and theories of physics. Student 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 impact on society and the environment of technological applications of physics.

### AP EXAM REQUIRED

Prerequisite: SPH 3U

## SOCIAL SCIENCES AND HUMANITIES

### HSP3M

#### Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Prerequisite: None



## SCIENCE

### SNC 1D Science (Academic)

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

### SNC 2D Science (Academic)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion. Prerequisite: SNC 1D

### SBI 3U Biology (University)

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 2D

### SCH 3U Chemistry (University)

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviors 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 2D

### SPH 3U Physics (University)

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 2D

## Course Code Explanation

All courses are identified by a computer code common to all secondary schools.

### MCR 3U1

The **first three** characters identify department and the course

MCR Mathematics  
SBI Science, Biology

The **fourth** character identifies the year or grade

1. Grade 9
2. Grade 10
3. Grade 11
4. Grade 12

The **fifth** character identifies the level of instruction for the course

- O Open – suitable for all levels (e.g., art, music, physical education)
- P Applied – focus on practical applications
- D Academic – emphasis is on theory and abstract problems
- U University Preparation – developed in association with universities
- E Workplace Preparation – developed in association with workplace
- C College Preparation – developed in association with colleges
- M University/College Preparation – developed in collaboration with both colleges and universities

The **sixth** character is designated by the school for internal purposes

- 1 the first course
- 2 an extra course in the subject
- A Co-operative Education, 1 credit
- B Co-operative Education, 2 credits



## Full Disclosure of Student Transcripts

The Ministry of Education has a policy of **full disclosure**. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students taking grade 9 or grade 10 courses. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program

## Ontario Student Records (OSR)

The school maintains an Ontario Student Record folder for each student. This folder contains information such as the schools attended by the student, studies undertaken and results achieved, and other pertinent information. Any student has the right to examine his/her record, as does the parent or guardian of any student who has not yet reached the age of majority. This must be done in the presence of the school principal or guidance counselor. Copies of school records can be made when required.

## The Guidance Counselor

The Guidance Counselor offers a program of activities and services that facilitates the personal, social, educational, and career development of students at all grade levels. The school counselor provides individual, group instruction, consultations and referrals to assist students and their families in making informed decisions and responsible plans.

## The Guidance Office

The Guidance Office has an “open –door” policy. Appointments may also be made by students and parents. Information regarding course selection, post secondary studies, tutoring, career counseling, and social emotional issues is available.

### TGJ3M Communications Technology (Grade 11 University/College)

This course examines communications systems and design and production processes in the areas of electronic, live, recorded and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communication systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: None

### TGJ 4M Communications Technology (Grade 12 University/College) (US Interactive Multimedia)

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage and distribute complex electronic, graphic, recorded, or audio visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: TGJ 3M

## PHYSICAL EDUCATION

### PPL 10 Healthy and Active Living Education (Open) (US Health Education/Lifetime Sports)

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, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

Prerequisite: None

### PPL 20 Healthy and Active Living (Open) (US Conditioning)

The purpose of this course is to provide students with an opportunity to improve their physical fitness through exercise. Students are required to workout daily using a variety of individual cardiovascular and strength training exercises. This course introduces the basic concepts of lifetime fitness development, health, and exercise programming. Students will gain and understanding of various terms, concepts, principles, and benefits of conditioning.

Prerequisite: None

### PPL30 Healthy Active Living Education Grade 11, Open

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

## TECHNOLOGICAL EDUCATION

### **TGJ 20 Communications Technology (Open)**

**(New Description Required)**

Prerequisite: None

### **TDJ 20 Technological Design (Open)** **(US Engineering Drawing/CAD)**

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 of services. They will also become aware of design related careers.

Prerequisite: None

### **TDJ 3M Architectural Design CAD Grade 11, University/College Preparation)**

This course provides students with opportunities to apply the principles of technological design to challenges in communication, manufacturing, electronics, transportation, architecture, industrial and consumer products, health and safety equipment and environmental services. Students will identify user needs, estimate labour and material costs, analyse material characteristics, and illustrate design solutions, using traditional and computer-based methods. They will also acquire the basic design skills required for postsecondary studies in engineering, manufacturing, architecture, and construction.

