

Northumberland Regional High School



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RR #3
Westville
Nova Scotia
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Message to Students:

This Course Selection booklet provides information regarding the possible courses that will be offered at Northumberland Regional High School for the 2015-2016 school year. Students will complete course selection online. The information from this booklet will help students make decisions regarding the courses they should select. It is in the student's best interest to discuss these courses with a guidance counselor, parents and teachers. Student selections will determine the courses that will be offered for the 2015-2016 school year therefore it is important for students to select courses carefully. Once the master schedule is determined from student course selections, students may not be permitted to make courses changes in September or for second semester.

Plan Your Program:

- Prior to completing a course selection form, you should carefully consider your post high school goals and the educational requirements necessary to achieve them. Select courses and level of difficulty that will enable you to obtain these objectives.
- Plan your program as far as possible into the future. A three-year plan beginning in grade 10 works best.
- A proposed course may be cancelled due to insufficient enrollment. The school reserves the right not to offer a course described in this booklet should unforeseen circumstances arise.
- Students require 18 credits to graduate from Nova Scotia high schools (see detailed information in this booklet).
- Students should take time in choosing courses to ensure that entrance requirements of post secondary institutions are achieved. If you are unsure, you are encouraged to discuss this with your guidance counselor.

Credits to Graduate

Students registering in grade 10 for the first time in September 2015 will require a minimum of 18 credits to graduate. No more than seven of the 18 credits may be grade 10 courses, and at least five must be grade 12 courses. The following are compulsory credits for graduation:

Language, Communication and Expression

- **3 English Language Arts, one at each grade level**
- **1 Fine Arts: Art, Drama, Music**

Science, Mathematics and Technology

- **Mathematics**
- **Science: one from Science 10, Biology, Chemistry, or Physics, and one other approved science course**
- **2 others from Mathematics, Science, or Technology: eligible technology courses include Business Technology 11, Construction Technology 10, Design 11, Electrotechnologies 11, Exploring Technology 10, Production Technology 11, Production Technology 12, Film and Video Production 12, Construction Technology 12, Communication Technology 11, Communication Technology 12.**

Personal Development and Society

- **1 Physical Education credit**
- **1 Canadian History: Canadian History 11; or Mi'kmaq Studies 10; or Histoire du Canada 11; or Gaelic Studies are eligible courses**
1 Global Studies: Global Geography 12, Global Politics 12 or Global History 12 or Géographie Planétaire 12

Students will select elective courses each year to complete their program.

The above are minimum requirements for graduation and may not be sufficient for a student to meet entrance requirements for some post-secondary institutions. Students are responsible to ensure they have requirements for the post-secondary education of their choice.

Within the 18 course requirements for a graduation diploma, no student may receive credit for two courses in the same specific subject area at the same grade level. For example, successful completion of Math 10 and Math 10F only counts as **one** credit towards graduation.

COURSE SELECTION 3YEAR PLAN/CREDIT CHECK

It is important for all students to have a three-year plan (grades 10, 11 and 12) to meet both graduation and post-secondary (university, community college) requirements.

Three-Year Plan for High School Completion:

Year 1 (Grade 10)	Year 2 (Grade 11)	Year 3 (Grade 12)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
Credits Earned =	Credits Earned =	Credits Earned =
Total Credits =		

PROMOTION: Students are promoted in individual subjects in which they achieve a satisfactory level of performance.

Credit Courses

Courses are identified by course title, grade level, credit type and credit value. A credit is the recognition of the successful completion of a course of work that would normally be completed in a minimum of 110 hours of scheduled time.

Credit Types

Each course is categorized as one of the following credit types:

academic - These courses are designed for students who expect to enter college, university, or other post-secondary institutions.

advanced - These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

graduation - These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected area of post-secondary study.

open - Although none of these open courses is designed to meet the specific entrance requirements of any post-secondary institution, individual courses may meet entrance requirements of some institutions.

CAREER EXPLORATION PROGRAM

The Career Exploration Program is designed for high school aged students at grades 10, 11, 12 levels who are interested in courses that combine high school leaving requirements with occupational skills training and on-the-job experiences. It provides an opportunity for students to display their proficiency in skill areas other than the traditional high school curriculum. Students entering C.E.P. complete all required courses necessary to graduation.

The program is designed to meet the needs of a student who:

- is interested in a program that combines high school courses with shop training and on the job experience
- may be considering leaving high school
- is interested in increasing his /her opportunities for employment
- is interested in a program that prepares him /her for further training in a specific area after high school
- is committed to developing a positive employability skills ethic

Students who are interested in this program will be required to apply by application. Students must be entering at least at the grade 10 level and be 16 years of age or older prior to the work experience component. The following are the possible shops that may be offered during the 2015-2016 school year:

AUTO CARE: A comprehensive program designed to prepare the student as a knowledgeable and efficient auto care worker. In addition to high school courses, students will spend 50% of their schedule in the Auto Care Lab learning about the tools used in the auto care industry, the safe handling of petroleum products, cleaning and care of automobiles and making minor repairs. Students will also spend time practicing their skills in actual on-the-job experience placement.

Auto Systems 11
Auto Maintenance 11

Auto Systems 12
Auto Maintenance 12

FOOD SERVICES: A comprehensive program designed to prepare the student for entry into the workforce and / or further training in the food industry. Along with the study of high school leaving courses, students will spend 50% of their schedule in the Food Service Lab learning skills in areas such as using equipment, food handling and preparation, serving, cashiering, hosting / hostessing and catering. Students will also spend time practicing their skills in actual experience placements.

Food Preparation and Service 10
Food Technology 10
Dining Guest Services 11
Dining Guest Services 12
Food Studies/Hospitality 12

BUILDING SYSTEMS: Through Property Services courses, students will experience a wide range of experiences and learning opportunities, developing a variety of skills and the basic knowledge needed to explore careers in the Property Services Industry and related sectors while earning credits toward their high school graduation diploma.

Building Systems Maintenance 11
Building System Technology 11

Building Systems Maintenance 12
Building System Technology 12

RETAIL MERCHANDISE: A comprehensive program designed to prepare students for entry into the workforce and / or further training in this field. Along with the study of high school courses, students will spend 50% of their scheduled time in the Retail Merchandise Lab learning skills such as sales personality, receiving payment for goods, cashiering, professional sales skills, detecting shoplifters, detecting employee thief and learning how to create a display. Students will also spend time practicing their skills in an on-the-job experience placement.

Retail Sales 11
Retail Mechanizing 11

Business management 12
Business Personal Development 12

FRENCH PROGRAMMING

Plans are to offer Core-French 9 and 10, Integrated French 9 to 12 and French Immersion (Grades 9 & 10) programs for the 2015-2016 school year. Student interest and enrollment determine to what extent these programs will be offered.

Middle French Immersion:

The aim of French Immersion programs is to enable students to become functionally bilingual. Many graduates will be fluent enough to live and work in French as adults; others will require further language learning opportunities.

Middle French Immersion students start learning in French in grade 4. In grades 4-9, they learn in French for up to 70% of the time. In order to earn a French Immersion high school diploma, students must complete nine courses in French in grades 10-11-12: French-Immersion students who wish to earn an immersion high school diploma must enroll in the Français Higher Level and Géographie Standard Level courses in the International Baccalaureate Program. Upon successful completion of these two courses, French Immersion students will be awarded International Baccalaureate certificates in Français and Géographie as well as earning five of the nine credits necessary for completion of the high school immersion program.

Integrated French (Grade 7 Start):

The aim of the Integrated French program is to enable students to achieve a basic level of functional bilingualism. Graduates usually have good “survival” French language skills. For most students, further study and learning will be necessary if they wish to become fluent enough to live and work in French as adults.

Integrated French (Grade 7 start) students enroll in two French courses each year from grade 7 to 12. A course in Français Intégré that supports the second course is usually a Social Studies course. Students learn in French for approximately 25% of the time. Students who complete an Integrated French program receive a Chignecto Central Regional School Board certificate.

Integrated French (Grade 10 Start):

The aim of the Integrated French program is to enable students to achieve a basic level of functional bilingualism. Graduates usually have “survival” French language skills. Further study and learning will be necessary if the student wishes to become fluent enough to live and work in French as adults.

Integrated French (Grade 10 start) students enroll in two French courses each year in grades 10, 11 and 12. A course in Français intégré that supports the second course is usually a Social Studies course. Students learn in French for approximately 25% of the time. Students who complete an Integrated French program receive a Chignecto Central Regional School Board certificate.

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

Students entering grade 10 in September of 2015 may wish to enroll in courses that will prepare them for the IB Program in grade 11. The IB Program is a rigorous pre-university course of studies that has become a symbol of academic integrity and intellectual promise. It is recognized by Canadian and American universities as well as those abroad.

The students are expected over the two years to acquire skills which will prepare them to write international exams in a total of six subjects. The six subjects are chosen by the student and correspond to the principal domains of knowledge:

Language A - literature courses in the student's first language

Language B - a second language - French

Individuals & Society - geography

Experimental Sciences – chemistry, physics and biology etc.

Mathematics

The Arts – music or visual arts

The Program is more than the six subjects that a student will study. At its heart are three core requirements that are integral to the curriculum and they make IB unique. The three requirements are:

- 1. Theory of knowledge (TOK) a course designed to develop habits of critical thinking, reflection, clarity of thought and moral judgment.*
- 2. Creativity, Action and Service Program (CAS) – participation in creative programs, athletics or other physical activities and community service.*
- 3. The Extended Essay – a 4000 word piece of original research on a topic of the student's choice.*

Schools which offer IB encourage a global view, international understanding and respect for others. These important goals apply to all subjects.

Our Pre IB grade 10 Program includes the following:

IB PreDiploma Programme at Grade 10:

Northumberland Regional High School's Pre Diploma Programme covers the Nova Scotia curriculum requirements for grade 10 as well as provides enrichment designed to develop the skill set required for the successful completion of the IB Diploma Programme in grades 11 and 12.

