

# **AFNORTH INTERNATIONAL HIGH SCHOOL**



## **Course Calendar 2007-2008 Ontario Curriculum**

<http://www.afno-is.eu.dodea.edu>



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## **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         |  |
| 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         |  |
| <b>Group 1</b> (Choose 1 of this group.)                                  | 1         |  |
| Social Science, Canadian World Studies, a Third Language or fifth English | 1         |  |
| <b>Group 2</b> (Choose 1 of this group.)                                  |           |  |
| Physical Education, Music, Art, or Business Studies                       |           |  |
| <b>Group 3</b> (Choose 1 of this group.)                                  |           |  |
| Technology or Senior Science  |           |  |
|   |           | -40 hours of community involvement                             |
|   |           | -success on the Ontario Secondary School Literacy Test (OSSLT) |

### 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.

## 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 week-ends 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 a final summative evaluation 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. This final evaluation reflects 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 counsellor 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.

## 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 Counsellor**

The Guidance Counsellor offers a program of activities and services that facilitates the personal, social, educational, and career development of students at all grade levels. The school counsellor 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 counselling, and social emotional issues is available.

## **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 takes 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 student's goal setting activities

## **Learning Support**

The function of the **Learning Support Program** is to address the needs of students who may require remedial support in various subject areas. These grade 7 through 12 students acquire this extra help through the Learning Strategies elective. This course helps students to become more independent learners, while at the same time developing their literacy, numeracy, communication and planning skills. The course will also increase student confidence, motivation, and ability to learn. In conjunction with the Learning Strategies course, students also receive individual and small group instruction on specific subject areas. Students may be recommended for Learning Support for a variety of reasons. These may include an academic delay, identified learning disability, emotional support, social support and/or an attention deficit. An Individual Educational plan (IEP) may be developed for each student identifying the specific needs to be addressed.

## **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.

## 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.

## 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/<br>Career Studies .5 | Elective    | Elective   |
| 6 | Physical Education                          | Elective                        | Elective    | Elective   |
| 7 | Business or<br>Technical<br>Art or<br>Music | Elective                        | Elective    | Elective   |
| 8 | Seminar                                     | Seminar                         | Seminar     | Seminar    |

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

|   | 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.



## ARTS

### **AMU 10 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 20 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

### **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 10

### **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.

Prerequisite: AMU 20

### **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 music 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

### **ADA20 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.

Prerequisite: ADA 10

### **AVI 10 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

**AVI 4M Studio Art (University/College)**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, North American art and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

**AWN 4M Painting (University/College)**

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 4M Sculpture (University/College)**

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 4M 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: AV1 1O

**CANADIAN STUDIES****CHV 2O Civics (Open)**

Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global

beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Prerequisite: None

**CHC 2D Canadian History in the Twentieth Century (Academic)**

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause and effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.  
Prerequisite: None

**CHC 2DF Histoire du Canada au XXsiècle, (cours théorique)**

Ce cours traite des changements survenus dans la population, les technologies et l'économie, ainsi que de l'histoire sociale et politique du Canada au XX siècle. Les thèmes abordés sont: changements et continuité, mondialisation et Ontario français, interactions entre la technologie et les autres domaines d'activité, et patrimoine canadien. Tout au long du cours, l'élève apprend à reconnaître, soutenir des hypothèses, à faire des recherches documentaires et à en présenter les résultats.

Préalable: Aucun

**CHA 3U American History (University) (US History)**

This course examines the development of American social, political and economic structures from colonial times to the present. Students will analyze the chronology of events and evaluate the roles played by specific individual and groups throughout American history. Students will conduct research and analysis and communicate in a variety of ways their knowledge and understanding of the United States, Canada's closest neighbour and most important cultural influence and economic partner.

Prerequisite: CHC 2D or CHC 2P

**CHY 4U World History: The West and the World**

**(University)**

This course investigates the major trends in Western civilization and world history from the 16th century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

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

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

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyze the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations.

Prerequisite: Any university/college prep course in Canadian/World Studies, English, Soc. Sciences or Humanities.

**CHI 4U Canada: History, Identity and Culture (University)**

This course examines the evolution of a Canadian national identity. Students will learn how modern Canada was shaped by the interaction among Aboriginal peoples, the French, the English, and subsequent immigrant groups. This course will enable students to evaluate major social, economic, and political changes in Canadian history from pre-contact to the present. The understanding students gain through their examination of Canada's historical and cultural roots will allow them to formulate a definition of what it means to be Canadian.