Prerequisite: None

### **ICN 36 Cisco 1 (Open)**

This course prepares students to become network engineers and prepares them for entrance into a technology career field or for further technology study. The program includes a complete range of basic and advanced networking concept—from pulling cables through such a complex concepts as subnet masking rules and strategies.

Prerequisite: None

### **TMJ 3C Manufacturing Engineering Technology**

#### **Grade 11, College Preparation**

This course focuses on design principles; electronic, pneumatic, and hydraulic control systems; and traditional and advanced manufacturing processes. Students will solve problems and make the critical decisions necessary to develop efficient production systems. They will also study the broad range of career opportunities available in the manufacturing sector and their educational requirements, and will research the scope of the manufacturing industry and the impact of its products on individuals, society, and the environment.

Prerequisite: None

### **ICN 46 Cisco 2 (Open)**

Cisco Networking Academy Program (CCNA 3 and CCNA 4)

CCNA 3: Switching Basics and Intermediate Routing. The course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, Virtual LANs, Spanning Tree Protocol, and VLAN Trunking Protocol. CCNA 4: WAN technologies The course focuses on advanced IP addressing techniques, Port Address Translation, DHCP, Wan technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking.

Prerequisite: ICN 36

## **Co-operative Education**

The coop program helps students to acquire knowledge and skills to apply to practical situations. Such opportunities will help students see the relationship between the curriculum and the world beyond the school. Opportunities are available for coop placements both in the school and off campus.

## **Code of Behaviour**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time and ready to learn
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

## **Student Responsibilities**

Students have an increased number of responsibilities as they proceed through the school system. These include:

- taking responsibility for their learning
- taking responsibility for managing their behavior
- getting along with others in a variety of settings in the school
- demonstrating social responsibility
- developing and setting educational and career goals

## **Parent Responsibilities**

Parents have an important role to play in their children's learning. They can encourage their children by:

- working collaboratively with the school
- supporting and helping students with critical decision making
- supporting their student's goal setting activities

## Student Success

AFNORTH International Secondary School has a very strong success rate in all of the above areas. Throughout the years, as student needs have changed, course offerings in the areas of College bound students and Co-operative Education related courses have been added, and most recently, a Student Success teacher was hired in 2008-2009 to oversee students at risk as well as student seeking additional credits that require the Independent Learning setting. In this way, our students work with the school Guidance Counselor and Student Success teacher to supplement their class work with Learning Strategies courses, a wide variety of Independent Learning Courses, course and College/University selection, and on-going tutoring and social support as needed.

The AFNORTH School Improvement Plan also focuses on the emphasis that “failure is not an option” through the “Assessment for Learning” model. In this way, by ensuring that students know where they are going, how they are to get there, and what to do if they don’t succeed the first time, each student has ample opportunity to achieve to his/her personal best.

## Library Facilities

AIS Library is open each school day for student use. It is an excellent library facility complete with reference room, seminar rooms, study carrel areas and a newly refurbished computer area. The selection of titles available is quite comprehensive and new volumes are being added constantly. The Teacher-Librarian or staff members who are on duty are anxious to be of assistance in finding suitable books, magazines or papers for all students wishing to make use of this facility, whether their reading is for research, reference or recreation.

## Policy on Computer Usage

Students at AIS have the opportunity to make extensive use of the computer facilities. This involves using software, programming languages, and access to resources in virtually any location in the world by way of the Internet. The computer system at AIS consists of over two hundred workstations set up as stand-alones or in a network configuration. This presents unique and exciting opportunities to learn and explore by using technology. It also requires that each person act in a responsible manner and respect the rights of others on the system. Misuse of the system can adversely affect everyone’s access to the system.

### **MHF 4U Advanced Functions (University)**

This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR 3U

## **BUSINESS**

### **BTT 10 Information and Communication Technology in Business (Open)**

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

### **BAF 3M Financial Accounting Fundamentals**

#### **(University/College) (US Accounting I)**

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 current issues and ethics in accounting.

Prerequisite: None

### **BAT 4M Financial Accounting Principles (University/College) (US Accounting II)**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations and sources of financing.

Prerequisite: BAF 3M



## TYPES OF COURSES

The types of courses available in the secondary school program are described below.