English 10 Pre Diploma (advanced)

This course is designed to lay the foundations for an advanced study of literature.

It presents the essential literary concepts, conventions, and genres necessary for a more sophisticated interpretation and appreciation of literature. Students are expected to explore ideas through writing and discussion.

PreIB Geography 10 or PréIB Géographie 10 (French Immersion students) (advanced)

This course explores multiple perspectives on the origins of globalization and its impact on the local community, the nation and the world through the study of units on population, food, water and urbanization. Attention is placed on both oral and written communication with a particular emphasis on research skills and analysis.

PreIB Math 10 (advanced)

The focus of this course is the development of skills related to algebra, measurement, and relations and functions. The curriculum focuses on learning through problem solving. This course continues the study of functions with the introduction of patterns, quadratic functions and equations, and rational and absolute value functions. Other topics include trigonometry and systems and inequalities.

PreIB Science 10 (advanced)

Science 10 is intended to provide an introduction to the study of Biology, chemistry and physics. This course covers units in the regular Science 10 program however concepts are studied in greater depth. The course also focuses on the development of laboratory skills and scientific communication.

PreIB Integrated French 10 (advanced)

This course focuses on the development and use of basic grammar for everyday communication with emphasis on correctness in sentence structures used in description, in summarization, or in the sharing of information. Class activities include research, oral presentations, reading and discussion of fiction and nonfiction texts. This course is recommended for students with sufficient background (at least 3 years in junior high FSL courses).

PreIB Français 10 IMM (advanced)

This course is designed for immersion students who wish to enroll in the I.B. program in grade 11 and requires considerable fluency in all aspects of the French language. Novels, plays, short stories and poems are the literary components of this course with viewing and representing also explored. Prime objectives include oral fluency, additional knowledge of grammar and the study of idiomatic expressions.

COURSE LIST

The following are courses that may be offered for the 2015 – 2015 school year.

GRADE 10	GRADE 11	GRADE 12
<u>ENGLISH</u> English 10 Pre Diploma advanced English 10 academic English 10 Plus - open (2 credits)	<u>ENGLISH</u> English 11 academic English Communication 11 graduation IB English 11 (HL) advanced	<u>ENGLISH</u> English 12 academic English Communications 12 graduation IB English HL advanced
<u>SOCIAL STUDIES</u> Pre IB Geography 10 advanced Pre IB Géographie 10 advanced History 10 academic Mi'kmaq Studies 10 academic Histoire du Canada 11 (Immer) Advanced	<u>SOCIAL STUDIES</u> Canadian History 11 academic Economics 11 academic Gaelic Studies 11 academic Geography 11 academic Histoire du Canada 11 Intégré academic IB Géographie SL advanced IB Geography 11 (HL) advanced African Canadian Studies 11	<u>SOCIAL STUDIES</u> Economics 12 academic Géographie planétaire 12 academic Global Geography 12 academic Global History 12 academic Law 12 academic Sociology 12 academic IB Geography HL
<u>SCIENCE</u> Pre IB Science 10 advanced Science 10 academic PreIB Geography 10 or PréIB Géographie 10	<u>SCIENCE</u> Biology 11 academic Chemistry 11 academic Oceans 11 academic Physics 11 academic IB Biology SL/11 IB Chemistry 11 (HL/SL) IB Physics SL Human Biology 11	<u>SCIENCE</u> Biology 12 academic Chemistry 12 academic Geology 12 academic Physics 12 academic IB Biology HL IB Chemistry HL/SL
<u>MATH</u> * Pre IB Math 10 advanced *Math 10 academic Math at Work 10 graduation Math 10 Essentials graduation *2 credits	<u>MATH</u> Math 11 academic Pre-Calculus Math 11 advanced Math at Work 11 graduation Math 11 Essentials graduation IB Math 11 advanced	<u>MATH</u> Calculus 12 advanced Pre-Calculus 12 advanced Math 12 academic Math Foundations 12 graduation IB Math SL 12 advanced
<u>LANGUAGES</u> Pre IB Français 10 IMM advanced Pre IB Integrated French 10 advanced French-Core 10 academic English as a Second Language (9,10,11,12)	<u>LANGUAGES</u> Integrated French 11 academic IB French SL advanced (2 credits) IB French 11(HL) advanced English as a Second Language (9,10,11,12)	<u>LANGUAGES</u> Integrated French 12 academic IB French HL advanced (2 credits) English as a Second Language (9,10,11,12)
<u>ELECTIVES</u> Career Development 10 open	<u>ELECTIVES</u> Accounting 11 academic Child Studies 11 open	<u>ELECTIVES</u> Accounting 12 academic Business Management 12 academic Cooperative Education 12 open Health and Human Service 12 open Health and Human Service 12 academic Leadership 12 academic

<p align="center"><u>TECHNOLOGY</u></p> <p>Construction Technology 10 open Exploring Tech 10 academic</p>	<p align="center"><u>TECHNOLOGY</u></p> <p>Design 11 academic Electrotechnologies 11 academic Production Technology 11 open Business Technology 11 academic Communications Technology 11</p>	<p align="center"><u>TECHNOLOGY</u></p> <p>Film & Video Production 12 academic Business Management 12 Construction Technology 12 open Construction 12 Production Technology 12 open Communications Technology 12</p>
<p align="center"><u>FINE ARTS</u></p> <p>Art Dramatique 10 IMM academic Art Dramatique 10 Intégré academic Drama 10 academic Music 10 academic Visual Art 10-academic</p>	<p align="center"><u>FINE ARTS</u></p> <p>Drama 11 academic Instrumental Band 11 academic Music 11 academic Visual Art 11 academic IB Visual Arts 11 advanced IB Music 11 advanced</p>	<p align="center"><u>FINE ARTS</u></p> <p>Drama Theatre Arts 12 academic Instrumental Band 12 academic Music 12 academic Visual Art 12 academic IB Visual Arts HL advanced IB Music HL advanced</p>
<p align="center"><u>PHYSICAL EDUCATION</u></p> <p>Physical Education 10 open</p>	<p align="center"><u>PHYSICAL EDUCATION</u></p> <p>Physical Education Yoga 11 open PE 11 Teaching Games for Understanding open</p>	<p align="center"><u>PHYSICAL EDUCATION</u></p> <p>Physical Education 12 open</p>

FREE PERIODS

Grade 10

Students enrolled in grade 10 are not eligible for free periods.

Grade 11

Students enrolled in grade 11 are eligible for ***one*** free period providing they have 8 credits from their grade 10 year. This free may be either first semester or second semester.

Grade 12

Students enrolled in grade 12 are eligible for ***two*** free periods providing they have one credit more than the minimum required to graduate. Those registering 2 frees will have one free each semester; there ***will not be two frees in one semester.***

CHOOSING COURSES

Grade 10

Students registering in grade 10 are encouraged to select one grade 11 elective. (Two grade 11 courses are not permitted)

Grade 11

Students registering in grade 11 are encouraged to register in one grade 12 elective. This ***cannot*** be an English or Global.

NRHS Advanced Courses

IB Certificate Courses

Because NRHS offers the International Baccalaureate Program we feel that if students want an advanced course then they will be required to enroll in an IB course. IB courses individually are referred to as **Certificate Courses**. IB Courses are offered at two levels as follows:

Standard Level-requires 150 hours of instruction= two blocks of scheduling time usually in the grade 11 year

High Level-requires 240 hours of instruction=three blocks of scheduling time-1 block in grade 11 and 2 in grade 12

The following is a list of courses available:

IB English A1: Literature:

IB English A1 is a two year English programme designed to hone students' written and oral communication skills through the study of diverse texts. Students will engage in rigorous literary analysis and criticism and study to be concise, precise and clear in the written and oral expression of their ideas. The programme encourages students to see literary works as products of art and their authors as craftspeople whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the importance placed on exploring the methods used by different authors to convey their meaning. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme. English A1 does not limit the study of literature to the achievements of one culture or the cultures encompassed by any one language; it considers a world view. The study of literature in translation is important in presenting this global perspective, to enrich the international awareness of students and to develop, in students, the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

IB English Literature is a **two year** course, comprised of the equivalent of 1.5 semesters each year (Grade 11 and Grade 12).

Math SL-please note this is another exception because it requires 1 block in grade 11 and 2 blocks in grade 12.

Biology SL or HL:

IB Biology is a standardized International Baccalaureate course that may be pursued for 150 hours at a standard level of study, or 240 hours in more depth at high level. Each course culminates in three international examination papers. Both courses also involve intensive laboratory investigations where students are required to decide what to investigate and how to control variables, measure the results, and evaluate the results. IB Biology centres on the themes of structure and function, uniformity and diversity in nature, homeostasis, and diversity. IB Biology involves the application of a large number of Biological terms and requires a strong work ethic and time management skills, as many concepts are covered in a short time. In order to take IB Biology, it is strongly recommended that Science 10 or pre-IB Science 10 be completed with a minimum mark of 80%.

Chemistry SL or HL:

IB Chemistry is a standardized International Baccalaureate course that may be pursued for 150 hours at a standard level (SL) of study, or 240 hours in more depth at high level (HL). IB Chemistry HL is recommended for students pursuing a degree at university requiring chemistry. Each course culminates in three international examination papers. Both courses also involve intensive laboratory investigations where students are required to decide what to investigate, how to control variables, measure the results, and evaluate the results. IB Chemistry SL covers 11 topics (Chemistry 11 and most of Chemistry 12) and two options (30 hrs) while HL covers 20 topics (Chemistry 11/12 and Chem. 100 level course) plus two options (44hrs). IB Chemistry involves the comprehension and application of terminology and science concepts. It also requires a strong work ethic and time management skills, as many topics are covered in a short time. In order to take IB Chemistry, it is strongly recommended that Science 10 or pre-IB Science 10 be completed with a minimum mark of 80%.

