

COLLEGE PREP INTERNATONAL

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WHY
COLLÈGE PREP INTERNATIONAL ?
Because you deserve the best !

Collège Prep International is an English private, non-sectarian, co-educational school, founded in 1944. There are no language restrictions with regards to registration. There are over twenty-five international languages within our school family.

The School welcomes students from all over the world. Our small classes, and the personal attention we offer, provide our students with the very best. Every effort is made to help students feel comfortable in their new environment. and foreign students find this an excellent milieu for learning and improving their English.

We offer individualized instruction and personal attention. A warm rapport between teacher and student is one of the most important factors in helping students adjust to a successful school life.

The administration and faculty are in close contact with all our students and use many years of experience to help students realize their potential. Before acceptance, an interview is arranged for parents and students. Appointments are required and must be made in advance.

- WHAT WE ARE ALL ABOUT -

At Collège Prep International, we believe that we are called to encourage and to assist our students in developing their abilities to the fullest possible extent, to enable them to fulfill their hopes and dreams, and to make positive and enduring contributions to society.

The attainment of these goals is the responsibility of the students, subject to the direction of their parents, with the help of dedicated teachers.

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We believe that the reward for our efforts is the personal, social and academic development of each young gentleman and lady educated at Collège Prep International.

Welcome Students !

We hope you had a great summer and are ready for a new and exciting year. This is your year to shine, to be all you can be.– smart, popular, physically fit, and good at heart! Welcome to the new students who are joining our school family. We are glad you've come..

Here are just some of the activities you can look forward to this year:

HOMEcomings (in September)

A special day to celebrate our coming together to begin a new year.

INTERNATIONAL DAY (in December)

A day to celebrate our many different cultures; let others see the traditional clothes of our country; share our talents and entertain each other; sit down together for a special holiday meal.

SCHOOL SCIENCE FAIR (in February)

A day to show off your skills in Science; to welcome your parents and relatives and explain your science project. Organized by the Head of the Science Department.

SPORTS DAY (in May)

A chance to enjoy yourself in sun and green-space outdoors; you will participate in team contests; have time to picnic with your classmates; and play some ball.

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WHAT IF I NEED HELP ?

Each grade at Collège Prep has a homeroom teacher. Feel free to speak to any teacher about your ideas, your studies, and your problems. We are ready to help.

The school office is ready to help students during the day with extra coaching, problem-solving, a friendly chat, and suggestions for self-discipline. Parents are asked to make appointments.

We know that by steady effort, serious study, and following school rules, you will give your parents the reward of your best efforts.

Together, let's make this year count! Success can be yours.

COLLEGE PREP INTERNATONAL

2008 – 2009

Ms. U. T. Mora Chief Executive
Officer

Mr. Juraj Pojtek Director

Mr. M. Diaczun Headmaster

Mr. A. ZahranAssistant Headmaster -Vice
Principal]

Mr. W. Wong Student
Services

Student Code of Conduct

The Uniform and Appearance

- 1.- The full uniform with tie and school vest is worn to, during, and returning from school.**
- 2.- Plain low-heel black dress shoes are worn. No black sneakers.**
- 3.- Students may not wear jewelry. No piercings, studs or rings.**
- 4.- A plain over-coat may be worn in cold weather when travelling.**
- 5.- During snow season, they leave a pair of black dress shoes at school. Boots or sneakers are never allowed beyond the entrance.**
- 6.- Boy's hair is short. It does not cover the eyes, ears, or shirt collar.**
- 7.- Students may not dye, wetten, stiffen, gell or shave their hair. Their faces are clean-shaven.**
- 8.- Girls dresses reach to the knee. They wear black, grey, white or navy socks. If shorter, girls must wear black leotards or the equivalent under the skirt.**
- 9.- Shirts are tucked-in. A black belt is worn. No tight or baggy pants / trousers.**
- 10.- On school outings if permission is given, students wear clothing that is loose but not baggy, covering their shoulders, trunk, upper and lower limbs, and which is unrevealing. Students do not wear hats indoors.**

Absences and Tardiness

- 11.- Students enter and leave by the front door.**
- 12.- Students arrive by 8:30 a.m. They are seated and ready at the 8:45 bell.**
- 13.- Tardy students will not be admitted to the class-room once first period has started.**

Student Department

- 14.- You must be respectful at all times to teachers and fellow students.**
- 15.- Students practice speaking only English or French in school.**
- 16.- You may not touch another's property, desk, school bag, coat or person.**
- 17.- Leave your lunch table clean. Return your tray properly.**

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- 18.- Eating and drinking is permitted in the cafeteria only. This includes water.
- 19.- You may not copy each other's work.
- 20.- Students do not sit on desk-tops or sideways, or lean against the wall.
- 21.- Running is forbidden.
- 22.- Students may not use cell-phones, i-pods upstairs. Texting or playing electronic games is forbidden.
- 23.- You may leave class only at recess and lunch. Use the washroom at these breaks.
- 24.- You may not enter a classroom other than your own.
- 25.- You must remain downstairs at lunch until the lights are turned off.

School Property and Agendas

- 26.- Keep your desk, books and class neat and clean.
- 27.- Do not bring expensive items to school. You are responsible for your possessions. Do not loan them to others. The school is not responsible for personal property lost, damaged, or left overnight.
- 28.- Students keep a complete record of homework assignments in their agendas, and have their parents sign each week.
- 29.- Agendas must be kept neat and clean, without stickers and drawings.

Banned or Restricted

- 30.- Laser pointers, knives, exacto-knives, weapons of all kinds are forbidden.
- 31.- Bicycles, motorcycles, skateboards, skates are not permitted.
- 32.- Students may not receive visitors at school or in the neighbourhood.
- 33.- Computers may be used before and after school and during the morning recess.
- 34.- Smoking and gum chewing is forbidden.

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Dear Parents ...

ABSENCES AND LATES

Please telephone the school office before 10 a.m. on days that your son or daughter will be late or absent. Please send a note with your son or daughter when he/she returns to school after a period of absence, or if he/she must leave before 3 p.m.

CHANGE OF PERSONAL INFORMATION

Please notify the school office of any change of address, telephone number, custody or guardianship, immigration status.

LEAVING THE PROPERTY

Students may not leave the property during the day.

The school is in no way responsible for the safety of students who leave the property.

FIELD TRIPS

Written permission, and the Quebec Health Insurance Number or Coverage on file are needed for each field trip. Students must follow directions given by school personnel while on field trips or forfeit the right to participate in future outings.

HONOUR ROLL

The student in each class who receives the highest academic average, having no individual course average under 90% and this consistently for all four quarters, will receive the Class Honour Roll at the End of the Year.

FIRE DRILLS

Fire instructions are given to each class during the first month of the school year, and several school drill practices are held.

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SMOKING

There is no smoking on school property or in the neighbourhood by either students or teachers; nor is it permitted on field trips.