- In Grades 9 and 10, three types of courses are offered: *academic courses*, *applied courses*, and *open courses*. *Academic courses* emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. *Open courses* are described below.
- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: *university preparation courses*, developed in close collaboration with universities; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. *Open courses* are also offered in Grades 11 and 12 (see below).
- *Open courses*, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

### FRENCH LANGUAGE PROGRAM

Our vision for French Language instruction at AFNORTH :

To encourage French instruction at all levels, while responding to the strengths and needs of our students. We seek to develop a program that will support:

**Beginning learners, whether Canadian or of other nationalities.** As an international school, we believe that all our students should be exposed to foreign language throughout their schooling. Our aim is to develop a program that will encourage them to pursue French language throughout High School.

**Immersion students who have come from Canada and who wish to maintain and improve their French Language knowledge.** If these students remain long enough at AFNORTH, they could earn an “Extended Immersion Certificate” which consists of 7 courses in French: 4 Language, and 3 supplementary courses in French. A student coming from Canada could continue in this enriched program, and eventually return to an Immersion program in Canada

**Our first language French students** Our aim for this group is to maintain and improve their knowledge and application of French, so that they can, if necessary, continue their education in French First Language either at the secondary or post-secondary level in Canada (or elsewhere).

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

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

Prerequisite : MFM 1P

NOTE: This course does not lead to University Preparation level math courses.

### MCR 3U Functions (University)

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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: MPM 2D

### MCF 3M Functions and Applications (University/College)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 2D

### MEL 3E Mathematics for Work and Everyday Life (Workplace Preparation)

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

### MDM 4U Mathematics of Data Management (University)

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability and statistics in modeling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences or the humanities will find this course of particular interest.

Prerequisite MCR 3U or MCF 3M

### MCV 4U Calculus and Vectors (University)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and all these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: MHF 4U and MCR 3U

## Educational Planning Guide

	Grade 9	Grade 10	Grade 11	Grade 12
1	English	English	English	English
2	Mathematics	Mathematics	Mathematics	Compulsory
3	Geography/History	Science	Compulsory	Elective
4	French	History/Geography	Compulsory	Elective
5	Science	Civics .5/ Career Studies .5	Elective	Elective
6	Physical Education	Elective	Elective	Elective
7	Business or Technical Art or Music	Elective	Elective	Elective
8	Seminar	Seminar	Seminar	Seminar

Use the following table to plan your program of studies. Start with your career goal.

CAREER GOAL: \_\_\_\_\_

### GPP 30 Leadership and Peer Support (Open)

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 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: None



## MATHEMATICS

### MPM 1D Principles of Mathematics (Academic)

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

Prerequisite: None

### MF1P Foundations of Mathematics (Applied)

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

Prerequisite: None

NOTE: This course does not lead to University Preparation level math courses.

### MPM 2D Principles of Mathematics (Academic)

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

Prerequisite: MPM 1D

**LWGCU German III**

This course offers students opportunities to further develop their knowledge of German and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

Prerequisite: LWGBD

**LWGDU German IV**

This course prepares students for university studies in Spanish. Students will enhance their ability to use the language with clarity and precision and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read materials for both study and pleasure and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

Prerequisite: LWGCU



**GUIDANCE**

**GLC 20 Career Studies (Open) (.5 credit)**

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

**GLS 10 Learning Strategies I: Skills for Success in Secondary School (Open)**

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. Upon recommendation of the Principal only.

**GWL30 Designing Your Future (Open)**

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: None

	Grade 9	Grade 10	Grade 11	Grade 12
1				
2				
3				
4				
5				
6				
7				
8				

Use **pencil** for courses you are taking. Use **ink** for successfully completed courses. To keep open as many options as possible, students are encouraged to continue Mathematics until the end of Grade 12.

