

Northumberland Regional High School



104 Alma Road
RR #3
Alma
Nova Scotia
B0K 2A0

Message to Students:

This Course Selection booklet provides information regarding the possible courses that will be offered at Northumberland Regional High School for the 2016-2017 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 2016-2017 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 course changes in September or for second semester.

Plan Your Program:

- Prior to completing your course selection 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 2016 will require a minimum of 18 credits to graduate.
- No more than seven of the 18 credits may be grade 10 courses
- At least five must be grade 12 courses.

The following are compulsory credits for graduation:

Language, Communication and Expression

- 3 English Language Arts
- 1 Fine Arts

Science, Mathematics and Technology

- 2 Mathematics
- 2 Science
- 2 others from Mathematics, Science, or Technology

Personal Development and Society

- 1 Canadian History
- 1 Global Studies
- 1 Physical Education

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 Mathematics 10 and Math at Work 10 only counts as one credit towards graduation.

NRHS offers the following programs:

[Career Exploration Program](#)

[International Baccalaureate Program](#)

[Immersion and Integrated French Programs](#)

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:

- Student will be promoted in individual subjects where 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.

Courses Offerings for 2016-2017

Program	Grade 10	Grade 11	Grade 12
Choosing courses	Students registering in grade 10 are encouraged to select one grade 11 course. Two grade 11 courses are not permitted.	Students registering in grade 11 are encouraged to register in one grade 12 course. This cannot be an English or Global.	Students registering in grade 12 are encouraged to register for courses that will fulfill post secondary requirements.
Free Periods	Students enrolled in grade 10 are not eligible for free periods.	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.	Students enrolled in grade 12 are eligible for <u>two</u> 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.
<u>CEP Auto Care</u>	~~~	Auto Systems 11 Auto Maintenance 11 Cooperative Education 11	Auto Systems 12 Auto Maintenance 12 Cooperative Education 12
<u>CEP Building Systems</u>	~~~	Building Systems Maintenance 11 Building System Technology 11 Cooperative Education 11	Building Systems Maintenance 12 Building System Technology 12 Cooperative Education 12
<u>CEP Food Services</u>	Food Preparation And Service 10 Food Technology 10	Dining Guest Services 11 Cooperative Education 11	Dining Guest Services 12 Food Studies/Hospitality 12 Cooperative Education 12
<u>CEP Retail Merchandise</u>	~~~	Retail Sales 11 Retail Mechanizing 11 Cooperative Education 11	Business Management 12 Business Personal Development 12 Cooperative Education 12

Program	Grade 10	Year 1	Year 2
<u>IB</u> Language A	<u>Pre IB English 10</u>	<u>IB English Literature 11</u>	<u>IB English Literature HL 12</u>
<u>IB</u> Language B	<u>Pre IB Integrated French 10</u> <u>Pre IB Français 10 IMM</u>	<u>IB French B HL 11</u> <u>IB French B SL 12</u>	<u>IB French B HL 12</u>
<u>IB</u> Individuals & Society	<u>Pre IB Geography 10</u> <u>Pré IB Géographie</u>	<u>IB Geography HL 11</u> <u>IB Géographie SL 12</u>	<u>IB Geography HL 12</u>
<u>IB</u> Experimental Sciences	<u>Pre IB Science 10</u> <u>Physics 11</u>	<u>IB Biology HL 11</u> <u>IB Chemistry SL 12</u>	<u>IB Biology HL 12</u>
<u>IB</u> Mathematics	<u>Pre IB Mathematics 10</u>	<u>IB Mathematics 11</u>	<u>IB Mathematics SL 12</u>
<u>IB</u> The Arts	<u>Art Dramatique 10 Imm</u> <u>Art Dramatique 10 Int</u> <u>Music 11</u>	~~~	
<u>IB</u> Additional core requirement	<u>Learning Strategies 11</u>	<u>IB Theory Of Knowledge 11</u>	<u>IB Theory Of Knowledge 12</u>