Physics SL:

IB SL Physics is a course designed to provide students with a thorough background in physics. The course will provide a minimum of 40 hours of laboratory experience and a comprehensive 80 hour curriculum. Lab activities constitute the internal assessment which will be worth 24% of the final mark in the course. The external assessment (exam) is worth 76% of the final mark. Students will also be expected to complete weekly assignments and unit tests.

The course will provide students with a body of knowledge, methods, and techniques that characterize science and technology. The course will enable students to develop their experimental and investigative skills, their ability to analyze, evaluate, and synthesize scientific information, and their application of information technology skills in the study of science.

The syllabus for IB SL physics includes measurement and uncertainty, mechanics, thermal physics, wave phenomenon, optics, electromagnetism, energy, power, and climate change.

French HL (Immersion French):

The International Baccalaureate Français HL course is conceived to further enrich student's language acquisition skills, oral and written competencies and intercultural understanding. This course allows students to attain a high level of functionality in the French language while at the same time developing an appreciation of and respect for other cultures and lifestyles. Authentic works of fiction and non-fiction are the foundation for language acquisition activities.

Français HL is offered primarily to French Immersion students who require 3 further credits in order to receive their NS French Immersion Diploma. A number of Integrated French students wishing to pursue their language studies at a more challenging level have also successfully completed this course. The Français HL course is completed in 240 hours during first semester of grade 11 and both semesters of grade 12.

Géographie SL (taught in French):

The International Baccalaureate Géographie SL course focuses on global and international awareness by examining key issues such as poverty, sustainability and climate change. It is a subject that is firmly grounded in the real world considering examples and detailed case studies at local, regional, national and international scales. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Géographie SL is offered primarily to French Immersion students who require 2 further credits in order to receive their NS French Immersion Diploma. A number of Integrated French students wishing to pursue their language studies at a more challenging level have also successfully completed this course. As the Géographie SL course is completed in 150 hours during their Grade 11 year, students must be very organized and prepared to cover new material and concepts at an accelerated pace both in and outside the classroom.

Geography HL:

The International Baccalaureate Geography HL course focuses on global and international awareness by examining key issues such as poverty, sustainability and climate change. It is a subject that is firmly grounded in the real world considering examples and detailed case studies at local, regional, national and international scales. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

As the Geography HL course is completed in 150 hours during their Grade 11 year, students must be very organized and prepared to cover new material and concepts at an accelerated pace both in and outside the classroom

Visual Arts HL:

This course encourages an active exploration of visual arts within the students' own and other cultural contexts. Study of visual arts provides students with the opportunity to develop a critical and personal view of themselves in relation to the world. IB Visual Arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Students are encouraged to pursue quality through training, individual experimentation, creative thinking and problem-solving.

Studio Work 60%

- Produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
- Develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries

Investigation Workbooks 40%

- Respond to and analyze critically and contextually the function, meaning and artistic qualities of past, present and emerging art
- Develop and present independent ideas and practice, and explain the connections between these and the works of others
- Explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
- Develop and maintain a close relationship between investigation and a purposeful, creative process in studio work

Music HL:

This course is designed for music students with varied but studied backgrounds in performance [solo or group]. The aim of the IB Music program is to give an intense opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. Students will be expected to demonstrate their understanding of music by performing solo and in a group, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by their own composition writing

All IB students must take this course in conjunction with a large ensemble such as a concert band, orchestra or choir- either school or community based.

Prerequisites:

One year of any high school music course and/or the permission of the instructor.

Students must have a good working knowledge of music fundamentals and be able to read at least one clef to enroll in the class.

Extended school band experience- 2-4 years

Private lessons 1-3 years

Theory of Knowledge (ToK):

Theory of Knowledge (ToK) is an International Baccalaureate course that examines the origins and validity of various forms of knowledge. The ToK course encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Its core content is questions like: What counts as knowledge? What are its limits? What is the value of knowledge? What are the implications of having, or not having, knowledge? This course encourages students to share ideas with others and to listen to and learn from what others think. It reaches beyond Canadian society to examine knowledge claims from other peoples' points of view. The issues examined will allow students to reflect on themselves, their obligations as global citizens, and the complexity of the world in which they live. This course runs alongside IB English, and students must have strong communication skills to be successful in ToK.

Please note: Periodically, a student may decide to leave the IB programme, or drop out of a certificate course before its completion. Please understand that regardless of when you leave the programme or drop the course, credits may only be awarded for successful completion of a full semester portion of the course as per the Nova Scotia Department of Education's "Soft Landing Policy". For example, if a student leaves the programme at the end of Year One, he/she will receive one grade 11 credit for the course they are leaving (provided he/she has earned at least a 2 in the course). **Additional credits will not be awarded for any course should a student leave the programme or the course after mid-September of year 2 of the course.**

ENGLISH

The objectives of all English courses are to help students improve their ability:

- (1) to use language in thinking critically, listening, speaking, reading, viewing, writing and other forms of representing.
- (2) to value and enjoy literature.
- (3) to develop critical literacy skills.

*****Please note: English course selection for September 2015 will be made by the recommendation of your current English teacher.**

GRADE 10:

English 10 (academic):

The English 10 classroom offers abundant opportunities for students to read widely, to write frequently, to explore a wide range of print and visual texts, to work independently as well as collaboratively in small groups, and to design learning tasks that are of particular interest to them. English 10 emphasizes proficiency in using oral language for a variety of purposes. Learning experiences include the following: exploratory and informal talk, structured activities, performance of texts, formal presentations, focused listening activities to interpret and evaluate ideas and information from a range of sources, and research skills.

Important Notice:

Students who may need additional support in high school in reading, writing and oral language development, or have a mark under 60 in English 9, will be recommended for English 10 Plus.

English 10 Plus (open):

English 10 Plus is a 2 credit grade 10 course designed to create a supportive environment for those students who lack confidence as learners and to help students develop strategies and strengthen skills in reading, writing, speaking, listening, viewing and other ways of representing.

Pre – Diploma English 10 [International Baccalaureate] (advanced):

The Pre Diploma English 10 course is designed for students who plan to enroll in the International Baccalaureate Program in grades 11 and 12. Students enrolled in Pre IB English 10 will be expected to complete all curriculum outcomes for English 10 at an advanced level. The course also requires a writing and research component.

GRADE 11:

English 11 (academic):

English 11 is intended for students whose goals include post-secondary study. While this course emphasizes literary texts, students are provided opportunities to select their own texts for independent study and small-group inquiry. Students are expected to extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Students are also provided opportunities to use the curriculum outcomes to design their own learning experiences that they may undertake individually or with learning partners. Learning experiences enable students to study and give detailed accounts of complex and sophisticated texts and issues; be perceptive and analytical in making sophisticated adult judgments; be critical readers of literary texts; be critical viewers; express themselves precisely when writing for often complex purposes; be capable editors of their own and others' writing; communicate confidently and effectively in the formal style and language required by some situations; demonstrate control of language processes and conduct and present research.

Students who have demonstrated good to excellent performance in relation to the expected learning outcomes of English 10 are recommended for English 11.

English Communication 11 (graduation):

English Communication courses are intended for students who need additional support in their development as readers, writers, and language users. English Communication courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. These courses are based on the interests and abilities of the students and provide support to meet their individual and diverse learning needs. At the same time, English Communications courses are flexible enough to allow learners who are doing very well to move to academic courses. These courses focus on developing language skills necessary for the workplace. Learners will have many opportunities to engage in small group and whole class activities that help develop their speaking and listening skills. Learners must also read widely and create both written and visual texts to enhance their reading and writing fluency.

Students who may need additional support in high school in reading, writing, and oral language development, or have a mark under 60 in English 10, will be recommended for English Communications 11.

IB English A: Literature – Year 1 (advanced):

For students wishing an advanced English course, the International Baccalaureate [IB] English course, IB English A1: Literature, is available through the certificate programme. Please refer to the "IB Certificate Programme" listings in this guide.

It is recommended students achieve a mark of at least 80% in English 10 to register in this course. Pre-Diploma English 10 would be an advantage in meeting the demands of the course.

GRADE 12:

English 12 (academic):

English 12 is intended for students whose goals include post-secondary study. Building on skills developed in English 11, this course emphasizes literary texts, students are provided opportunities to select their own texts for independent study and small-group inquiry. Students are expected to extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Students are also provided opportunities to use the curriculum outcomes to design their own learning experiences that they may undertake individually or with learning partners. Learning experiences enable students to study and give detailed accounts of complex and sophisticated texts and issues; be perceptive and analytical in making sophisticated adult judgments; be critical readers of literary texts; be critical viewers; express themselves precisely when writing for often complex purposes; be capable editors of their own and others' writing; communicate confidently and effectively in the formal style and language required by some situations; demonstrate control of language processes and conduct and present research.

Students who have demonstrated good to excellent performance in relation to the expected learning outcomes of English 11 are recommended for English 12.

English Communication 12 (graduation):

English Communication courses are intended for students who need additional support in their development as readers, writers, and language users. English Communication courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. These courses are based on the interests and abilities of the students and provide support to meet their individual and diverse learning needs. At the same time, English Communications courses are flexible enough to allow learners who are doing very well to move to academic courses. These courses focus on developing language skills necessary for the workplace. Learners will have many opportunities to engage in small group and whole class activities that help develop their speaking and listening skills. Learners must also read widely and create both written and visual texts to enhance their reading and writing fluency.

Students who may need additional support in high school in reading, writing, and oral language development, have a mark under 60 in English 11, or are currently enrolled in English Communications 11, will be recommended for English Communications 12.

IB English A: Literature – Year 2(advanced):

For students wishing an advanced English course, the International Baccalaureate [IB] English course, IB English A1: Literature, is available through the certificate programme. Please refer to the “IB Certificate Programme” listings in this guide.