Subject	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arts Art Drawing Painting Sculpture Drama Music Music Vocal/Choral	AVI 1O  ADA1O AMU 1O AMV 1O	AWP 2O ADA 2 O AMU2O AMU 2O AMV 2O	AWL 3M  ADA3O AMK3M AMU 3M AMV 3M	AWN 4M AWL4M AWP4M  AMU 4M AMV 4M
Canadian and World Studies Civics Canadian History Histoire du Canada Travel and Tourism US History Environ Resource Management Economics Canadian World Issues		CHV 2O (1/2 credit)  CHC 2D CHC 2DF	CGG3O CHA 3U	CGR4M CIA4U CGW4U
Social Sciences and Humanities Introduction to Anthropology, Psychology, and Sociology			HSP3M	
English	ENG 1D	ENG 2D	ENG 3U ENG 3C	ENG 4U ENG 4C ETS4U ESL DO
English Literature ESL (English Second Language)	ESL AO	ESL BO	ESL CO	
Modern Languages French Extended French Français Langue Premiere Spanish German	FSF 1D or FSF 1P FEF1D FRA 1D  LWSAD LWGAD	FSF 2D FEF2D FRA 2D  LWSBD LWGBD	FSF 3U FEF3U FRA 3U  LWSCU LWGCU	FSF4U FEF4U FRA 4U  LWSDU LWGDU
Guidance (Career Studies) Designing Your Future Leadership and Peer Support(JROTC) Navigating the Workplace Learning Strategies Cooperative Studies	GLS 1O	GLC 2O (1/2 credit)	GWL3O GPP3O  By Application only	GLN4O  By Application only
Mathematics Foundations of Math Academic/ Applied Functions/Functions & Applications Advanced Functions Calculus and Vectors Math and Data Management Math for work and everyday life	MPM 1D/ MFM 1P	MPM 2D/ MFM 2P	MCR 3U/MCF 3M  MEL3E	MHF 4U MCV 4U MDM 4U
Business Intro to Information Technology in Business Intro. to Financial Accounting Principals of Financial Accounting Economics	BTT 1O		BAF 3M	BAT4M CIA4U
Physical Education Healthy and Active Living Healthy and Active Living Education	PPL 1O	PPL 2O	PPL3O	
Science Academic/Applied Biology University Prep Chemistry University Prep Physics University Prep	SNC 1D/SNC 1P	SNC 2D/SNC 2P	SBI 3U SCH 3U SPH 3U	SBI4U SCH4U SPH 4U
Technological Studies Technological Design Computer Engineering Communications Technology Engineering Design Technology Computer Networking Computer and Information Science		TDJ 2O TGJ 2O	TDJ3M Arch Des. – CAD TGJ3M-ComTecVidCom ICN 36-EngDes-Robotics ICN 46-Cisco I	TGJ 4M ICS 4M ICN46I-CiscoII

## INTERNATIONAL LANGUAGES

### SPANISH

#### **LWSAD Spanish I**

This course is designed to enable students to begin to communicate with native speakers of language of Spanish. Students will use simple language and read age-and language appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.  
Prerequisite: none

#### **LWSBD Spanish II**

This course provides students with the language learning experiences that will enable and apply their speaking skills in a variety of contexts and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.  
Prerequisite: LWSAD

#### **LWSCU Spanish III**

This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.  
Prerequisite: LWSBD

#### **LWSDU Spanish IV**

This course prepares students for university studies in Spanish. Students will enhance their ability to use the language with clarity and precision and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read materials for both study and pleasure and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.  
Prerequisite: LWSCU

### GERMAN

#### **LWGAD German I**

This course is designed to enable students to begin to communicate with native speakers of language of German. Students will use simple language and read age-and language appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.  
Prerequisite: none

#### **LWGBD German II**

This course provides students with the language learning experiences that will enable them to communicate in the language of German. Students will continue to develop and apply their speaking skills in a variety of contexts and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.  
Prerequisite: LWGAD

**Note:** Some of the above courses will be offered through Distance Learning if number of students is too low.  
\* Prerequisite needed. These prerequisites can be waived by the Canadian Principal

## FEF4U

### Extended French, Grade 12, University Preparation

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 11, University Preparation

## FRANCAIS

### FRA 1D Français Langue Première 9e (Académique)

Ce cours de français est basé sur les objectifs d'apprentissage contenus dans le programme de français langue première du Ministère de l'éducation du Québec du niveau de la troisième secondaire. Pour les pratiques de lecture, les textes étudiés sont les romans, les contes, les mythes, les légendes, les poèmes, les textes documentaires, les articles d'encyclopédie et les textes de vulgarisation scientifique. En ce qui a trait au fonctionnement de la langue, les éléments suivants sont étudiés: lexique (vocabulaire), grammaire de la phrase et du texte, orthographe grammaticale, orthographe d'usage et conjugaison.