Program	Grade 10	Grade 11	Grade 12
Choosing courses	Students registering in grade 10 are encouraged to select one grade 11 course. Two grade 11 courses are not permitted.	Students registering in grade 11 are encouraged to register in one grade 12 course. This cannot be an English or Global.	Students registering in grade 12 are encouraged to register for courses that will fulfill post secondary requirements.
Free Periods	Students enrolled in grade 10 are not eligible for free periods.	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.	Students enrolled in grade 12 are eligible for <i>two</i> 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.
French Programming	Core French 10	~~~	~~~
French Programming Immersion	Art Dramatique 10 Imm Francais Immersion 10 Pré IB Géographie 10 Histoire Du Canada 11	IB French B 11 IB Geographie SL 12	IB French B HL 12
French Programming Integrated	Art Dramatique 10 Int Integrated French 10	Histoire Du Canada 11 Integrated French 11	Geographie Planetaire 12 Integrated French 12

Program	Grade 10	Grade 11	Grade 12
<p>Choosing courses</p>	<p>Students registering in grade 10 are encouraged to select one grade 11 course. Two grade 11 courses are not permitted.</p>	<p>Students registering in grade 11 are encouraged to register in one grade 12 course. This cannot be an English or Global.</p>	<p>Students registering in grade 12 are encouraged to register for courses that will fulfill post secondary requirements.</p>
<p>Free Periods</p>	<p>Students enrolled in grade 10 are not eligible for free periods.</p>	<p>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.</p>	<p>Students enrolled in grade 12 are eligible for <i>two</i> 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.</p>
<p><u>Language, Communication and Expression</u> <i>Must have 3(one each year) English Language Arts for graduation.</i></p>	<p><u>English 10</u> <u>English 10 Plus</u> <u>English Second Language 10</u></p>	<p><u>English 11</u> <u>English Communications 11</u> <u>English Second Language 11</u></p>	<p><u>English 12</u> <u>English Communications 12</u> <u>English Second Language 12</u></p>
<p><u>Language, Communication and Expression</u> <i>Must have 1 Fine Arts for graduation.</i></p>	<p><u>Visual Arts 10</u> <u>Music 10</u> <u>Drama 10</u></p>	<p><u>Visual Arts 11</u> <u>Music 11</u> <u>Drama 11</u></p>	<p><u>Visual Arts 12</u> <u>Music 12</u> <u>Drama 12 Theatre Arts</u></p>

Program	Grade 10	Grade 11	Grade 12
<p>Choosing courses</p>	<p>Students registering in grade 10 are encouraged to select one grade 11 course. Two grade 11 courses are not permitted.</p>	<p>Students registering in grade 11 are encouraged to register in one grade 12 course. This cannot be an English or Global.</p>	<p>Students registering in grade 12 are encouraged to register for courses that will fulfill post secondary requirements.</p>
<p>Free Periods</p>	<p>Students enrolled in grade 10 are not eligible for free periods.</p>	<p>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.</p>	<p>Students enrolled in grade 12 are eligible for <i>two</i> 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.</p>
<p>Science, Mathematics and Technology <i>Must have one Grade 10 and one Grade 11) Mathematics for graduation.</i></p>	<p>Mathematics 10 Mathematics At Work 10 Math Essentials 10</p>	<p>Mathematics 11 Mathematics At Work 11 Math Essentials 11 Pre Calculus 11</p>	<p>Mathematics 12 Mathematics At Work 12 Mathematics Essentials 12 Pre Calculus 12 Calculus 12</p>
<p>Science, Mathematics and Technology <i>Must have 2 Science for graduation.</i></p>	<p>Science 10</p>	<p>Biology 11 Chemistry 11 Human Biology 11 Oceans 11 Physics 11</p>	<p>Biology 12 Chemistry 12 Geology 12 Physics 12</p>
<p>Science, Mathematics and Technology <i>Must have 2 others from Mathematics, Science, or Technology for graduation.</i></p>	<p>Construction Technology 10</p>	<p>Business Technology 11 Communications Technology 11 Design 11 Electrotechnologies 11 Energy, Power, and Transportation Technology 11 Production Technology 11</p>	<p>Business Technology 12 Communications Technology 12 Film And Video Production 12 Home Trades Technology 12 Production Technology 12</p>