Comparing School Systems

QUEBEC SCHOOLS

Elementary Cycle 1, Year 1
Elementary Cycle 1, Year 2
Elementary Cycle 2, Year 1
Elementary Cycle 2, Year 2
Elementary Cycle 3, Year 1

Elementary Cycle 3, Year 2
At the end of which is a Graduation

Secondary Cycle 1 – Secondary 1
Secondary Cycle 1 – Secondary 2

Secondary Cycle 2 – Secondary 3
Secondary Cycle 2 – Secondary 4
Secondary Cycle 2 – Secondary 5
At the end of which is a Graduation

Cegep (College) Year 1

Cegep (College) Year 2
At the end of which is a Graduation
University – Year 1

University – Year 2
University – Year 3
At the end of which is a Degree

CANADIAN / AMERICAN SCHOOLS

Elementary Grade 1
Elementary Grade 2
Elementary Grade 3
Elementary Grade 4
Elementary Grade 5
At the end of which may be a
Graduation
Middle School Grade 6

Middle School Grade 7
Middle School Grade 8
At the end of which may be a
Graduation

High School Freshman Gr. 9
High School Sophomore Gr. 10
High School Junior Grade 11

High School Senior Grade 12
At the end of which is a Graduation
Junior/Community College Yr 1
Or, University – Year 1
Junior/Community College Yr 2
At the end of which is a Diploma
Or, University – Year 2

University – Year 3
University – Year 4
At the end of which is a Degree

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ACADEMIC CALENDAR 2008 – 2009

AUGUST

27 Open House. Parents and Teachers meet.

SEPTEMBER

2 First Day. Classes begin.

OCTOBER

13 Thanksgiving. School closed.

24 Report Day 1st Quarter. Parent-Teacher Conferences.

NOVEMBER

20 - 21 Teachers' Convention. No classes.

DECEMBER

5-12 Christmas Examinations.

19 Report Day 2nd Quarter. Parent-Teacher Conferences.

20-January 4 Christmas Vacation begins.

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JANUARY

5 School re-opens.

MARCH

13 Report Day 3rd Quarter. Parent-Teacher Conferences.

APRIL

9-19 Easter Vacation. School closed.

MAY

15 Sport's Day

18 Victoria Day. School closed.

22 Alternate Sports Day.

School Courses by Grade Level

GRADE 5 / GRADE 6

English Language Arts

Mathematics

Français, langue seconde

Social Studies [History; Geography; Citizenship Education]

Science and Technology

Art

Music [Not offered every year]

Drama [Not offered every year]

Dance [Not offered every year]

Moral Education

Physical and Health Education

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SECONDARY I – GRADE 7

- 543 – 100 Physical and Health Education**
- 555 – 100 Integrated Science**
- 563 – 100 Mathematics**
- 569 – 100 Ethics and Religious Culture**
- 587 – 100 General History and Citizenship Education I**
- 595 – 100 General Geography I**
- 632 – 100 English Language Arts**
- 634 – 100 Français, langue seconde**
- 668 – 100 Visual Arts [Not offered every year]**
- 669 – 100 Music [Not offered every year]**
- 670 – 100 Drama [Not offered every year]**
- 672 – 100 Dance [Not offered every year]**

SECONDARY II – GRADE 8

- 543 – 204 Physical and Health Education**
- 555 – 208 Science and Technology**
- 563 – 206 Mathematics**
- 569 – 204 Ethics and Religious Culture**
- 587 – 206 General History and Citizenship Education II**
- 595 – 206 General Geography II**
- 632 – 212 English Language Arts**
- 634 – 212 Français, langue seconde**
- 668 – 208 Visual Arts [Not offered every year]**
- 669 – 208 Music [Not offered every year]**
- 670 – 208 Drama [Not offered every year]**
- 672 – 208 Dance [Not offered every year]**

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SECONDARY III – GRADE 9

- 543 – 302 Physical and Health Education
- 555 – 306 Science and Technology
- 563 – 306 Mathematics
- 569 – 352 Ethics and Religious Culture
- 587 – 304 History and Citizenship Education
- 632 – 306 English Language Arts
- 634 – 306 Français, langue seconde
- 668 – 302 Visual Arts [Not offered every year]
- 669 – 302 / 304 Music [Not offered every year]
- 670 – 302 Drama [Not offered every year]
- 672 – 302 Dance [Not offered every year]
- 606 – 304 Personal Orientation Project

SECONDARY IV – GRADE 10

- 543 – 402 Physical Education
- 556 – 416 Physical Science 416
- 556 – 436 Physical Science 436
- 563 – 404 Mathematics: Culture/Society/Technology
- 564 – 406 Mathematics: Technological and Scientific
- 565 – 406 Mathematics: Scientific
- 569 – 404 Ethics and Religious Culture
- 587 – 404 History of Quebec and Canada
- 606 – 404 Personal Orientation Project
- 632 – 406 English Language Arts
- 634 – 404 / 406 Français, langue seconde
- 668 – 402 Visual Arts [Not offered every year]
- 669 – 402 Music [Not offered every year]
- 670 – 402 Drama [Not offered every year]
- 672 – 402 Dance [Not offered every year]
- 612 – 454 Media and Communications

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SECONDARY V – GRADE 11

544 – 512 Physical Education

551 – 584 Chemistry

554 – 584 Physics

568 – 536 Mathematics

602 – 514 Economics

606 – 511 Career Education

615 – 551 Personal and Social Development

630 – 516 English Language Arts

636 – 544 Français, langue seconde

510 Ecrit / 520 Lecture / 530 Ecoute / 540 Orale

668 – 534 Visual Arts [Not offered every year]

669 – 534 Music [Not offered every year]

670 – 534 Drama [Not offered every year]

672 – 534 Dance [Not offered every year]

612 – 554 Media and Communications

ETHICS AND RELIGIOUS CULTURE

A 21st Century with Respect for Differences

M. Diaczun, Headmaster

In this first decade of the 21 st century, significant change has touched the fabric of Canadian and Quebec society. This was evident in the parades and celebrations on Canada Day, in which people of many different ethnic backgrounds came together in peace, harmony and pride.

Canada and Quebec are multicultural. They do not wish to become a “melting pot” in which everyone becomes the same, but rather a place where families may express with dignity their culture and beliefs, and live in mutual respect and tolerance with others who are different.

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Ethics is the study of standards of right and wrong that guide and direct what people ought to do. It examines rights, obligations, benefits to society, fairness, and specific virtues such as honesty, compassion, and loyalty. It looks at standards directing rights, such as the right to life, the right to freedom from injury, and the right to privacy. These ideas, held in common the world over, are supported by consistent and well founded reasons. It looks at how we decide upon our ethical standards. Because feelings, laws, and social norms can contradict what is ethical, mature adults must constantly examine and make sure their standards are reasonable and well-founded. Ethics then includes the study of our own moral beliefs and our moral conduct, so that the world we help to shape lives up to standards that are reasonable and solidly-based.* There is nothing to fear from the study of ethics.

Many western school systems do not allow any place for a child's religious culture. Children are not permitted to speak about their beliefs – as if there were something wrong with what you have taught them. Their religious culture is relegated to the home, the mosque, the temple, the synagogue or the church. The lesson this teaches is strong and yet subtle; it whispers to them – “Your religious belief is something separated from day-to-day ‘real’ life.”

Some families embrace atheism, some are agnostic. Some families choose not to practice their religion, some are devout believers. In a free society, speech should not be “muzzled” as long as it is not tainted by condescension, unkindness and hatred. Your son or daughter should feel that what you have taught them IS part of who they are.