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

**EPS30 Presentation and Speaking Skills (Open) (US Speech)**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyze the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.  
Prerequisite: ENG 2D or ENG 2P

**IDC 3O (Open) (US Journalism)**

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present finding beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluation, and communication information;

and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

Prerequisite: ENG 2U

**ETS 4U Studies in Literature (AP English Literature)**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.  
Prerequisite: ENG 3U

**ENGLISH AS A SECOND LANGUAGE****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 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

**FSF 1P French (Applied)**

This course emphasizes the concurrent development of oral communication, reading and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

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

**FSF 2D 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 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 French, (University) (US French VI)**

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)

## 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

### **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

## **FRANCAIS**

### **FRA 1D Français Langue Première 9e 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: lexic (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: lexic (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: lexic (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

## 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.

### **GPP 30 Leadership and Peer Support (Open) (US: one credit for JROTC)**

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

Prerequisite: at least one year of involvement in JROTC before credit is taken.

## 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

### **MFMIIP 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

### **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

**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

**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 or MFM 2P

**MEL 3E (Workplace)**

The course enables students to broaden their understanding of mathematics as it is applied in important areas of day to day living. 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.

Prerequisite: MPM 1D or MFM 1P

**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

**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

**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

**BUSINESS****BTT 2O 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

**BBB 4M International Business Fundamentals (University/College) (US International Business)**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing and management.  
Prerequisite: Any university/college prep course in Business Studies or Canadian / World Studies. (The Principal may waive this prerequisite.)

**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

#### **TECHNOLOGICAL EDUCATION**

##### **TGJ 2O Communications Technology (Open) (US Yearbook Production)**

This course is designed to give students the experience of preparing a school yearbook for production using digital technology. They will be involved in all aspects of the preparation including planning, research, photography, copy writing and page layout. They will also be involved in the after production aspects including advertising, sales and distribution. The emphasis will be on student oriented activities and encourage a hands on approach in those individual and cooperative activities. The page layout will be done completely on the computer using a page layout software compatible with the chosen printing company. Photographs will generally be taken using the digital camera but print photographs will also be used and scanned to the pages.

Prerequisite: None

##### **TEE 2O Computer Engineering and Electronics (Open) (US Digital Electronics I/II)**

This course examines computer hardware and the control of external components from an engineering perspective. Students will learn how to solve problems and will study the functions of key computer components and peripherals, logic gates, fundamental programming concepts, internal numbering and character representation systems and operating systems and networks. Students will also develop an awareness of potential careers in the field of computer engineering. Electronic components and circuits are examined using digital trainers designed to provide practical hands on activities as well as theoretical coverage of the electronics topic.

Prerequisite: None

##### **TDJ 2O 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

##### **TMJ 3C Manufacturing Engineering Technology (College) (US Robotics)**

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 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

**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

**TGJ 4M1 (US Interactive Multimedia) or TGJ 4M2 (Video Communications) Communications Technology (University/College)**

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 student 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

**NOTE: Students will be granted one Ontario credit either for TGJ 4M1 or TGJ 4M2**

**ICS 4M****Computer and Information Science (University/College) (US Java Programming I/II)**

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

Prerequisite: ICS 3M or permission of the school principal

**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

## 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

### **SNC1P Science (Applied)**

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

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

### **SNC 2P Science (Applied)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion

Prerequisite: SNC 1P

### **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

**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 of technological applications of physics.

**AP EXAM REQUIRED**

Prerequisite: SPH 3U

**SOCIAL SCIENCES AND HUMANITIES****HHS4M Individuals and Families in a Diverse Society (University/College) (US Psychology/Sociology)**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

Prerequisite: Any univ/college prep course in Social Sciences, Humanities, English, or Canadian/World Studies.

(The Principal may wave this prerequisite.)