Program	Grade 10	Grade 11	Grade 12
Choosing courses	Students registering in grade 10 are encouraged to select one grade 11 course. Two grade 11 courses are not permitted.	Students registering in grade 11 are encouraged to register in one grade 12 course. This cannot be an English or Global.	Students registering in grade 12 are encouraged to register for courses that will fulfill post secondary requirements.
Free Periods	Students enrolled in grade 10 are not eligible for free periods.	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.	Students enrolled in grade 12 are eligible for <i>two</i> 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.
Personal Development and Society <i>Must have 1 Canadian Studies for graduation.</i>	~~~	African Canadian Studies 11 Canadian History 11 Mi'kmaq Studies 11	~~~
Personal Development and Society <i>Must have 1 Global Studies for graduation.</i>	~~~	~~~	Global Geography 12 Global History 12 Global Politics 12
Personal Development and Society <i>Must have 1 Physical Education for graduation.</i>	Physical Education 10	Physical Education 11 Yoga 11	Physical Education 12
<i>Must have 5 Electives for graduation.</i>	Career Development 10 Geography 10 Learning Strategies 10	Accounting 11 Child Studies 11 Cooperative Education 11 Learning Strategies 11	Canadian Families 12 Cooperative Education 12 Entrepreneurship 12 Health Human Services 12 Law 12 Leadership 12 Learning Strategies 12 Sociology 12

CAREER EXPLORATION PROGRAM

The Career Exploration Program (CEP) 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 CEP complete all required courses necessary for 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 2016-2017 school year:

[Back](#)

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.

[Back](#)

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.

[Back](#)

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, hostess/hosting and catering. Students will also spend time practicing their skills in actual experience placements.

[Back](#)

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.

[Back](#)

FRENCH PROGRAMMING

Plans are to offer Core French 9 and 10, Integrated French 9 to 12 and French Immersion 10 to 12 programs during the 2016-2017 school year.

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.

Student interest and enrollment determine to what extent these programs will be offered.

[Back](#)

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 phenomenas.

[Back](#)

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.

French Immersion students start learning in French in grade 4. In grades 4 through 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 HL and Géographie SL courses in the IB 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.

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.

[Back](#)

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.

[Back](#)

Pre IB Géographie 10 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.

[Back](#)

Histoire du Canada 11 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.

[Back](#)

Français B 11 & 12 HL:

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 IB 12 SL:

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

[Back](#)

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.

[Back](#)

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

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.

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.

[Back](#)

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.

This course satisfies the fine arts credit requirement.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

INTERNATIONAL BACCALAUREATE PROGRAM

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.

[Back](#)

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:

1. Language A - literature courses in the student's first language - English
2. Language B - a second language - French
3. Individuals & Society - Geography
4. Experimental Sciences – Chemistry and Biology
5. Mathematics

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, Activity and Service-Learning (CAS) – regular engagement in creative programs, physical fitness activities and service learning. Students will create a portfolio to show their progress from planning and goal setting through to reflecting upon their challenges and accomplishments.
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.

Pre IB Diploma 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.

All students in the Pre Diploma Programme take the following core courses:

PreDip English 10 (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.

PreDip 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.

PreDip 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.

PreDip Learning Strategies 11 (Open):

Students receive specific strategy instruction that focuses on their individual strengths and challenges. The student will gain transferable skills and strategies that will support and enhance their efforts to successfully complete the PreDiploma Programme. Particular emphasis will be placed on organizational and time management skills as well as critical thinking and advanced writing skills.