The history of the world is a patchwork record of misunderstanding, suspicion, ridicule and prejudice. Your son and daughter's generation can be the one to put an end to this. They are the hope of the future – a future of harmony amid diversity.

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The object of the “Ethics and Religious Culture” program is not to confuse, not to convert, not to make everyone the same. The purpose is to support what you as a father or mother have taught your child. To allow your son or daughter the freedom to say “This is what I believe. This is what is important to me. I do not agree with you, but I understand you better.”

College Prep International is a non-religious school. We have always allowed our students to express their religious culture. We have always encouraged them to be proud of what you have taught them, praised them for their sincerity and devotion, and helped them show respect and tolerance for those whose beliefs they do not share.

The future is being “planted” in our lifetime. Your children will be the gardeners. May it be a future where virtues bloom in all their magnificent colours. May it be a future where kindness rules the hearts of men and women. May it be a future where suspicion and fear have been banished by the mutual understanding of our similarities and differences. The future is being “planted” in our lifetime.

Evaluation by Competencies

A BETTER WAY TO TELL IF YOUR CHILD
IS REALLY MAKING PROGRESS.

As adults, we know that we grow each day in many different areas of experience – whether learning new approaches at the workplace, or developing new contacts through appropriate communication.

The education of a child is meant to prepare him or her to meet any challenge that life may present. Yes, a student needs to learn and be tested on how to spell a word, or how to solve a mathematical equation. **These basics are not being abandoned in the classrooms of Quebec.** But just being able to spell, does not mean that you can write your opinion with clarity and persuasion.

The old way of testing may be used from time to time, yet we are equally aware that tests alone – averaged in percent marks – do not justly show all the talents a student may have in a subject area. What about students who freeze when sitting for formal tests? On the other hand, just because a student memorizes and repeats phrases and tables of facts, does not mean he or she remembers what they mean, or has the ability to use them to solve new problems.

The new method of evaluating your son or daughter demands much more of Quebec teachers than just tallying percents. They are expected to look at the day to day progress your child is or is not making. To try and discover areas in which they need to improve. This can not be done by the old quiz or test. Teachers have **to know** your son or daughter, **to collect** and **to evaluate** their ideas, to determine **if they are growing stronger** in certain subject related areas.

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Once again, this does not mean that basic facts and skills will not be taught. It means that once taught, **the teacher must monitor the student**, to see if the facts and skills are used again and again in **exploring, researching, participating in group work, and creating.**

Will your son or daughter be ready to meet the challenges of life? With the new system of competency development initiated by the Quebec Ministry of Education, – the answer is a resounding **YES!**

METHOD OF EVALUATING STUDENT PROGRESS

Teachers use a subject and cross-curricular competency-based system of evaluation. They prepare evaluation grids – rubrics – for the assigned projects and work in each subject area, and explain **BEFOREHAND** to the students how assignments are to be evaluated and for which competencies.

CROSS-CURRICULAR COMPETENCIES

In everything that the student does, and in each subject area, several personal abilities come into play. These are listed below. Each teacher, in preparing a lesson, selects also one or more of the cross-curricular competencies to evaluate.

Explores information

Shows critical judgment

Follows effective work methods

Builds personal self-image

Is able to solve problems

Implements creative ideas

Uses I/C technologies

Cooperates with others

Appropriately communicates.

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A WAY TO COMPARE MARKING SYSTEMS

The Traditional System of Grading		The Ministry of Education's Preferred System of Grading			
90-100 %	A	Excellent	88-100%	5	Advanced
80-89%	B	Very Good	74-87%	4	Thorough
70-79%	C	Average			
60-69%	D	Weak	60-73%	3	Acceptable
0 -59 %	F	Failing	42-59%	2	Partial
			24-41%	1	Minimal

Advanced = the student has done more than required.

Thorough = it is clear that the student has met the requirements of the subject.

Acceptable = the student has some weaknesses or problems, but meets requirements.

Partial = the student's work is below what is needed.

Minimal = the student is well below the requirements of the class

. SUBJECT SPECIFIC COMPETENCIES

English Language Arts

Uses language to communicate

Shows literacy in different media

Reads and listens to different texts

Writes a variety of genres

Français, langue seconde

Interagir en français [oral et ecoute]

Produire des textes variés

Lire des textes variés

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Mathematics

Solves situational problems
Uses mathematical reasoning
Employs mathematical language

Science and Technology

Seeks answers or solutions to problems
Makes most of science/technological knowledge
Uses proper terminology and language

Geography

Understands the organization of a territory
Interpret a territorial issue
Builds awareness of global citizenship

History and Citizenship Education

Examines society from historial viewpoint
Interprets using an historical perspective
Understands citizenship through history

Physical and Health Education

Performs movement skills
Cooperation and sportmanship
Healthy and active lifestyle

Moral Education

Builds a moral framework
Reflects on ethical issues
Engages in moral dialogue

Visual Arts

Creates individual works
Creates media images
Appreciates works of art

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ELEMENTARY COURSES

CYCLE 3

GRADE 5 AND GRADE 6

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ELEMENTARY COURSES



ENGLISH LANGUAGE ARTS

Cycle 3: Year 1 and 2

This program focuses on reading different types of materials (novels, short stories, poetry, newspapers...) to assess comprehension and analytical proficiency. The writing component consists of mastering skills such as narrative, descriptive, informative and persuasive writing, which includes journaling, letters, poems, and comparative essays. Grammar and vocabulary exercises will be practiced to enhance their writing skills.

Materials: Novels, poems, newspapers, workbooks; Internet; Folders.

Evaluation: Reading responses, quizzes, classwork, homework, writing assignments; Participation; Exams.

FRANCAIS LANGUE SECONDE

Cycle 3: Year 1 and 2

The French second language program focuses on preparing students to communicate in the language in a variety of situations, meeting their personal, educational and social needs. It allows them entry into Quebec society and opens to them the rich cultural heritage of the Quebec nation. Students learn to use the French language in oral, written and visual expressions.

Materials: Chouette; French Now; Teacher Prepared Materials; DVD/Videos.

Evaluation: Rubrics; portfolio (collection of student products); peer and teacher-student evaluation. Exams (Reading and Writing) in January and at the end of the year.

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MATHEMATICS

Cycle 3: Year 1 and 2

The first and second years of this cycle help to prepare students to enter high-school mathematics with confidence. Basic math skills: addition, subtraction, multiplication, and division; fractions; decimals; measurement; geometry and graphing are reviewed and expanded. There is an emphasis on word problems, and the correct use of mathematical terms. Pre-algebra is introduced.

Materials: Math 5 / Math 6 Textbooks; Teacher prepared Materials.

Evaluation: Classwork, Homework, Tests, Exams.

SOCIAL STUDIES

Cycle 3: Year 1 and 2

This program consists of history, geography and citizenship , and will enable students to have a better understanding of their region, and their place in the world. The importance of involvement in the community in which they live is also examined. Past and present societies, including First Nations communities are focused upon. Students learn map skills, with particular attention to Quebec.

Materials: Teacher Prepared; Folders; Internet

Evaluation: Assignments, Projects, Homework, Tests; Exams; Participation.