Préalable: Aucun

### FRA 2D Français Langue Première 10e année (Académique)

Ce cours de français est basé sur les objectifs d'apprentissage contenus dans le programme de français langue première du Ministère de l'éducation du Québec du niveau de la troisième secondaire. Pour les pratiques de lecture, les textes étudiés sont: les romans, les contes, les mythes, les légendes, les poèmes, les textes documentaires, les articles d'encyclopédie et les textes de vulgarisation scientifique. En ce qui a trait au fonctionnement de la langue, les éléments suivants sont étudiés: lexique (vocabulaire), grammaire de la phrase et du texte, orthographe grammaticale, orthographe d'usage et conjugaison.

Préalable: FRA 1D

### FRA 3U Français Langue Première 11e année cours préuniversitaire

Ce cours de français est basé sur les objectifs d'apprentissage contenus dans le programme de français langue première du Ministère de l'éducation du Québec du niveau de la troisième secondaire. Pour les pratiques de lecture, les textes étudiés sont: les romans, les contes, les mythes, les légendes, les poèmes, les textes documentaires, les articles d'encyclopédie et les textes de vulgarisation scientifique. En ce qui a trait au fonctionnement de la langue, les éléments suivants sont étudiés: lexique (vocabulaire), grammaire de la phrase et du texte, orthographe grammaticale, orthographe d'usage et conjugaison.

Préalable : FRA 2D

### FRA4U Français, 12<sup>e</sup> année, cours préuniversitaire

Ce cours permet à l'élève de perfectionner sa connaissance du français. L'étude d'œuvres marquantes, principalement des textes du XX<sup>e</sup> siècle, enrichit sa connaissance de la littérature et son bagage culturel tout en lui présentant une réflexion sur des questions fondamentales. La réalisation d'un projet autonome d'envergure l'amène à développer son esprit critique et son autonomie en matière d'apprentissage. L'élève a recours aux technologies de l'information et de la communication pour mener à bien ses recherches et ses travaux.

Préalable: FRA 3U

## ARTS

### AMU 1O Music (Open)

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

### AMU 2O Music (Open)

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

### AMK2O Keyboard Music (Open)

### AMK3M Keyboard Music

### AMU 3M Music (University/College)

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: AMU 1O

### AMU 4M Music (University/College)

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

### AMV 1O Music and Vocal (Open)

### AMV 2O Music and Vocal (Open)

### AMV 3M Music and Vocal (Open)

### AMV 4M Music and Vocal (University/College)

The show choir course is designed to provide students vocal jazz competencies and experiences. The content includes, but is not limited to the following concepts: sight-reading, music notation vocally, singing three and four-part music, practicing and using vocal improvisation, using back-up accompaniment and ensemble tone color/quality, performing in public performances and musical productions, interpreting contemporary vocal musical scores, studying of melodic, rhythmic, and harmonic structure in vocal jazz and popular choral music, studying intonation, singing a cappella, singing with instrumental accompaniment, and creating and performing appropriate choreography.

Prerequisite: None

### ADA1O Dramatic Arts, Grade 9, (Open)

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 analyze and reflect on the experience.

### ADA2O Dramatic Arts, Grade 10, (Open)

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 analyze and reflect on the experience.

### ADA 30 Dramatic Arts, Grade 11 (Open)

This course requires students to create and to present dramatic works. Students will do

research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyse and reflect on dramatic works; and develop their communication skills and other skills useful in a variety of careers. Prerequisite: ADA 1O or ADA 2O

#### **ADA 40 Dramatic Arts, Grade 12 (Open)**

This course requires students to create and present a variety of dramatic works. Students will present works by Canadian and other playwrights, and develop original material based on personal narratives, local community issues, or global concerns. They will have hands-on experiences with various aspects of dramatic arts productions, including performance, set design, lighting, costumes, stage and technical management, and marketing. Students will also explore possible careers related to the dramatic arts. Prerequisite: Dramatic Arts, Grade 11, University/College Preparation or Open

#### **AVI 1O Visual Arts (Open)**

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.