It is recommended students achieve a mark of 80% or better in their previous year’s English course to register in an Advanced English course. Only students who have successfully completed Year 1 of the IB English A Literature course are eligible to enroll in Year 2.

English as a Second Language (9,10,11,12):

This course is for international students only. English as a Second Language offers learners the opportunity to increase their English literacy skills. The emphasis is placed on developing and improving reading, writing and oral communication skills through student-centered and active learning. Students will explore a variety of texts, including short stories, plays, films, novels, articles, and websites. They will be expected to respond to text in many different ways. This is a year- long course.

FAMILY STUDIES

Career Development 10 (open):

This semester course is designed to help students develop their abilities to communicate, think critically, and deal with their feelings, to develop and refine a career plan, to make decisions about their future, and to prepare for the world beyond high school. It is designed to help young people to understand and manage their personal lives, their resources (including financial), and to develop the ability to organize and shape their career options. They will explore realistic personal goals, access their own interests and abilities, and realize how their actions will affect their learning and decision making processes. They will develop awareness of themselves, their place in the community and the value to their personal growth of giving service to the community at large.

Child Studies 11 (open):

This is a full year course designed to help explore the meaning and implications of responsible parenthood; to increase knowledge of parenting skills that will help young people approach parenthood with realistic expectations; to help them acquire current information regarding reproduction, pregnancy and childbirth; to help students gain an understanding of the development stages and individual needs of children; to recognize the diverse parenting concerns of today’s families; and to help students apply the understanding of child development as related to the care and guidance of children.

Health & Human Services 12 (open) / Health & Human Services 12 Academic (academic):

The course provides student with an introduction to the skills and knowledge involved in careers related to the health and human service domain. Health and Human Services students will explore human development, ethics, helping- process, interpersonal and personal development, wellness, written and verbal communications and related computer applications. Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community Based Education*(volunteer and/or service learning) is a required component used to enhance the knowledge and skills developed in the classroom.

FINE ARTS

All students must successfully complete one of the Fine Arts credits in order to graduate. It is recommended that grade 10 students who are planning to enter the science and math stream in grades 11 and 12 consider enrolling in a fine arts course in grade 10 (visual art, drama, music).

VISUAL ART

The aims of Visual Art courses include the development of visual perception and awareness, the development of skill and confidence in artistic endeavors, and using art materials in solving problems in the visual arts. It is **strongly recommended** students take an introductory fine art (Visual Arts 10) before taking a more advanced course (grade 11 or grade 12).

Visual Art 10 (academic):

Visual Art 10 is a first year high school art course that satisfies the compulsory fine arts credit. This introductory course focuses extensively on drawing skills as well as perspective, pen and ink, calligraphy and color. Students are urged to solve problems and to communicate imaginatively in their understanding of self, others and the environment.

Visual Art 11 (academic):

Visual Art 11 is the second year high school art course which continues the development of art skills. These include drawing and design, watercolor painting, sculpture, printmaking and art history. Students are required to host an art show at the end of the semester. Visual Art 10 is recommended as a prerequisite for this course as there are greater expectations for grade 11 students. Students in Visual Arts 11 should understand that there are many materials required for this course, as each student is required to develop their own area of interest.

Visual Art 12 (academic):

Visual Art 12 is the third high school art course designed to build upon skills and knowledge from previous art classes. The focus of Visual Art 12 is on imagination and creativity. Students at this level should be self-motivated and serious about art. Independent study and work is to be encouraged. Students in Visual Arts 12 should understand that there are many materials required for the development of their body of work and/or portfolio, which will be presented to the public in an art show as their final evaluation (exam). The creation of a portfolio for college application will be encouraged and aided. It is strongly recommended that students successfully complete Visual Art 10 and Visual Art 11 before enrolling in Visual Art 12, as the course requires many skills that are practiced and developed in earlier courses.

DRAMA**Drama 10 (academic):**

Drama 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. Drama 10 provides a foundation for future course work in drama and theatre. Through extensive work in improvisation, in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms, such as dramatic movement and mime, dramatization, group drama, and monologue. Drama 10 comprises four components: foundation, movement, speech, and theatre. The foundation component, which focuses on building student confidence and trust and creating a supportive learning environment, introduces students to the essential elements of movement and speech. Experiences in movement and speech are extended in the movement and speech components and are combined in the exploration of the various dramatic forms. Opportunities for students to share and present their work are provided throughout the course, just as aspects of theatre may be shared at various points in the course. The theatre component enables students to bring together their learning in drama and theatre by developing a theatre piece or script. The course engages students in “collective creation” – through discussion, and improvisation.

Drama 11 (academic):

Drama 11 builds on learning experiences provided in Drama 10 and focuses on the students’ personal development. It is expected students will have taken Drama 10 previously. Beginning with foundation experiences to develop student confidence and capability, the course allows students to explore movement and speech and to combine these in a greater range of dramatic forms. Selected dramatic forms are explored in depth for presentation and there will be a major self-expression project. Drama 11 emphasizes the process of creating scripts and bringing scripts to production. Students will create original scripts or theatre pieces from other texts. They will also explore script, using improvisation and other dramatic forms both to understand the original text and to create new script for performance. The course also explores the elements of theatre production and the skills required for presentation or performance. Students will make and incorporate artistic choices regarding design elements, particularly with regard to lighting and sound, stage movement and blocking, and costume. Available technology will be used to facilitate the creation and production of a theatre piece. Drama 11 culminates with a monologue and ends with a final evaluation (play).

Drama Theatre Arts 12 (academic):

This course is designed as a leadership experience for those students interested in all areas of play production. It is expected students will have taken either Drama 10 or Drama 11. Class study will involve developing and leading dramatic activities that connect foundational drama work, improvisation, text creation, movement, speech and scripted material. The course will require students to perform an extensive dramatic monologue, culminating with a final evaluation involving producing and acting in a play for an audience.

MUSIC**Music 10 (academic):**

Music 10 comprises the following components: Performance: technical requirements, solo and ensemble literature, instrumental or choral performance; Theory: rudiments, all major scales, key signatures, treble and bass clefs, pentatonic scales, musical terms and signs, (optional) composition: melodic, employing pentatonic and major (diatonic) scales, usually one or two phrases of the question-and-answer type; ear-training and dictation, simple form, ab, aba, rondo. The historical emphasis in this course is on the Classical and Baroque periods.

Music 11 (academic):

Music 11 comprises the following components: Performance: technical requirements, solo and ensemble literature, instrumental (band or strings) or choral performance; Theory: review of music 10 requirements, rudiments, melodic transposition, overview of ecclesiastical modes, orchestral score readings, more extended composition, using more than two phrases and adding a second part, rhythmic, intervallic, and melodic dictation, as in Grade 10, form, fugue, sonata, theme, and variation. The historical emphasis is on the Romantic period.

Music 12 (academic):

Music 12 comprises the following components: Performance: technical requirements, solo and ensemble literature, instrumental (band or strings) or choral performance; Theory: completion of work from previous years, plus continuing application of theoretical materials and processes, including a review of chords, triads, and inversions, continued development of dictation skills, study of forms particular to the Renaissance period; History: The emphasis is on music before 1600 and since 1900.

INSTRUMENTAL BAND

Instrumental Band 10

Instrumental Band 11

Instrumental Band 12

Students in grades 10, 11, 12 who are enrolled in the Instrumental Band Program may select the Instrumental Band courses listed above.

LANGUAGES

French

Introduction:

The fundamental goal of all senior high French programs is real life communication while enriching the acquisition of general knowledge and skills. The development of a theme in each unit of study is supported by authentic materials such as magazine and newspaper articles, documentaries, films, news clips, poems, short stories, novels etc. Language learning (i.e. vocabulary and grammar) continues to be integrated with the development of effective communication skills. The language elements covered in each unit allow students to accomplish a final project with emphasis placed on using language in a meaningful communicative context.

All classroom interactions are in French.

Core French

Core French 10 (academic):

The main goal of Core French 10 is to provide a program that will enhance students' abilities to communicate both orally and in writing and consequently, increase their chance of survival in a French environment. Units of study may include: Survival, Media, Urban Legends, and food and/or weather phenomena's.

Integrated French
Grade 10

Students in the Integrated Program in grade 10 must take Integrated French 10 and Art Dramatique 10.

Integrated French 10 (academic):

The main goal of Integrated French 10 is to provide students with an enriched second language program that rapidly develops their ability to communicate in French. In this intense French program, language learning (i.e. grammar and vocabulary) continues to be integrated with the development of effective communication skills. Class Activities may include: Novel Studies, Short Stories, Oral Presentations, Personal Descriptions, and Crimes/Mysteries.

Art Dramatique 10 (academic):

Drama 10 is an introductory course in drama. Through extensive work in improvisation, in both small and large groups, students gain confidence as they explore and communicate ideas, experiences and feelings in a variety of dramatic forms such as dramatic movement, monologues, tableau vivant, simulations, group drama, etc. Opportunities for students to share and present their work are provided throughout the course. The principal objective of this course is to improve oral competency. **Note: This course satisfies the fine arts credit requirement.**

Grade 11

Students in the Integrated Program in grade 11 must take Integrated French 11 and Histoire du Canada.

Integrated French 11 (academic):

The main goal of Integrated French 11 is to provide students with an enriched second language program that continues to develop their ability to communicate in French. In this intense French program, language learning (i.e. grammar and vocabulary) continues to be integrated with the development of effective communication skills. Class activities may include: Novel Studies, Oral Presentations and Short Stories surrounding topics such as the Phantom of the Opera, Immigration, Comics and Mystery.

Histoire du Canada 11 (academic):

L'Histoire du Canada uses a thematic as well as a chronological approach to explore five major questions that have influenced the evolution of Canada and its identity in the world today. Therefore, the course is designed around the following themes: Globalization, Development, Government, Sovereignty, and Justice. In addition, students will undertake a significant independent study on a topic of their choice.