PHYSICAL AND HEALTH EDUCATION

Cycle 3: Year 1 and 2

The purpose of the physical education program is to assist the student's progress in developing a keen awareness of body movements and object manipulation. This is achieved through physical activity. Introductory and co-operative games and activities facilitate the acquisition of social and behavioural skills. Basic knowledge of health and fitness is discussed and studied

Materials: Physical Education/Health Folder; Gym uniform; P. Ed. Equipment

Evaluation: Mid-year and Final Exams 25% each; Attendance, attitude, effort, participation; skills and physical competencies 75%.

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MUSIC

Cycle 3: Year 1 and 2

This course celebrates the joy of song. Each student is given the opportunity to become a musician and performer. Their inhibitions are overcome through an understanding of song structure and composition. Students work to master the recorder, concluding with a basic understanding of musical notation and ensemble playing. They perform throughout the year. Along the way, the class will also look closely at the history and influences of popular music and its evolution.

Materials: Prepared Hand-outs; Instruments;

Evaluation: Rubrics; Participation; Classwork; Homework

SCIENCE

Cycle 3: Year 1 and 2

Students will be involved in exploring information on the earth and space, the material world, the technological world, and the living world. Students will pursue information using different means: books, the internet, diagrams, graphs and experiments. Use of scientific language will be engaged, whether in written work or oral presentations. Students will participate in a Science Fair, which will give them experience in research, organizing data, and presenting and explaining their hypothesis to an audience.

Materials: Textbook; Handouts; the Internet

Evaluation: Assignments, Projects, Homework, Tests, Exams, Science Fair.

VISUAL ART

Cycle 3: Year 1 and 2

Students will have a hands-on experience with different art materials: pencils, pastels, paints, clay, various papers and other 3D materials. This will enable them to nurture and express their creativity as well as to have an appreciation and respect of the creativity of others.

Materials: A variety of art supplies. **Evaluation:** By Assignments with rubrics.

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ETHICS AND RELIGIOUS CULTURE Cycle 3: Year 1 and 2

The purpose of ethics is to enable the student to explore issues concerning his/her relationship with family, friends, society and the world. This would concern issues such as respect; responsibility; and the questioning of humanity. Appreciating diversity within society, whether culturally or religiously will be deliberated. Students will be free to speak about celebrations and symbols of their family's faith and why it is meaningful for them. Respect will be shown towards all, including those who do not follow any religious culture.

Materials: Agenda; Handouts.

Evaluation: Assignments, Exams, Participation, Deportment.

COLLEGE PREP INTERNATIONAL

SECONDARY COURSES

GRADES 7 TO 10 NEW PROGRAMS

GRADE 11 OLD REGIME

COLLEGE PREP INTERNATIONAL

SECONDARY COURSES



Physical and Health Education

PHYSICAL / HEALTH ED. 543-100

Secondary 1

The purpose of Physical / Health Education is to encourage the development of students through physical activity and promoting a knowledge of health and fitness. Students are introduced to a variety of individual and team sports, in which they will develop skills and experience proper conduct. Students also examine and discuss important aspects of a healthy lifestyle and how to promote fitness.

Materials: *Physical-Health education folder; gym uniform provided by school.*

Evaluation: Weekly evaluations are made using appropriate rubrics to determine the degree of progress being made in the competencies. These take note of attendance, attitude, effort, participation, skills and physical competencies. Extra-curricular activities during the year are not part of the evaluation process.

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PHYSICAL / HEALTH ED. 543-204

Secondary 2

The development of students through physical activity, and health and fitness instruction is the focus of this course. Students engage in several individual and team sports, developing their skills and appreciation of good sportsmanship. They learn the requirements of different sports/activities. They also explore what is necessary for the maintenance and promotion of good health.

Materials: Physical-Health education folder; gym uniform provided by school.

Evaluation: Weekly evaluations are made using appropriate rubrics to determine the degree of progress being made in the competencies. These take note of attendance, attitude, effort, participation, skills and physical competencies. Extra-curricular activities during the year are not part of the evaluation process.

PHYSICAL/ HEALTH ED. 543-302

Secondary 3

The promotion of physical fitness in one's life is the general objective in this program. Students engage in various individual and team sports to facilitate the development of proper attitudes and sportsmanship. Participation and practice in physical activity outside of school is encouraged.

Materials: Physical-Health education folder; gym uniform provided by school.

Evaluation: 2 written exams (mid-year and final: each 25%); attendance, attitude, effort, participation, skills and physical competencies 75%. Extra-curricular activities during the year are not part of the evaluation process.

PHYSICAL ED. 543-402

Secondary 4

Students are assisted in the development of physical fitness, proper attitudes, and the skills that will encourage a lifetime of participation in physical recreation and sports. They take part in suitable team sports and individual exercise, and are encouraged to engage in physical activities outside of school-time and to develop healthy habits.

Materials: Physical-Health education folder; gym uniform provided by school.

Evaluation: 2 written exams (mid-year and final: each 25%); attendance, attitude, effort, participation, skills and physical competencies 75%. Extra-curricular activities during the year are not part of the evaluation process.

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PHYSICAL ED. 544-512

Secondary 5

The students continued physical development and the promotion of a life-time participation in physical recreation and sports is the goal of this course. Proper attitudes towards sports, recreation and healthy living are stressed. They take part in suitable team sports and individual exercise, and are encouraged to engage in physical activities outside of school-time and to develop healthy habits.

Materials: Physical-Health education folder; gym uniform provided by school.

Evaluation: 2 written exams (mid-year and final: each 25%); attendance, attitude, effort, participation, skills and physical competencies 75%. Extra-curricular activities during the year are not part of the evaluation process.

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Sciences and Technology

SCIENCE AND TECHNOLOGY 555-100

Secondary 1

The course exposes students to a small group of topics in different branches of science: chemistry, physics, biology, and earth science, looking at how they are interrelated. Students are provided with opportunities to explore, investigate and learn by doing, both individually and in groups. Daily life applications are used throughout the curriculum, and the program is student centered with a heavy emphasis on hands-on activities. They learn how science and technology work together. They also examine how science affects the society in which they live. Students work on experimental and theoretical projects. They participate in the school science fair.

Materials: Ecology; The Nature of Matter (Glencoe Science)

Evaluation: Evaluations are made using appropriate rubrics to determine the degree of progress being made in the competencies. These take note of attendance, attitude, effort, and participation. Students are also evaluated on in-class projects and presentations. There are 2 written exams (mid-year and final) in addition to in-class quizzes.

SCIENCE AND TECHNOLOGY 555-208

Secondary 2

Integrated Science in this second year continues the work previously begun. The students' use experimental problem solving to develop their understanding of science. They explore topics in chemistry, physics, biology, ecology and space. They also participate in the school science fair. Some of the topics covered in this course include waves, energy, chemical reactions, evolution and extinction, models of the universe, population growth, and environmental issues.

Materials: Chemistry, Electricity and Magnetism (Glencoe Science)

COLLEGE PREP INTERNATONAL

Evaluation: Evaluations are made using appropriate rubrics to determine the degree of progress being made in the competencies. These take note of attendance, attitude, effort, and participation. Students are also evaluated on in-class projects and presentations. There are 2 written exams (mid-year and final) in addition to in-class quizzes.