# **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>

## **Online via: Avon Maitland District**

|                 |   |                 |  |
|-----------------|---|-----------------|--|
| <b>Grade 9</b>  |   | <b>Grade 10</b> |  |
| AVI10           | Visual Arts, Grade 9, Open  | ASM20           | Media Arts, Grade 10, Open   |
| BBI10           | Introduction to Business, Grade 9, Open   | AVI20           | Visual Arts, Grade 10, Open  |
| CGC1D           | Geography of Canada, Grade 9,   | ENG2D           | English, Grade 10, Academic  |
|                 | Academic  | FSF2D           | Core French, Grade 10, Academic  |
| ENG1P           | English, Grade 9, Applied   | SNC2D           | Science, Grade 10, Academic  |
| ENG1D           | English, Grade 9, Academic  | CHC2D           | Canadian History in the Twentieth Century, Grade 10                                |
| FSF1D           | Core French, Grade 9, Academic  | GLC2O           | Academic   |
| MFM1P           | Foundations of Mathematics, Grade 9, Applied  |                 | Career Studies, Grade 10, Open   |
| MPM1D           | Principles of Mathematics, Grade 9, Academic  | CHV2O           | Civics, Grade 10, Open   |
| SNC1D           | Science, Grade 9, Academic  | MPM2D           | Principles of Mathematics, Grade 10, Academic                                      |
| TTI1O           | Integrated Technologies,  | TGJ2O           | Communications   |
|                 |   |                 | Technology, Grade 10, Open   |
| <b>Grade 11</b> |   | <b>Grade 12</b> |  |
| BAF 3M          | Introduction to Financial Accounting, Grade 11, University/College Preparation                    | CGW4U           | Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation |
| BMI3C           | Introduction to Marketing, Grade 11, College Preparation  | CHI4U           | Canada: History, Identity, and Culture, Grade 12, University Preparation           |
| BTA3O           | Information Technology Applications in Business, Grade 11, Open                                   | ENG4U           | English, Grade 12, University Preparation  |
| CHA3U           | American History, Grade 11, University Preparation  | ETS4U           | Studies in Literature, Grade 12, University Preparation                            |
| CLU3M           | Understanding Canadian Law, Grade 11, University/College Preparation                              | EWC4U           | The Writer's Craft, University   |
| EMS3O           | Media Studies, Grade 11, Open   | ICS4M           | Computer and Information Science, Grade 12, University/College Preparation         |
| ENG3U           | Grade 11 English, University  |                 |  |
| FSF3U           | Core French, Grade 11 University  | MDM4U           | Mathematics of Data Management, Grade 12, University                               |
| GWL3O           | Designing Your Future, Open   | SBI4U           | Biology, Grade 12, University  |
| HPC3O           | Parenting, Grade 11, Open   | SCH4U           | Preparation  |
| HSP3M           | Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation | SES4U           | Chemistry, Grade 12, University Preparation  |
| ICS3M           | Computer and Information Science, Grade 11, University/College                                    |                 | Earth and Space Science, Grade 12, University                                      |
| MCR3U           | Functions and Relations, Grade 11, University Preparation   |                 | Preparation  |
| PPZ3O           | Health for Life, Grade 11, Open   |                 |  |
| SBI3U           | Biology, Grade 11, University   |                 |  |
| SCH3U           | Preparation   |                 |  |
| SPH3U           | Chemistry, Grade 11, University   |                 |  |
|                 | Preparation   |                 |  |
|                 | Grade 11 Physics, University  |                 |  |
|                 | Preparation   |                 |  |

## **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**  
**MFM1P-B**  
(paper-based)  
*Foundations of Math*  
**MFM1P-X**  
(web-based)  
*Foundations of Math*  
**Science**  
**\*\*SNC1P-A**  
*Science*

### **Grade 10 Courses**

Applied  
Academic  
Open  
**Business Studies**  
**\*\*BBI20-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**  
**MFM2P-A**  
*Foundations of Math*  
**MPM2D-A**  
*Principles of Mathematics*  
**Science**  
**\*SNC2P-A**  
*Science*  
**SNC2D-A**

## **ILC – Independent Learning Center**

### **Grade 11 Courses**

Workplace Preparation  
College Preparation  
University/College Preparation  
University Preparation  
Open

#### **Business Studies**

**BDI3C-A**

*Introduction to Entrepreneurial Studies*

**\*BAF3M-A**

*Introduction to Financial Accounting*

**\*\*BTA3O-A**

*Information Technology Applications in Business*

#### **Canadian and World Studies**

**\*\*CHW3M-A**

*World History to the 16th Century*

#### **English**

**ENG3E-A**

*English*

**\*\*ENG3C-A**

*English*

**ENG3U-A**

*English*

(paper-based)

**ENG3U-X**

(web-based)

*English*

#### **Health and Physical Education**

**\*\*PPZ3O-A**

*Health for Life*

#### **Mathematics**

**MEL3E-A**

*Math for Everyday Life*

**MBF3C-A**

*Math of Personal Finance*

**MCR3U-A**

*Functions and Relations*

#### **Science**

**\*\*SNC3E-A**

*Science*

**\*\*SBI3C-A**

### **Grade 12 Courses**

Workplace Preparation  
College Preparation  
University/College Preparation  
University Preparation  
Open

#### **Business Studies**

**\*\*BDV4C-A**

*Entrepreneurial Studies Venture Planning*

**\*\*BAT4M-A**

*Principles of Financial Accounting*

#### **English**

**\*\*ENG4U-A**

*English*

#### **Mathematics**

**\*\*MEL4E-A**

*Math for Everyday Life*

**\*\*MCT4C-A**

*Math for College Technology*

**\*\*MAP4C-A**

*College and Apprenticeship Mathematics*

**\*\*MCB4U-A**

*Advanced Functions and Intro Calculus*

#### **Science**

**\*\*SNC4E-A**

*Science*

**\*\*SNC4M-A**

*Science*

**\*\*SBI4U-A**

*Biology*

#### **Social Sciences and Humanities**

**\*\*HHS4M-A**

*Individuals and Families in a Diverse Society*

**\*\*HZZ4U-A**

*Philosophy*