This course satisfies the Canadian Studies credit requirement.

Grade 12

Students in the Integrated Program in grade 12 must take Integrated French 12 and Géographie planétaire 12.

Integrated French 12 (academic):

The main goal of Integrated French 12 is to provide students with an enriched second language program that consolidates their ability to communicate in French. In this intense French program, language learning (i.e. grammar and vocabulary) continues to be integrated with the development of effective communication skills. Units of study may include: l'Immeuble (a simulation), *Les Misérables* novel study and *M'en aller* novel study. Students will also have to write and create a short film project.

Géographie planétaire 12 (academic):

Géographie planétaire challenges students to consider their role as a citizen of the global community and to understand how their actions as a consumer impact the physical, biological, economic and political lives of others around the world. During class discussions and through research, students will be exposed to a variety of points of view which will enable them to better understand and propose solutions to the many problems challenging today's world.

This course satisfies the global studies credit requirement.

French Immersion

Grade 10

Français-Immersion 10 (academic):

This immersion course emphasizes using French for a variety of purposes. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a variety of texts. Reading and literature include articles, poems, francophone culture, short stories and novels. This course also explores other forms of viewing and representing.

Art dramatique-Immersion 10 (academic):

Drama 10 is an introductory course in drama. Through extensive work in improvisation, in both small and large groups, students gain confidence as they explore and communicate ideas, experiences and feelings in a variety of dramatic forms such as dramatic movement, monologues, tableau vivant, simulations, group drama etc. Opportunities for students to share and present their work are provided throughout the course. The principal objective of this course is to improve oral competency. **This course satisfies the fine arts credit requirement.**

Géographie Pre IB 10 (Pre Diploma IB) Immersion (advanced):

The Pre IB Geography course is designed for students who plan to enroll in the International Baccalaureate Program in grades 11 and 12 as well as French immersion students who wish to earn an immersion high school diploma. Students enrolled in Pre IB Geography 10 will be expected to complete all curriculum outcomes for Geography 10 at an advanced level. The aim of this course is to develop awareness of the processes that have and continue to contribute to the shaping of our physical environment, both at the local level and across the globe. It also serves to illustrate close relationships between people and their environment and emphasizes the significance of the effects of human activities.

The course will also require in depth study of World Geography issues.

Histoire du Canada 11 (Pre Diploma IB) Immersion (advanced):

L'Histoire du Canada uses a thematic as well as a chronological approach to explore five major questions that have influenced the evolution of Canada and its identity in the world today. Therefore, the course is designed around the following themes: Globalization, Development, Government, Sovereignty, and Justice. In addition, students will undertake a significant independent study on a topic of their choice.

This course satisfies the Canadian Studies credit requirement.

Grade 11 & Grade 12

Français supérieur IB:

French Immersion students who wish to earn an immersion high school diploma must enroll in the French Higher Level IB course which, upon successful completion, will count for three French immersion credits. This course will be offered during one semester during the grade 11 year and both semesters during the grade 12 year.

Prerequisite: Successful completion of the French Immersion Program in Grade 10

Géographie moyen IB:

French Immersion students who wish to earn an immersion high school diploma must enroll in the Geography Standard Level IB course, which upon successful completion, will count for two French immersion credits. This course will be offered during both semesters of the Grade 11 year.

Prerequisite: Successful completion of the French Immersion Program in Grade 10

French Immersion courses are subject to change, based on enrollment and availability of qualified staff. It may be necessary to combine some classes of Integrated and Immersion French to enable the school to offer some of these courses.

MATHEMATICS

*****Please note: Mathematics course selection for September 2015 will be made by the recommendation of your current Mathematics teacher.**

Pathways and Topics for Senior High Mathematics

The revised Nova Scotia senior high mathematics program will include the following pathways with corresponding topics.

Four pathways will be available:

- Mathematics Essentials (graduation credits)
- Mathematics at Work (graduation credits)
- Mathematics (academic credits)
- Pre-Calculus (advanced credits)

Mathematics Essentials (Grades 10, 11) (graduation credits)

These courses are currently being delivered in Nova Scotia schools and will continue. This pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities. Students who enroll in these courses either do not intend to enroll in post-secondary study or plan to enter programs that do not have any mathematics pre-requisites.

Note: The third course in this pathway, currently titled Mathematics for the Workplace 12, will be revised in due course, and likely renamed as Mathematics Essentials 12.

Mathematics at Work (Grades 10, 11, 12) (graduation credits)

These new courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require *academic* mathematics.

Mathematics 10, Mathematics 11, Mathematics 12 (academic credits)

These new courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. *Note:* Mathematics 10 is a 220-hour, two-credit course.

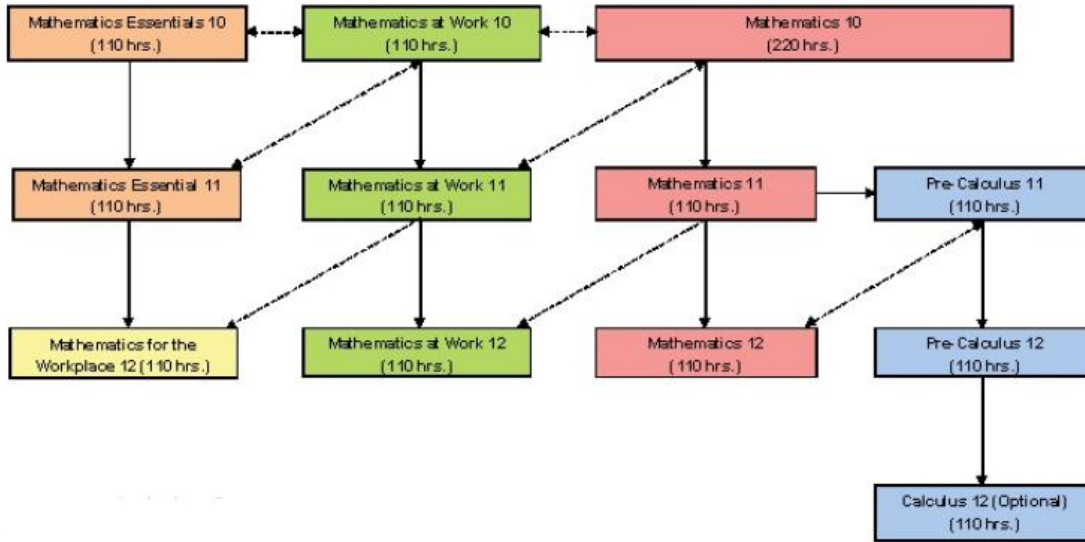
All students following the academic or advanced pathway will need to take Mathematics 10 followed by Mathematics 11. These courses are to be taken consecutively, not concurrently.

Pre-Calculus (Grades 11, 12) (advanced credits)

These courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Pre-requisites for Pre-Calculus 11 are Mathematics 10 and Mathematics 11. Pre-Calculus 11 is pre-requisite for Pre-Calculus 12. These courses must be taken consecutively, not concurrently.

Senior High Mathematics: Common Pathways

This diagram illustrates likely course pathways for senior high mathematics. Grade 10 courses will be implemented in 2013-2014, grade 11 courses in 2014-2015, and grade 12 courses in 2015–2016. The Mathematics Essentials pathway, which is currently available as part of Public School Programs, will continue.



To satisfy the minimum math requirements, students must take two math courses:

1. Math 10, Math at Work 10 or Math Essentials 10
2. Math 11, Math at Work 11, Math Essentials 11

The following are the prerequisites outlined by the Nova Scotia Department of Education:

Mathematics Essentials 10 (graduation 1 credit)

Prerequisite: Successful completion of Mathematics: Grade 8 and recommendation from the Mathematics: Grade 9 teacher

Mathematics at Work 10 (graduation 1 credit)

Prerequisite: Successful completion of Mathematics: Grade 9

Mathematics 10 (academic 2 credit)

Prerequisite: Successful completion of Mathematics: Grade 9 and demonstrated good to excellent performance in relation to the expected learning outcomes prescribed by Mathematics: Grade 9

Pre-IB Mathematics 10 (academic 2 credit)

Prerequisite: Successful completion of Mathematics: Grade 9 and demonstrated good to excellent performance in relation to the expected learning outcomes prescribed by Mathematics: Grade 9

Mathematics Essentials 11 (graduation 1 credit)

Prerequisite: Successful completion of Mathematics Essentials 10

Mathematics at Work 11 (graduation 1 credit)

Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10

Mathematics 11 (academic 1 credit)

Prerequisite: Successful completion of Mathematics 10

Note: In exceptional cases, those who have demonstrated very good to outstanding performance in relation to the curriculum outcomes prescribed for Mathematics at Work 10, have demonstrated initiative and willingness to complete required independent study to address some Mathematics 10 outcomes, and are recommended by the school principal and/or teacher, may enroll in Mathematics 11.

Pre-Calculus Mathematics 11 (advanced 1 credit)

Prerequisite: Successful completion of Mathematics 11 and have demonstrated outstanding performance in relation to the learning outcomes prescribed by Mathematics 11.

Mathematics Foundations 12 (graduation 1 credit)

Prerequisite: Successful completion of Mathematics Foundations 10 or Mathematics 10

Recommended Prerequisite: Successful completion of Mathematics Foundations 11 or Mathematics 11

Mathematics 12 (academic 1 credit)

Prerequisite: Successful completion of Mathematics 10 Recommended Prerequisite: Successful completion of Mathematics 11

Pre-Calculus Mathematics 12 (advanced 1 credit)

Prerequisite: Successful completion of Advanced Mathematics 11 and Advanced Mathematics 12

OR

Successful completion of Mathematics 11 and Mathematics 12 and have demonstrated very good to outstanding performance in relation to the learning outcomes prescribed for Mathematics 11 and Mathematics 12

Calculus 12 (advanced 1 credit)

Prerequisite: Successful completion of Pre-Calculus Mathematics 12

Students enrolling in grade 10 and who wish to take Calculus in their third year of high school should take Mathematics 10 (Year 1), Mathematics 11 and Pre-Calculus Mathematics 11 (Year 2), Pre-Calculus Mathematics 12 and Calculus (Year 3).