SCIENCE AND TECHNOLOGY 555-306

Secondary 3

PHYSICAL SCIENCE 556-480

Secondary 4

This course is designed to introduce students to a number of basic concepts in both Chemistry and Physics. Major studies include the classification and properties of matter; physical and chemical changes; the modern atomic model, atomic structure, bonding; molecular models; solution phenomena; acids and bases; magnetic phenomena; electrical phenomena, power, generation and transmission.

Materials: Science Quest (416 and 436)

Evaluation for 486/416:

Theory: Exams, Tests, Quizzes 70%, Class/Home work 20%,
Behaviour-
Participation 10%

Lab: Behaviour-Participation 40%, Write-ups 50%, Quizzes 10%

The over-all course mark combines these: Theory 42.5%, Lab 15%
and Provincial Exam 42.5%

COLLEGE PREP INTERNATONAL

Evaluation for 436:

Students need the 436 course and exam to enter science programs in Cegep.

Theory: Exams, Tests, Quizzes 70%, Class/Home work 20%, Behaviour-Participation 10%

Lab: Behaviour-Participation 40%, Write-ups 50%, Quizzes 10%

The over-all course mark combines these: Theory 75% and Lab 25%.

CHEMISTRY 551-534

Secondary 5

This course prepares students for post-secondary courses. It helps enhance their understanding of the nature of matter and energy, develop their interest in Chemistry, and prepare themselves for a career in science or technology. Students study: Gases, Energy and Chemical Reactions; Rates of Chemical Reactions; Equilibria in Chemical Reactions; Acids and Bases. They acquire knowledge, skills and attitudes through problem solving in each topic.

Laboratory activities form a significant portion of this course.

Students learn how to communicate the results of experimental research using correct language and format. The course also enhances their critical and analytical thinking skills.

Materials: Chemistry (Addison-Wesley, 3rd Ed.); Laboratory Manual.

Evaluation:

Theory: Exams, Tests, Quizzes 70%, Class/Home work 20%, Behaviour-Participation 10%

Lab: Behaviour-Participation 40%, Write-ups 50%, Quizzes 10%

The over-all course mark combines these: Theory 75% and Lab 25%.

COLLEGE PREP INTERNATIONAL

PHYSICS 554-534

Secondary 5

This course seeks to foster the student's interest in physics, adapt to constant changes brought by science, prepare for future careers in science or technology, structure the concepts of matter and energy, become aware of environmental issues, and study the relationships between science and society. It provides them with the opportunity to investigate natural phenomena and technology related to physics. Students examine the properties of light, reflection, refraction, lenses, images, and understand how optical devices work; motion and its mechanics, equilibrant force, kinematics, Newton's laws, simple machines, types of energy.

Materials: *Physics: Fundamentals of Optics and Mechanics (Editions Cheneliere)*

Evaluation: *Unit Tests, Mid-Term Exam, Quizzes, Assignments 50%, Final Examination 50%*

The overall course mark combines these: Theory 85% and Lab 15%

COLLEGE PREP INTERNATONAL



Ethics and Religious Culture

ETHICS AND RELIGIOUS CULTURE 569-100

Secondary 1

The aim of the Ethics and Religious Culture Program is to help young people become aware of themselves, of their relation to others, and of the effect of human actions on community life. They look at simple values, ask why, and see how they can be applied in different situations. Students reflect on actions and dialogue with others. They attempt to open themselves to understand other points of view – whether cultural, religious, or generational. They begin to discuss motives and reasons. Ethics is concerned with values, reflection and dialogue. **Materials:** Students are provided with work sheets.

Evaluation: Participation 20%, Conduct 20%, Presentations 20%, Portfolios 20%, Quizzes 20%. Rubrics will be used to evaluate.

ETHICS AND RELIGIOUS CULTURE 569-204

Secondary 2

Students examine their personal values and those of their society. They look at the effect that actions have on others in their community. They attempt to listen and to understand – although they may disagree with – opinions different from their own. They examine cultural similarities and differences in moral positions. Students examine situations, possible options and consequences, and the course of action that should be subsequently taken.

Materials: Students are provided with work sheets.

Evaluation: Participation 20%, Conduct 20%, Presentations 20%, Portfolios 20%, Quizzes 20%. Rubrics will be used to evaluate.

COLLEGE PREP INTERNATONAL

ETHICS AND RELIGIOUS CULTURE 569-352

Secondary 3

Students examine their personal values and those of their society. They look at the effect that actions have on others in their community. They attempt to listen and to understand – although they may disagree with – opinions different from their own. They examine cultural similarities and differences in moral positions. Students examine situations, possible options and consequences, and the course of action that should be subsequently taken.

Materials: Students are provided with work sheets.

Evaluation: Participation 20%, Conduct 20%, Presentations 20%, Portfolios 20%, Quizzes 20%. Rubrics will be used to evaluate.

ETHICS AND RELIGIOUS CULTURE 569-404

Secondary 4

The Ethics and Religious Culture program seeks to promote the autonomy and responsibility of each student. Students look at and evaluate complex moral situations, examine the action, intention, circumstances, and consequences. They examine fundamental values, rights, freedoms, norms and needs. As they grow and develop in ethical judgment, they are helped to become positive contributing members of society. Students also look at the basic moral values of major world religions and philosophies. Respect and tolerance for differences of belief is fostered, and a sense of the unity of humankind is established through a better understanding of what we have in common. All philosophies and religious cultures are accorded freedom and respect.

Materials: Students are provided with work sheets; resource materials; internet; and appropriate exercises from the MEQ curriculum guide.

Evaluation: Participation 20%, Conduct 20%, Presentations 20%, Portfolios 20%, Quizzes 20%. Rubrics will be used to evaluate.

COLLEGE PREP INTERNATIONAL

CITIZENSHIP ED. 587-100

Secondary 1

The first year of the Secondary General History program focuses on the development of humans from prehistoric times to the end of the middle ages. The rise and fall of ancient civilizations are compared and analysed. The emergence of the middle ages is introduced and examined. Since history studies social phenomena, citizenship education is included as it should lead us to a better understanding of social phenomena in today's complex society.

Materials: General History 1 Workbook, Internet.

Evaluation: Based upon classwork, participation, quizzes, homework, projects and exams. Rubric evaluation.

GEOGRAPHY 595-100

Secondary 1

The program aims at helping students to understand the interaction of humans and their changing territories, using geographical and cartological language. They look at the various types of territories, how their cultures have affected them, and develop their awareness of global citizenship and possible solutions to world problems. This dynamic program involves research, discussion, and hands-on activities. Students look at the environment, quality-of-life issues, tourism and cultural issues and solutions. Urban, regional, agricultural, native and protected territories are examined.

Materials: General Geography 1 Workbook, Student Atlas, Internet.

Evaluation: Based upon classwork, participation, quizzes, homework, projects and exams. Rubric evaluation.

COLLEGE PREP INTERNATONAL

HISTORY AND CITIZENSHIP ED.587-206

Secondary 2

The course seeks to promote an appreciation and awareness of our human heritage. Beginning with a review of early societies, the course will focus on Rome and its demise, continuing with pre-modern history focused on Western culture and ending with the French Revolution. The use of primary source material and research projects will help the student in the use of tools for interpreting history .