Prerequisite: None

#### **AWN 4M Painting (Open)**

This course is designed for students who want to develop skills in advanced drawing and painting media emphasis will be placed upon using media for personal expression, interpretive use of colour theory and visual conceptualization in developing personal style. Prerequisite: AVI 1O

#### **AWP 2O Sculpture**

In this course students learn basic sculpture techniques and theory to develop the skill of sculpting through accurate observation and interpretation. After skills have been learned and practiced, students progress to explore a wide variety of sculpting materials as a means of personal expression. Prerequisite: AVI 1O

#### **AWL 3M Drawing (University/College)**

In this course, students learn basic drawing techniques and theory to develop the skill of drawing through accurate observation and interpretation. After skills have been learned and practiced, student progress to explore a wide variety of drawing media and to develop ideas as a means of personal expression. This course is excellent for those who feel that they never could learn to draw accurately, as well as for advanced students who are interested in drawing as a means of creative expression. Homework is an integral part of the course Prerequisite: AVI 1O

#### **FSF 2D Core French (Academic) (US French IV)**

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: FSF 1D or French III

#### **FSF 3U Core French (University) (US French V)**

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 provide 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 2D (French IV)

#### **FSF4U Core French, (US French VI) (University Preparation)**

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 3U (French V)

#### **EXTENDED FRENCH PROGRAM**

##### **FEF 1D**

##### **Extended French, Grade 9, Academic**

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres, e.g., poems, articles, brochures and study at least one short novel intended for a French-speaking audience.

Prerequisite: Minimum of 1,260 hours of instruction in French or equivalent

##### **FEF 2D**

##### **Extended French, Grade 10, Academic**

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: Extended French or French Immersion, Grade 9, Academic

##### **FEF 3U**

##### **Extended French, Grade 11, University Preparation**

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 10, Academic

## ENGLISH AS A SECOND LANGUAGE

### **ESLAO Beginning Communication in English, ESL Level 1 (Open)**

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Prerequisite: none

### **ESLBO English in Daily Life, ESL Level 2 (Open)**

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

Prerequisite: ESL 1 or equivalent

### **ESLCO English for School and Work, ESL Level 3 (Open)**

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

Prerequisite: ESL 2 or equivalent

### **ESLDO Study Skills in English, ESL Level 4 (Open)**

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

Prerequisite: ESL 3 or equivalent

## FRENCH AS A SECOND LANGUAGE

### **FSF 1D Core French (Academic) (US French III)**

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: Grade 8 FSL (French II) or 600 hours FSL



## CANADIAN STUDIES

### **CHV 20 Civics (Open)**

Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Prerequisite: None

*CGC1D/1DF are offered in alternating years.*

### **CHC2D Canadian History Since World War I, Grade 10 Academic**

This course explores the local, national, and global forces that have shaped Canada's national identity from World War 1 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.

### **CHC2DF L'histoire du Canada depuis la Première Guerre Mondiale 10e année académique**

### **CHA3U American History, Grade 11, University Preparation**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

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



**CGW 4U Canadian and World Issues (University) (US Model United Nations/Contemporary Issues)**

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

**CGR 4M Environment and Resource Management , University/College Preparation**

This course investigates the complexity and fragility of ecosystems and the effects of human activities on them. Students will study the principles of sustainability and resource management and evaluate various approaches to achieving a more sustainable relationship between the environment, society, and the economy.

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

**CGG30 Travel and Tourism, Grade 11, Open**

This course focuses on travel and tourism to examine the unique characteristics of selected world regions from a geographic perspective. Using a variety of geo-technologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

**Prerequisite:** Geography of Canada, Grade9, Academic or Applied

**CIA 4U Analyzing Current Economic Issues (University)**

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze current economic issues and make informed economic choices based on their analysis.

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

**ENGLISH**

**ENG 1D English (Academic)**

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 on the correct and effective use of spoken and written language.

**Prerequisite:** None

**ENG 2D English (Academic)**

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 analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

**Prerequisite:** ENG 1D

**ENG 3U English (University)**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts, both contemporary, and historical; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze 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 2D

**ENG 3C English (College)**

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 analyze 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:** ENG 2P or ENG 2D

**ENG 4U English (University)**

This course emphasizes consolidation of literacy, critical thinking and communications skills. Students will analyze 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 analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

**Prerequisite:** ENG 3U

**ENG 4C (College)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze 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 analyze 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:** ENG 3C or ENG 4U