Grade 10 Mathematics Courses

Mathematics 10 Essentials (graduation):

Math Essentials 10 is an alternative math course designed to meet the needs of students who have experienced difficulty with math courses in the past. This course allows students to broaden their understanding of mathematics, as it applies to everyday life and work. Students will solve problems associated with earning money, paying taxes, making purchases, saving and operating a car and other transportation costs. This course also includes topics related to probability, measuring and estimating and transformations and design. *Mathematics Essentials 10 Prerequisite: Successful completion of Mathematics: Grade 8 and recommendation from the Mathematics Grade 9 teacher.*

Mathematics at Work 10 (graduation):The Math at Work 10 course is characterized by a greater focus on concrete activities, models and applications. Students in Mathematics at Work 10 will explore the following subject areas: measurement, area, Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

Mathematics at Work 10 Prerequisite: Successful completion of Mathematics Grade 9

Mathematics 10 (academic):

Students in Mathematics 10 will explore the following subject areas: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics. The program focuses students' skills on math applications and stresses the use of analysis and synthesis in problem solving. *Mathematics 10 Prerequisite: Successful completion of Mathematics Grade 9 and demonstrated good to excellent performance in relation to the expected learning outcomes prescribed by Mathematics Grade 9*

Pre Diploma Mathematics 10 (International Baccalaureate) advanced:

The Pre Diploma Math 10 course is designed for students who plan to enroll in the International Baccalaureate Program in grades 11 and 12. Students who enroll in Pre IB Math 10 will be expected to complete all curriculum outcomes for Math 10 plus additional outcomes and mathematical concepts to prepare for IB Mathematics SL.

Grade 11 Mathematics Courses

Students planning to take Pre-Calculus Math 12 in their third year, must take both Math 11 and Pre-Calculus Math 11 in their grade 11 year.

Mathematics Essentials 11 (graduation):

Math Essentials 11 is a follow-up course to Math Essentials 10. This course provides students with the mathematics they will use in everyday situations at work and at home. Topics include: constructing and interpreting graphs; collecting and organizing data; housing options of renting and buying; measuring and estimating; and designing in 2-D and 3-D. This course is open to students who have successfully completed Mathematics Essentials 10 or Mathematics Foundations 10. ***Mathematics Essentials 11***

Prerequisite: Successful completion of Mathematics Essentials 10

Mathematics at Work 11 (graduation):

Mathematics at Work 11 demonstrates the application and importance of key mathematical skills. The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. Some students who successfully complete Mathematics at Work 11 may choose to take Mathematics at Work 12. Students in Mathematics at Work 11 will explore the following topics: measurement systems volume, 2D and 3D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and formula manipulation for various contexts.

Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10

Mathematics 11 (academic):

Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum. Mathematics 11 is a prerequisite for Pre-Calculus 11. These courses are to be taken consecutively, not concurrently. There are two typical pathways for students who successfully complete Mathematics 11:

-For those students intending to follow the academic pathway, Mathematics 11 will be followed by Mathematics 12.

-For those students intending to follow the advanced pathway, Mathematics 11 will be followed by Pre-Calculus 11 and then Pre-Calculus 12.

Students in Mathematics 11 will explore the following topics: applications of rates, scale diagrams and factors, inductive and deductive reasoning, and introduction of proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions.

Prerequisite: Successful completion of Mathematics 10

Pre-Calculus Mathematics 11 (advanced):

Pre-Calculus 11 is an advanced high school mathematics course. Students who select Pre-Calculus 11 should have a solid understanding of Mathematics 11 curriculum. Pre-Calculus 11 is a prerequisite for Pre-Calculus 12. These courses are to be taken consecutively, not concurrently.

The typical pathway for students who successfully complete Pre-Calculus 11 is Pre-Calculus 12 and Calculus 12 (optional). (Courses in the Pre-Calculus pathway are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.)

Some students who successfully complete Pre-Calculus 11 may choose to take Mathematics 12. Alternatively, students who successfully complete Pre-Calculus 11 may choose to select a graduation credit in grade 12.

Students in Pre-Calculus 11 will explore the following topics: absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

Prerequisite: Successful completion of Mathematics 11 and have demonstrated outstanding performance in relation to the learning outcomes prescribed by Mathematics 11

Grade 12 Mathematics Courses

In 2015–16, five mathematics courses will be available at the grade 12 level

- Mathematics Essentials 12 (formerly called Mathematics for the Workplace 12): 110 hours, 1 graduation credit
- Mathematics at Work 12: 110 hours, 1 graduation credit
- Mathematics 12: 110 hours, 1 academic credit
- Pre-calculus 12: 110 hours, 1 advanced credit
- Calculus 12: (110 hours), 1 advanced credit

Mathematics Essentials 12 (formerly called Mathematics for the Workplace)

(graduation, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11. The prerequisite for Mathematics Essentials 12 must be taken and successfully completed prior to starting Mathematics Essentials 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

Mathematics Essentials 12 is designed for students who either do not intend to pursue post-secondary study, or plan to enter post-secondary programs that do not have any mathematics pre-requisites. The content of this course will help students work toward improving the mathematical knowledge base needed for work directly related to the trades. This course will be modular based and project oriented.

Students in Mathematics Essential 12 will do the following modules.

- Module 1: Measurement
- Module 2: Mini-project: Mathematics and Career Exploration
- Module 3: Ratio, Rate, and Proportion
- Module 4: Major Project: Math Preparation for the Workplace

Mathematics at Work 12

(graduation, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11. The prerequisite for Mathematics at Work 12 must be taken and successfully completed prior to starting Mathematics at Work 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.

Mathematics at Work 12 is the third course in this pathway.

Students in Mathematics at Work 12 will study the following topics:

- measurement and probability
- measures of central tendency
- scatterplots
- linear relationships
- owning and operating a vehicle
- properties of polygons
- transformations
- trigonometry

Mathematics 12

(academic, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11. The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Mathematics pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Mathematics 12 is the third course in this pathway.

Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum.

Students in Mathematics 12 will study the following topics:

- borrowing money
- investing money
- set theory
- logical reasoning
- counting methods
- probability
- polynomial functions
- exponential and logarithmic functions
- sinusoidal functions

Pre-calculus 12

(advanced, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Pre-calculus 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.

Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.

Students in Pre-calculus 12 will study the following topics:

- transformations
- radical functions
- polynomial functions
- trigonometry
- exponential and logarithmic functions
- rational functions
- function operations
- permutations, combinations and the binomial theorem

Calculus 12

(advanced, 1 credit)

This course will be presented as a 110-hour course. **Prerequisite:** Successful completion of Pre-calculus 12.

This course includes the following topics: the concept of a limit, simple derivatives, properties of derivatives, derivatives of trigonometric, exponential and logarithmic functions, applications of derivatives - tangents, rates of change, motion, curve sketching, anti-derivatives, differential equations and applications of anti-derivatives.

PERSONAL DEVELOPMENT & CAREER EDUCATION

Leadership 12 (academic):

This course will deal with the theoretical and practical application of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to conduct a meeting, practice efficient public speaking, review resume and interview skills, be involved in promotion and running of school events and work on school and community relations. Students will be required to complete 15 hours of community service outside of the regular school day.

PHYSICAL EDUCATION

Physical Education is a mandatory high school credit. Students are required to obtain (1) one physical education course over (3) three years in high school.

The following full courses are eligible to meet the physical education requirement:

- Physical Education 10
- Physical Education 11
- Physical Education 12
- Approved Local Physical Education Courses (must meet stringent guidelines)
- Yoga
- Physical Education 11 Teaching Games for Understanding (TGFU)

IPP's approved by the school board are recognized as meeting the physical education requirement.

All Physical Education courses have a theory component as well as a development contribution component.

Physical Education 10 (open):

This course will provide students with a variety of fitness and sport experience to enhance their understanding of personal fitness and growth. Physical Education 10 includes some theory components, coupled with predominantly active experience whereby student will have the opportunity to participate in a variety of indoor and outdoor fitness, sport, and recreational experiences. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life.

The course is divided into four (4) modules: 1) Outdoor Pursuits, 2) Exercise Science, 3) Personal Fitness, and 4) Leadership

Physical Education 11 Teaching Games for Understanding (Open):

- Teaching games/sport **focusing** on “why” we play the game or “why” we play a certain aspect of a game.
- Students will concentrate on the **tactical** aspect of games before they progress their skills of the game.
- Students will learn what strategies/tactics work best and how they can carry over to other games/sports.
- **Students should have a recommendation from a PE teacher to be eligible for the course.**
- This course is a Grade 11 course. Grade 11 or 12 are eligible

Physical Education Yoga 11 (open):

Physical Education Yoga 11 will introduce students to various styles and characteristics of yoga. It is an expectation that students will develop a lifelong personal practice of yoga for personal fitness and recreation. Students will be participating in a variety of activities that will include both physical practice and classroom theory. The physical practice of yoga will include learning, developing, and practicing skills that involve strength, flexibility, endurance, balance, poise, regulation of energy, and mental focus, all of which can be applied to other physical activities. Classroom sessions educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty and respect in the context of challenging physical activity.

Physical Education 12(open):

The physical Education 12 course concentrates on cooperative learning, tradition and non-traditional games, leadership development, and personal fitness. This course will include a theory component dealing with the components of physical fitness, athletic injuries, and fitness testing.