Materials: General History 2 Workbook, Internet.

Evaluation: Based upon classwork, participation, quizzes, homework, projects and exams. Rubric evaluation.

GEOGRAPHY 595-206

Secondary 2

Students continue to examine the way territories are affected by their people and culture. They examine territorial issues, possible solutions, and the requirements they make upon us as global citizens. They engage in research, discussions, and activities designed to awaken their awareness and sense of shared responsibility.

A variety of territories are examined.

Materials: General Geography 2 Workbook, Student Atlas, Internet.

Evaluation: Based upon classwork, participation, quizzes, homework, projects and exams. Rubric evaluation.

COLLEGE PREP INTERNATIONAL

HISTORY AND CITIZENSHIP ED. 587-304

Secondary 3

The students work with time-lines, charts, maps, diagrams, written and illustrated documents. They learn to examine society from the viewpoint of history, interpret it, and come to a better understanding of their own citizenship. First occupants, New France, British Colonialism, Canadian Federation, the Modernization of Quebec society – all in relation to historical context.

Materials: History 3 Workbook, Internet.

Evaluation: Based upon classwork, participation, quizzes, homework, projects and exams. Rubric evaluation.

HIST. OF QUE./CAN. 587-404

Secondary 4

The goal of this course is to enable the student to appreciate the place of Quebec and Canada today in relation to their rich and varied historical influences. They will learn about the French Regime and Empire in North America; Quebec and Canadian society during that period; British Conquest and Rule ; the early stages of parliamentary government; Quebec and Confederation ; Industrial Development ; Growth of the Importance of Canada on the International Stage, and Contemporary Quebec.

Materials: Diverse Pasts; History of Quebec and Canada Workbook.

Evaluation : Assignments 10%; Behavior 5%; Effort 5%; Homework 10%; Tests 70%. The final school average of the four quarters will be 50% of the final mark for the year. The final examination prepared by the Ministry of Education of Quebec constitutes the other 50%.

COLLEGE PREP INTERNATIONAL

ECONOMICS 602-514

Secondary 5

This course aims to acquaint students with the basic concepts used in economic analyses, and related problems in the modern world. They examine the social and economic responsibilities they will experience in the work force and as consumers. During the year, they will look at the economic organization of society, production, human resources, consumption, financial institutions and money, government and public finances, and the international economy.

Materials: *Economics Workbook, Internet, Supplemental Worksheets.*

Evaluation: *Project 30%, Participation /Homework 20%, Tests 20%, Exams 30%*

COLLEGE PREP INTERNATIONAL



English Language Arts

ENGLISH 632-100

Secondary 1

The purpose of the English Language Arts program is to facilitate the student's progress in reading, writing, listening and speaking skills, as a way of developing confidence in self-expression, the exchange of ideas with others, and respect for opinions that differ from their own. The students enjoy, share, and respond to literature: novels, short stories, poetry, plays. They develop vocabulary and writing skills, including grammar and punctuation, the crafting of metaphors and similies, and are afforded the opportunity to express themselves in narrative and descriptive writing, the friendly letter, and class presentations. Particular attention is given to the development of a sense of audience. They also familiarize themselves with the use of the dictionary and the internet. Creativity and imagination are consistently encouraged.

Materials: Short Stories, Poems, a Play; 3 Novels; Grammar and vocabulary.

Evaluation: Based on participation effort, compositions, grammar, spelling, hand-writing, recitations and presentations, quizzes and exams. Rubric evaluation and portfolio assessment will be used based on the competencies.

COLLEGE PREP INTERNATIONAL

ENGLISH 632-212

Secondary 2

Students are assisted in the development of their skills in the four areas of the English Language Arts program. The respectful exchange of ideas and insights is always encouraged. They explore, discuss and reflect upon different literary genres: novels, short stories, poetry, plays. Vocabulary, writing skills, grammar and punctuation are strengthened. They are introduced to poetic structure, rhyme scheme, and alliteration. They express themselves in free-style and expository writing, and class presentations. They learn how to write notes and invitations. Practice in dictionary and internet use, and the thesaurus. Artistic expression is highly prized.

Materials: Short Stories, Poems, a Play; 3 Novels; Grammar and Vocabulary.

Evaluation: Based on participation effort, compositions, grammar, spelling, handwriting, recitations and presentations, quizzes and exams. Rubric evaluation and portfolio assessment will be used based on the competencies.

ENGLISH 632-306

Secondary 3

In the English Language Arts program, students continue to develop reading, writing, speaking and listening skills. They experience and respond to novels, short stories, poetry, and plays, gaining insight in the exchange of ideas with their peers. They focus on the development of persuasive writing skills; Practice is given in grammar, vocabulary, the use of reference materials, and bibliographies. Dramatic and poetic form is studied. They learn how to write a business letter. Self expression and sentence-word crafting is encouraged. Students are expected to read independently four additional novels (one each quarter, and report on it).

Materials: Short Stories, Poems, a Play; 3 Novels; Grammar and Vocabulary.

Evaluation: Based on participation effort, compositions, grammar, spelling, handwriting, recitations and presentations, quizzes and exams. Rubric evaluation and portfolio assessment will be used based on the competencies.

COLLEGE PREP INTERNATONAL

ENGLISH 632-406

Secondary 4

The purpose of the English Language Arts program is to help students develop ease and confidence in the exchange of ideas with others, through reading, writing, speaking and listening. They learn to read with comprehension and discretion, sift information, analyze and respond to various literary genres: novels, short stories, essays, plays, poems. Students examine and practice writing essays, reviews, monologues, journals, and drama. They examine literary elements, audience, mood, voice, atmosphere, theme, plot structure. They practice grammar, vocabulary, punctuation, manuscript presentation.

Materials: Short Stories, Poems, a Play, Novels, Grammar and Vocabulary.

Evaluation: Based upon participation, essays and other compositions, quizzes, exams and oral presentations.

ENGLISH 630-516

Secondary 5

Students exchange ideas with others, through reading, writing, speaking and listening. They practice reading selectively with understanding, and analyze and respond to various literary genres. Students examine and practice writing essays, reviews, monologues, journals, and drama. They examine a variety of literary elements and examine how writers employ each. Attention is given to audience, mood, voice, atmosphere, theme, plot structure, irony, foreshadowing, etc. The crafting of essays, the writing of thesis statements, and the presentation of supporting proofs is stressed. Students also practice grammar, vocabulary, punctuation, and manuscript presentation.

Materials: Short Stories, Poems, a Play, Novels, Grammar and Vocabulary.

Evaluation: Based upon participation, essays and other compositions, quizzes, exams and oral presentations.

COLLEGE PREP INTERNATONAL



Français, Langue Seconde

FRANÇAIS LANGUE SECONDE 634-114

Secondaire 1

Le programme vise une connaissance fonctionnelle de la langue – la capacité d’interagir en français, tant oralement que par écrit avec différentes personnes. Les habiletés de communication développées permettent à l’élève de participer à la vie en français.

Students studying in Quebec are enriched by learning its official language. As the language of diplomacy, the ability to read, write, speak, and listen in French will open for them the cultural heritage of no less than twenty-eight countries of the world, and just as many states that embrace it as a second language. Familiarity with French will lead to twice as many global career and business opportunities, and allow them to benefit from the wider spectrum of friendships it will allow.