SCIENCE

Two science credits are required for a High School Graduation Diploma. One of the science credits must be Science 10, Biology 11 or 12, Chemistry 11 or 12, and Physics 11 or 12.

Science 10 (academic):

The Science 10 program is sequential to the Science 9 course. Science 10 is intended to provide the student with fundamental skills, knowledge and attitudes to prepare students for traditional senior high school sciences of Physics, Chemistry and Biology. Activities, labs, group discussions and lectures are the primary methods of instruction. The textbook is specifically designed to accompany this course.

There are four distinct units:

- Sustainability of Ecosystems
- Chemical Reactions
- Motion
- Weather Dynamics

Pre- Diploma Science 10 (academic):

The Pre-Diploma Science 10 course is designed for students who plan to enroll in the International Baccalaureate Program in grade 11 and 12. Students who enroll in Pre-Diploma Science 10 will be expected to complete all curriculum outcomes for Science 10 at an advanced level plus other concepts in Biology, Chemistry, and Physics. It is a prerequisite that students have successfully completed Grade 9 Science with a minimum mark of 80%. Students will also be expected to complete an independent experimental or innovative based project that will consist of a visual display, written report and a presentation. Students will also be expected to participate in a Science Fair.

**** Please note: If a student intends to choose Biology 11, Chemistry 11 or Physics 11, they must have a strong mark in Science 10, and Math 10.**

BIOLOGY

The Biology 11 and Biology 12 programs emphasize the unifying concepts: *change, diversity, energy, equilibrium, matter, systems,* and *models* as they relate to Biology. Unifying concepts provide connections among units of study in both courses and provide a framework to show how individual sections of these programs relate to the big ideas of science. Both programs enable students to become aware of the tremendous impact of Biology and technology upon society.

Biology 11 (academic):

The purpose of the Biology 11 program is to explore the unity and diversity of living things. This course consists of four units of study: *Matter and Energy for Life* introduces cells as the basic units for life. This unit investigates the role of cell structures in matter exchange and energy flow and recognizes the impact of technology on our understanding of cell structure and processes; *Biodiversity* examines the necessity for an organized system for the classification and study of the vast diversity of living things. This unit provides a thorough investigation of life’s unity and diversity within the Biosphere; *Maintaining Dynamic Equilibrium I* recognizes

that all living things struggle to maintain an internal balance in response to the constant pressure of external phenomena. This unit investigates the role of various systems and the influence of behaviour in the regulation of homeostasis; *Interactions among Living Things* examines ecosystems, which involve complex interactions between Biotic and abiotic factors. This unit investigates the role of these factors on population dynamics and the flow of energy within ecological systems. Biology 11 involves the application and study of many diagrams, the use and application of a large vocabulary of Biological terms, and a number of detailed laboratory investigations including the dissection of animals. **Recommendation: A mark of 60% in Science 10 and strong academic math skills.**

Biology 12 (academic):

This course consists of four units of study: *Maintaining Dynamic Equilibrium II* studies the nervous (electrochemical) and endocrine (chemical) systems; *Reproduction and Development* covers the principles of how living organisms reproduce and develop at the cellular and individual levels; *Genetic Continuity* includes the principles and fundamentals about DNA; *Evolution, Change and Diversity* focus on the history, importance and mechanisms of the process of evolution. Biology 12 involves the study of many diagrams / models and the application of a large vocabulary of Biological terms. **In order to take Biology 12, it is strongly recommended that Biology 11 be completed with a minimum mark of 60%.**

Human Biology 11:

Recommended Prerequisite: Science 10

This course is an academic credit that counts as a second science credit for high school graduation. The major systems of the human body will be covered in this course using an issues based or society and technology point of view. Lab work, projects, group activities and case study examples will be the main learning strategies in this course. This course is designed so that students gain an appreciation for and understanding of the importance of various body functions. Please note that students will not receive credit for both Human Biology 11 and Biology 11.

CHEMISTRY

Chemistry 11 (academic):

This first course in Chemistry encourages students to participate in lifelong learning about chemistry and to appreciate chemistry as a scientific endeavor with practical impact on their lives and on society. The chemistry 11 course is comprised of specific outcomes organized into three units: (a) From Structures to Properties, (b) Stoichiometry and (c) Organic Chemistry. The Grade 11 chemistry program builds on the fundamental attitude, skills and knowledge acquired in Science 10. **In order to take Chemistry 11 students must have a mark of 65% or better in Science 10 and academic Math 10.**

Chemistry 12 (academic):

The Chemistry 12 is designed to provide a more in-depth exploration of various topics intended for students pursuing post secondary studies. The chemistry 12 program is comprised of specific outcomes organized in four units. The units are (a) thermo-chemistry, (b) from solutions to kinetics to equilibrium, (c) acids and bases (d) and electrochemistry. In order to be successful, students should have strong work ethic and math skills as well as regular attendance. **It is recommended that Chemistry 11 be completed with a minimum mark of 60% and be enrolled in academic Math 12.**

GEOLOGY

Geology 12 ACAD

Recommended prerequisite: Science 10

This course is designed to explore the processes at work on Earth today, how they contribute to the landforms we see around us, and the impact of the interactions between people and Earth. The topics included are the structure and history of the Earth, minerals, rocks and the rock cycle, the internal and external processes that contribute to the development of mineral resources, mountains, glaciers, groundwater, volcanoes and earthquakes, the theories geologists have developed to explain their observations, geologic time and Radiometric dating, and the impact of human decisions on our mineral resources and our environment. Whenever possible, the local geology will be used to illustrate the topics.

PHYSICS

Physics 11(academic):

This course is designed for students who wish to understand the world around them as well as to prepare for a future in science or technology. Emphasis is placed on the interconnections between the environment, science, technology and society. Physics 11 is organized into four units: (a) Kinematics, (b) Dynamics, (c) Energy and Momentum and (d) Waves. **Students considering this program should have strong work and study skills and achieved marks of at least 65% in Math 10 and Science 10.**

Physics 12 (academic):

Physics 12 is designed for students who wish to understand the world around them, as well as to prepare for a future in science. The course has specific outcomes organized in four units. The units include a) Forces, Motion, Work and Energy, b) Fields (Magnetic, Electric, Generators, Motors), c) Waves and Modern Physics, d) Nuclear Energy. Problem solving will be a significant part of Physics 12. **Successful completion of Physics 11 with a mark of at least 60% is recommended for this course.**

OCEANS

Oceans 11 (academic):

The Oceans 11 course offers students the opportunity to explore aspects of global and local oceanography and current ocean-related issues. The course is designed to be flexible and meet the needs and interests of Nova Scotian students by connecting the study of oceanography with local economic and community interests. One of the priorities of the course is to increase students' knowledge of emerging new economies and opportunities in such areas as aquaculture and oceans management, which offer new career opportunities. Two modules are required – Ocean Structure & Motion and Marine Biome. The other modules include Aquaculture, Coastal Zones, Coastal Navigation and Ocean Industries. It is expected that 4 modules will be covered during the semester.

SOCIAL STUDIES

Global History 12 or Global Politics 12 or Global Geography 12 and Canadian History 11 or Mi'kmaq Studies 10 or Gaelic Studies 11 are graduation requirements.

HISTORY

History 10 (academic):

This course, which focuses on ancient history, allows students to develop an understanding of the concept of civilization by examining the origins of civilization and comparing some civilizations that have contributed to the nature of the modern world. The course has six broad chronological divisions: the Birth of Civilizations including Mesopotamia, Egypt, Greece; Rome and Middle Ages. Each of these divisions can be considered from a number of points of view, including geography, archeology, society, language, religion, and politics. Major themes could be developed spanning the broad chronological period (for example, agriculture, development of government, religion, and revolutions). We will also examine how the Greek principles of democracy have influenced our Democratic System of Government.

Canadian History 11 (academic):

This course is organized according to five themes: **Globalization, Development, Governance, Sovereignty, and Justice**. In addition to acquiring knowledge of the history of Canada, students will learn and practice the historical method, historiography, and various other skills essential to the study of history. A compulsory **Independent Study** is part of the course – students will be expected to engage in research and effectively communicate the findings of their research. The course begins with the arrival of our Aboriginal ancestors to North America, European contacts, the World Wars, peacekeeping, trade (both home and abroad), Canada as a distinct country onto itself and how Canadian law has influenced our society in the past, present and for the future. The major component of the course focuses on Canada's global relationships.

Successful completion of Canadian History 11 fulfills the Canadian History requirement for graduation.

MI'KMAQ STUDIES

Mi'kmaq Studies 10 (academic): – will be offered providing a qualified instructor is available

The Mi'kmaq Studies course will provide all students with an understanding of historical and contemporary issues in Mi'kmaq society, including culture, language, spirituality, art, folklore, politics, economics and education. The course uses an interdisciplinary approach to highlight the experiences, struggles and life stories of people who have contributed to world history.

Successful completion of this course fulfills the Canadian History requirement for graduation.

GAELIC STUDIES

Gaelic Studies 11 (academic):

Gaelic Studies provides opportunities for students to experience the diversity of expression of many aspects of Gaelic culture and to recognize the values inherent in Gaelic community life. The course focuses on history and identity; oral tradition and literature; the arts of the Gaels and provides opportunities for students to pursue a specific area of interest or strength through project work.

Successful completion of this course fulfills the Canadian History requirement for graduation.

AFRICAN CANADIAN STUDIES

African Canadian Studies 11 ACAD

This course provides an overview of the history of African Peoples in Canada. As part of this study, students will explore the history of Africa and highlight the struggles and triumphs of Canadians (especially Nova Scotians) and Americans of African descent. Regardless of one's ethnic and cultural

background, the course aims to help students appreciate the social challenges of the 21st century and, at the same time, refine the various skills of social

studies. This course fills the requirement for the Canadian History credit.

GEOGRAPHY

Geography 10 (academic) Pre IB:

The Pre Diploma Geography 10 course is designed for students who plan to enroll in the International Baccalaureate Program in grades 11 and 12. Students enrolled in Pre IB Geography 10 will be expected to complete all curriculum outcomes for Geography 10 at an advanced level. The course will also require in depth study of World Geography issues.

Geography 11 (academic):

Geography 11 covers contemporary Canadian geography with its regional and cultural diversities. It includes a systematic examination of such general characteristics as Canada's vast area, its resource sector, population challenges, urban Canada and world contacts. Focus is directed using various types of graphs comparing one region to another. Prior knowledge of graphing applications and use of statistics would be of benefit.

GLOBAL STUDIES

Global Geography 12 (academic):

This course, which focuses on global geography, explores major themes that help us to understand the nature and origins of complex humanity/environment relationships in the contemporary world.

Guided by the fundamental themes and skills of modern geography, students pursue this exploration through eight compulsory units: Our Fragile Planet: A Geographical Perspective; Perilous Processes: Our Planet at Risk; The Peopled Planet: Standing Room Only?; Feeding the Planet: Food for Thought; Global Resources: The Good Earth; Global Factory: For Whose Benefit? Urbanization: A Mixed Blessing; and The Future Planet: Under New Management.

By using geographic skills and techniques, learning and applying a body of skills and techniques, learning and applying a body of geographic knowledge, and developing their own planet management awareness, students become informed global geography students. The process of becoming informed enables students to propose reasonable answers to the question upon which Nova Scotia's global studies courses are built, "How did the world arrive at its current state at the end of the twentieth century?"

Global History 12 (academic):

This course, which focuses on global history, examines major themes in the history of the post-World War II era. Students examine these themes in five compulsory units: East-West: The Role of Super Power in the Post-World War II Era; North-South: The Origins and Consequences of Economic Disparity; The Pursuit of Justice; Societal and Technological Change; and Acknowledging Global Interdependence: The Legacy of the Twentieth Century. In their study of these units, students examine history from three perspectives: social, economic, and political, and use the research and inquiry skills of the historian.

Throughout their lives, students address the focus question of the course: "Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence at the national or international level?" They also propose reasonable answers to the question upon which Nova Scotia's global studies courses are built: "How did the world arrive at its current state at the close of the twentieth century?"

Students must successfully complete a Global Studies 12 credit as a graduation requirement. The Global Studies 12 credit can either be Global Geography 12, Geographie Planetaire 12 or Global History 12.

LAW

Law 12 (academic):

The Canadian law course is designed to provide students with knowledge of law and its function in society and skills and attitudes that will enable students to understand the legal process. Course content includes the Canadian legal system, crimes and crime control, injuries and wrongs, human rights, property rights, promises and agreements, business relations, family relations, and courts and trials. The main focus of the course will be criminal law. We will follow the procedures from arrest, legal rights, the court system, trial procedure and sentencing.

SOCIOLOGY

Sociology 12 (academic):

The Sociology 12 course is designed to give an understanding of the basic aspects of our sociology. It allows students to examine Canadian sociological issues. Canadian sociological issues that might be considered include the family, students and schools, poverty, minority groups, women in society, labor and management, conflict, crime in Canada, punishment and rehabilitation, same sex marriages and discrimination. Current events are an important part of this course. Therefore local and national news events will be discussed on a weekly basis.

*Many Universities accept this course as an academic credit. Please check with our Guidance Department.

BUSINESS EDUCATION

The world of business is dynamic and challenging. The economy is centered on the knowledge and skills of business people.

Accounting 11 (academic):

The aims of the high school accounting courses 11 and 12 are as follows: 1) to develop in students an understanding of accounting principles and concepts encountered in business and personal activities; 2) to provide a sound foundation for additional study; 3) to help students become acquainted with the principles, applications, and importance of data processing in accounting procedures. The following topics are covered in the Accounting 11 course: the accounting equation, business transactions, journalizing and posting, the processing of cash receipts and payments, financial statements, and the complete accounting cycle for a merchandising firm.

Accounting 12 (academic):

This advanced accounting course deals with more complex transactions and financial statements. Topics include automated accounting systems, payroll accounting, cost accounting, budget accounting, taxation accounting, partnership accounting, corporation accounting, financial statement reporting, and analysis of corporate financial reports.

Prerequisite: Accounting 11.

Business Management 12 (open)

Business Management 12 is designed to reflect change in economic and business environments and to develop students' analytical, problem solving, and communication skills through an understanding of how companies operate and are managed from both employer and employee perspectives. The course focuses on active, experiential learning and on developing the knowledge, skills, and attitudes required to identify opportunities and meet the challenges of the business environment

Cooperative Education 12 (academic):

Students will spend 100 hours at a work placement outside of school and 25 hours of in school instruction. Students are expected to complete an application for entrance into the program with their possible career placement considerations. Transportation to and from the work placement will be the student's responsibility.

Cooperative Education 12 (open):

Cooperative Education is a term used to describe a program that provides an educationally beneficial experience for students. Cooperative Education programs are a three-way partnership among the employer, the school and the student. The Cooperative Education program is taken in conjunction with other grade 12 level courses. It provides students with an opportunity for career exploration and occupational decision making, which will assist in the transition from high school to either post secondary training or direct entry to the work force. Students will spend 100 hours at a work placement outside of school and 25 hours of in school instruction. Students are expected to complete an application for entrance into the program with their career placement considerations. Transportation to and from the work placement will be the student's responsibility.

Business Technology 11 (academic):

Students will gain hands on experience in the following areas: Touch Keyboarding, Document Processing, Spreadsheets, Desktop Publishing and Business Technology Fundamentals. They will benefit from knowledge of technology application and skills.

Communications Technology 11 and Communication Technology 12 (academic):

In this course, students will produce the school yearbook, update and maintain the school's website and be responsible for the morning video announcements as well as various other communication opportunities. This course provides students with hands-on activities and introduces them to a broad spectrum of technological concepts, both in traditional media and new media.

TECHNOLOGY EDUCATION

Construction Technology 10 (open):

This introductory course in Construction Technology is designed to provide students with an overview of the construction industry with emphasis on light construction systems. Course content includes units on construction planning, machine operation and safety, design and drafting, non-structural systems, project estimating, building codes, easements and restrictions. Each class will build a shed or build model houses as a final major project.

Business Technology 11 (academic):

Constant change in our social and economic environments imposes increasing demands on the individual. Most students will experience at least four or five career changes during their working years. They will require flexibility, positive attitudes, strong communication, problem solving, and decision-making skills and aptitudes for lifelong learning. Business technology can provide tools they will need to manage their lives and careers.

Employers are looking for graduates who can work independently and collaboratively. They need employees who can work effectively with technology and with people. Employees must know how to use technology comfortably and effectively; they must be able to adapt to rapid and continuous change. Students will benefit from knowledge of technology applications and skills.

Design 11 (academic):

Design 11 utilizes communications and information technologies, as well as traditional technology to develop solutions for design problems and to conduct inquiries into design issues. Students work independently and/or part of design teams to explore design in a range of practical contexts. Some of the applications include desktop publishing, button making/mug design / T-shirt design, and 3-D computer software designing. Modules for this course include the following: Design Fundamentals (elements and principles of design); Communications design; The Built Environment; and Design Team or Independent project.

Electrotechnologies 11 (academic):

Electrotechnologies 11 enables students to gain an understanding of electrical and electronic systems. Students explore a broad range of technology applications including power, control, conversion and distribution systems. Key concepts include: the flow of electricity, basic electronic components, the relationship between electricity and magnetism, basic tools used when working with electricity, the operation of electric motors and generators. In addition, students will explore the calculations involving current, voltage, resistance and power. The calculation of a typical power bill is investigated. Finally all students will be involved in a unit on Green Energy, exploring wind and solar energy as a more environmentally friendly source of power.

Exploring Tech 10 (academic):

This technology course provides students with hands-on activities and introduces them to a broad spectrum of technological concepts. By the end of the course, successful students are able to use a range of technical applications, integrate technological with other academic disciplines, create devices and systems to satisfy their needs, explain how technology affects society, and use technology in problem-solving situations.

Production Technology 11 (open):

This introductory course in Production Technology is intended to provide students with an understanding of the skills required and opportunities available in the modern manufacturing industry. Students may form and run their own corporation within the school and become involved in planning, producing and marketing the chosen product content. Content includes machine operation and safety as well as word processing, and computer assisted drafting and design software which will be incorporated throughout the course.

Production Technology 12 (open):

This course is intended to provide students with a further opportunity to study in the field of production technology. Content may include product development and design, the development of business plans, production and inventory control, transportation and storage, corporate structure, unions, engineering, and CADD. In addition, students will be exposed to machine operations and safety.

Film and Video Production 12 (academic):

The Film and Video Production 12 course offers students in grade 12 the opportunities to work independently and as part of a production team to explore the role of the film industry; to develop skills required for production roles; to develop critical awareness of historical and cultural aspects of film; to work through the process of producing a film or video from script development to final edit. Modules for this course include: a) fundamentals of the film industry, b) production-team skills video production, c) film industry disciplines and d) careers and film development and production. As mentioned previously, students will produce original short films that allow them to experience the making of a film from pre-production through the production phase to post-production and final product. Through this process problem solving skills, technical skills, and collaborative working skills will be enhanced.

Construction 12 (open):

Construction 12 provides a wide range of experiences and learning opportunities related to the trades. As a result of this course, students may develop some of the skills and knowledge necessary to participate in the home construction industry. The main purpose of this course is the development of employability skills in an interesting and meaningful way. Construction 12 will cover five themes. Orientation will involve terminology, industry safety, employability skills, labour codes and inspections. Home Trades Practices will include aspects of the construction, electrical and plumbing trades. Environmental Practices will include waste management, recycling and conservation. Tools and equipment will involve a study of the hand tools, power tools and basic maintenance of the home trade tools.