Materials: ...lans 1- livre et cahier d’activités; Bescherelle; Le français langue seconde par thèmes.-

Evaluation: Grille d’observation; autoévaluation par l’élève; analyse du portfolio (recueil des productions de l’élève); coévaluation entre pairs ou entre l’enseignant et l’élève. ...preuves (Lecture et ...criture): semestre et à la fin de l’année.

COLLEGE PREP INTERNATONAL

FRANCAIS LANGUE SECONDE 634-214

Secondaire 2

Le programme vise une connaissance fonctionnelle de la langue – la capacité d’interagir en français, tant oralement que par écrit avec différentes personnes. Les habiletés de communication développées permettent à l’élève de participer à la vie en français.

Students studying in Quebec are enriched by learning its official language. As the language of diplomacy, the ability to read, write, speak, and listen in French will open for them the cultural heritage of no less than twenty-eight countries of the world, and just as many states that embrace it as a second language. Familiarity with French will lead to twice as many global career and business opportunities, and allow them to benefit from the wider spectrum of friendships it will allow.

Materials: ...lans 2- livre et cahier d’activités; Bescherelle; Le français langue seconde par themes.-

Evaluation: Grille d’observation; autoévaluation par l’élève; analyse du portfolio (recueil des productions de l’élève); coévaluation entre pairs ou entre l’enseignant et l’élève. ...preuves (Lecture et ...criture): semestre et à la fin de l’année.

FRANCAIS, LANGUE SECONDE 634-306

Secondaire 3

On oriente les étudiants vers une compétence plus diversifiée afin qu’ils puissent communiquer tant oralement que par écrit avec une certaine aisance en français dans diverses situations de communication liées aux besoins et aux intérêts des élèves.

Students are helped to develop wider skills, so that they may communicate both in speaking and in writing with a certain ease in French, in different ways of communicating related to their needs and interests.

Materials: Radio Puce; Bescherelle; Le français langue seconde par themes.-

Evaluation: ...preuves (Lecture et ...criture): semestre et à la fin de l’année.

Les Étudiants pratique leur compréhension de données relatives à des sujets variés. À partir des documents sonores variés sont capables d'identifier certains paramètres de communication orale aussi bien que les formes écrites de la langue.

Students practice their understanding of selections on a variety of subjects. With regard to listening, they will be able to comprehend to a degree, and recognize written forms of the language.

Materials: Mag Puce (4 quarters); Bescherelle; French newsletters.

Evaluation: ...preuves (...écrite, Orale, Lecture et ...criture): semestre et à la fin de l'année.

À partir des documents sonores sur des sujets variés les Étudiants peuvent démontrer leur compréhension. Ils peuvent produire des textes argumentatifs, et des lettres d'affaire. Le vocabulaire et la grammaire sont intégrés dans ce programme.

Listening to a variety of subjects, the students will be able to demonstrate their comprehension. They will be able to produce argumentative compositions, and business letters. Vocabulary and grammar are incorporated into this program.

Materials: Video Puce; Bescherelle; French articles and booklets.

Evaluation: Listening 25%; Speaking 25%; Reading 25%; Writing 25%: ...preuves (...écrite, Orale, Lecture et ...criture): semestre et à la fin de l'année.

The final school average of the four quarters will be 50% of the final mark for the year. The final examination prepared by the Ministry of Education of Quebec constitutes the other 50%.

COLLEGE PREP INTERNATIONAL

Mathematics

MATHEMATICS 563-100

Secondary 1

The course is divided into four main areas:

Algebra - Students will solve problems involving natural numbers, apply algorithms to integers, and solve problems involving rational numbers.

Geometry – Students will apply their knowledge, working with transformations, straight lines, angles, triangles, and solving problems which involve quadrilaterals and polygons.

Statistics - Students will represent data in tables and graphs and will also interpret data.

Materials: Workbook: Mathematics Carousel 1

Evaluation: Based upon oral presentation of a solution or mathematical subject; quizzes; class discussion; comprehensive exams; activities using a calculator and a computer.

MATHEMATICS 563-206

Secondary 2

The emphasis of this new course is based on the global objectives of having the student establish links between new knowledge and the knowledge they already have, of increasing the students' abilities to communicate their knowledge, of increasing the students' abilities to problem solve, and to reason both inductively and deductively. Content includes graphs, algebra, proportional reasoning, percentages, geometry (transformations and polygons) and probability of outcomes and events.

Materials: Mathematics Carousel 2

Evaluation: Participation 10% Homework / Class Activities 10%, Quizzes and Exams 80%

COLLEGE PREP INTERNATIONAL

MATHEMATICS 563-306

Secondary 3

Concepts introduced in earlier mathematics courses are extended in this course. The arithmetic of natural numbers and integers is reviewed, and extended to the rational and real numbers. Scientific and interval notations are introduced. Algebra is further developed with an emphasis on relating the solution of equations and inequalities to real-life situations. A study of geometry concentrated on transformations, Pythagorean Theorem, area and volume is begun. The course concludes with a short study of statistics.

MATHEMATICS ENRICHMENT PROGRAM:

Students will first complete the regular Grade 9 program, and then begin to work with topics from the 568-436 Grade 10 Advanced course which includes factors, rational expressions, linear and quadratic functions, and system of equations.

Materials: Mathematics Carousel 3

Evaluation: Participation 10% Homework/Class Activities 10%, Quizzes and Exam 80%

MATHEMATICS 564-406

Secondary 4

This course is intended for students who wish to pursue studies in science, commerce, business administration or a technical trade. The following topics are covered: analyzing functions by using different modes of representation, transforming algebraic expressions into equivalent expressions, analyzing polynomial functions of a degree less than 3, solving problems in analytical geometry, using concepts of isometry, similarity and equivalency, trigonometric ratios, measures of position and gathering data.

Materials: Mathematical Reflections 436

Evaluation: Participation 10%, Homework and Class Activities 10%, Quizzes and Exam 80%

COLLEGE PREP INTERNATONAL

MATHEMATICS 568-514

Secondary 5

This course will help students learn to apply optimization techniques: solving problems using graphs, and systems of linear inequalities. They will develop their ability to analyse data related to statistics or probabilities, and solve problems of correlations. They will also analyze geometric situations, solving problems using the concept of distance, and probability in a geometric context.

Materials: Mathematics Reflections 514

Evaluation: Participation/Behaviour 5 %; Binder and Notebook 5%; Homework 25%; Quizzes 15%; Tests 10%; Formal Exams.

MATHEMATICS 568-536

Secondary 5

This course includes three main objectives: algebra, the analysis of geometric situations and statistical data.

In Mathematics 536, the students will build on prior knowledge. They will begin by working with inequalities and system of inequalities alone, and then the solutions of linear optimization problems. They will then meet many different types of functions, namely: absolute value, step, square root, rational, exponential, logarithmic and trigonometric.

Mathematics 536 expands geometric knowledge to include vectors and the relationship between measurements in circles and right triangles. Students will be given problems related to the ideas and concepts they study, followed by problems using their overall knowledge of geometry. The students will synthesize what they learnt in geometry while solving problems involving plane figures and solids.

In this course, students will learn the various measures of dispersion focusing on the standard deviation and the Z-score, draw scatter plots and determine (linear) correlation coefficients.

Materials: Mathematics Reflections 536

Evaluation: Participation 10% Homework and Class Activities 10%, Quizzes and Exam 80%

COLLEGE PREP INTERNATIONAL

Personal Orientation Project

POP 606-304

Secondary 3

Practical career concerns are the focus of this year. Specifics of particular employment opportunities are examined, such as educational requirements and the post-secondary institutions that will best suit the students' needs. Questions are posed as to the particular needs each student brings to a college, and how to source these needs: career development, co-op training, guidance and the culture of each college.

Materials: Information Sheets, Internet.

Evaluation: Exam 40%, Classroom participation 40%, Project 20%

POP 606-404

Secondary 4

Practical career concerns are the focus of this year. Specifics of particular employment opportunities are examined, such as educational requirements and the post-secondary institutions that will best suit the students' needs. Questions are posed as to the particular needs each student brings to a college, and how to source these needs: career development, co-op training, guidance and the culture of each college.

Materials: Information Sheets, Internet.

Evaluation: Exam 40%, Classroom participation 40%, Project 20%

POP 606-511

Secondary 5

Students examine their choices for the immediate future. They narrow them, looking at what educational institutions will best serve their interests. They look at ways to develop the psychological make-up intrinsic to success. Through team seminar and career presentations these concerns are addressed. The aim is to implement practical application: resume writing, references, and experience – that will equip each with employment options. Students look at the decision making process.

Materials: Information Sheets, Internet.

Evaluation: Exam 40%, Classroom participation 40%, Project 20%

COLLEGE PREP INTERNATONAL

Personal & Social Development

PERSONAL & SOCIAL DEV. 615-511

Secondary 5

The course assists students to develop the psychological fortitude essential for adulthood. They will discuss platonic and romantic friendships. They will study proper etiquette and situations where it is necessary. Nothing of consequence to the student of today will be left unexamined. The aim is to help the student develop personal confidence and to showcase the beauty that lies within each individual.

Materials: Teacher prepared; Research.

Evaluation: Rubrics: Participation; Presentations

COLLEGE PREP INTERNATIONAL

The Creative & Performing Arts

VISUAL ARTS 668-100

Secondary 1

This course will introduce students to various techniques of artistic expression from painting to sculpture. Forms of modern art are investigated along with the historical context for the origins of various artistic movements. The joy and possibilities of art will be emphasized in hands-on creative projects and guided instruction.

Materials: Vary according to project.

Evaluation: Project 50%, Notebook 25 %, Participation 25%

VISUAL ARTS 668-208

Secondary 2

The course will trace the journey of western art since the invention of photography. With realism no longer necessary, art became more abstract. A timeline from impressionism onward will be established, and the various genres investigated in tandem with practical exercises – painting, sculpture, mural, - that mirror these various styles. Significant artists will be profiled, and students will present their style, technique, history to the class.. Instruction will center around adapting different methods to the students' practical work realizing the inventive possibilities of mistakes fueled by imagination.

Materials: Vary according to project.

Evaluation: Projects 50%, Test 25%, Participation 25%

COLLEGE PREP INTERNATONAL

VISUAL ARTS 668-302

Secondary 3

Combining art history and philosophy with practical application, students will be introduced to a variety of forms and techniques. The class will follow the timeline of modern art from its introduction in the 1860's to the populist graffiti, the billboard of the hip-hop culture. Maximizing space, design, and color will be foregrounded. Research presentations will further clarify the artists and styles which have dominated western art. The course seeks to show each student that art is the province of everyone and remains a subjective pleasure. Everyone has been given the palette of imagination, and the course emphasis will center on developing a corresponding style inspired from individual imagination.

Materials: Vary according to project.

Evaluation: Projects 25%, Participation 50%, Test 25%

DRAMA 670-302

Secondary 4

The course aims at providing students with opportunities for performance and the exploration of theatrical concepts such as voice, movement, set design, and character study. Students examine dramatic structure of various plays, be introduced to Shakespeare..

Materials: Abridged Plays; As You Like It.

Evaluation: Participation 25%, Tests 35%, Exams 40%

MUSIC 669-434

Secondary 4

Already familiar with an instrument and the joy of performance, students will examine the roots and reasons of popular music. The class will journey along the timeline of popular music from 1900 to the present. Included in this journey will be the investigation of each major genre of western music: ragtime, jazz, jump blues, country, etc. The impact of technology (electricity, media...) on music and popular culture will be addressed as well as the various influences diverse musical styles have had on each other. Where did it all come from and where is it going? Students enrolled in music will be required to participate and plan for both the Winter and Spring Concerts.

Materials: Teacher prepared materials and activities.

Evaluation: Participation 50%, Notebook 25%, Test 25%

COLLEGE PREP INTERNATONAL

DRAMA 670-402

Secondary 4

The course aims at providing students with opportunities for performance and the exploration of theatrical concepts such as voice, movement, set design, and character study. Students examine dramatic structure of various plays, be introduced to Shakespeare..

Materials: Abridged Plays; As You Like It.

Evaluation: Participation 25%, Tests 35%, Exams 40%

MUSIC 669-534

Secondary 4

Already familiar with an instrument and the joy of performance, students will examine the roots and reasons of popular music. The class will journey along the timeline of popular music from 1900 to the present. Included in this journey will be the investigation of each major genre of western music: ragtime, jazz, jump blues, country, etc. The impact of technology (electricity, media...) on music and popular culture will be addressed as well as the various influences diverse musical styles have had on each other. Where did it all come from and where is it going? Students enrolled in music will be required to participate and plan for both the Winter and Spring Concerts.

Materials: Teacher prepared materials and activities.

Evaluation: Participation 50%, Notebook 25%, Test 25%

DRAMA 670-534

Secondary 5

This course will enable students to use dramatic language as a means to express, communicate, and create individually or in a group. Through improvisation techniques, stage-management and set design, the student will have a greater awareness of verbal and non-verbal communication. The course will also look at various short plays as well as an overview of a Shakespearian comedy.

Materials: Teacher prepared.

Evaluation: Class Participation and Assignments 25%, Tests and Quizzes 25%, Exams 50%

COLLEGE PREP INTERNATONAL

Media and Communications

MEDIA AND COMMUNICATIONS 612-454

Secondary 4

Materials: Teacher prepared.

Evaluation:

MEDIA AND COMMUNICATIONS 612-554

Secondary 5

Materials: Teacher prepared.

Evaluation:

COLLEGE PREP INTERNATONAL

GRADUATION REQUIREMENTS

The Ministry of Education awards **CREDITS** to students who complete and achieve **60 %** or more in Grade 10 (**SECONDARY IV**) and Grade 11 (**SECONDARY V**).

Students must collect a total of **54 CREDITS**.

At least **20 CREDITS** of these must be from Secondary V level courses.

They **must** have the following:

Grade 11 SECONDARY V – English Language Arts

Grade 11 SECONDARY V – French, Second Language

Grade 10 SECONDARY IV – History of Quebec and Canada

Grade 10 SECONDARY IV – Physical Science 416

Grade 10 SECONDARY IV – Mathematics 416