In addition to the Core PreDiploma courses, all students in the French Immersion Programme also take the following courses:

PreDip 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

PréDip Géographie 10 (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.

PréDip Arts dramatique IMM (Advanced)

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.

Histoire du Canada IMM 11

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.

All students in the Core or Integrated French Programmes also take the following courses:

PreDip 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).

PreDip Geography 10

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.

PréDip Arts dramatique intégré (Advanced)

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.

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.

OR

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.

[Back](#)

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 Literature 11 (Advanced):

In the first year of the IB English program, students will study a range of genres, including short stories, novels, poetry and plays. These works comprise two of the four parts of the total program. In addition to school based assessments such as analytical essays, creative writing, tests and commentaries, students will begin work on IB external assessment.

It is recommended students achieve a mark of at least 80% in English 10 to register in this course.

Pre IB English 10 would be an advantage in meeting the demands of the course.

[Back](#)

IB English Literature HL 12 (Advanced):

In the higher level English, students will study a Shakespearean play, poetry, novels and an autobiography. They will complete two internal IB assessments - the independent oral presentation and the independent oral commentary. As well, they will write two exam papers, an essay and a commentary in May of the second year. These are assessed externally.

Students will have at least 240 hours of English instruction over the two years of the program.

Only students who have successfully completed IB English Literature 11 are eligible to enroll.

[Back](#)

IB French HL 11 (Advanced)

This is the first year of a two-year course recommended for Immersion students who, taking the full IB Diploma Program, also wish to receive the Immersion Completion Certificate upon graduation after having completed all its other requirements. Taught at a higher level than its standard counterpart, this course endeavors first to reinforce all skills acquired to date, then to extend those skills through analytical and critical thinking applications. Unit topics are chosen with attention to the global nature of la francophonie. Wherever possible, authentic documents are used to teach grammar points as well as to prepare students for the IB Language B Higher Level exam in May of their second year. 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.

[Back](#)

IB French HL 12 (Advanced):

This course is recommended and designed for students who have completed IB French HL 11. This is a continuation of the course started in Grade 11 with the same objectives and additional content. The main focus continues to be on the acquisition of the language required for purposes and situations common to everyday social interaction. Assessment outline: internal assessments during this final year will assess students' abilities to effectively use new vocabulary and language structures. The January exam will be a former IB exam with the same constraints – i.e. no dictionary. A formal spoken interview will take place in March before being evaluated by external monitors and the final evaluation, which is an external exam, will be written in May. A final grade will be awarded based upon internal assessment (30%) in early March and external written assessment (70%) in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

[Back](#)

IB French SL 12 (Advanced):

The International Baccalaureate Français SL 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 SL is offered primarily to Core and Integrated French students.

[Back](#)

IB Geography 11 (Advanced):

In the grade 11 year, the IB Geography student will review basic geographic skills, both in the classroom and in the field. Topics studied will focus on populations in transition (fertility, mortality, migration) and disparity in wealth (development issues). Students will learn how to collect, present and analyze data in the manner required by the internal assessment which will be completed in grade 12.

[Back](#)

IB Géographie SL 12 (taught in French) (Advanced):

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.

IB Geography HL 12 (Advanced):

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.

[Back](#)

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

IB Mathematics 11 (Advanced):

IB Math Studies is a two year course for academically ambitious students who will study the humanities at university. Math Studies will include the following topics: number systems, algebra, sets, logic, probability, linear functions, systems of equations, quadratics, exponential functions, financial mathematics, geometry, trigonometry, statistics and introductory differential calculus.

[Back](#)

IB Mathematics 12 SL (Advanced):

This course prepares students for university programs that require further study in calculus, linear algebra and statistics. This includes business, economics, chemistry and physics. Students will study a curriculum which is comparable to Advanced Math 11, Advanced Math 12, and selected topics from Pre Cal 12 and Calculus that we have offered at CEC. The topics include quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, statistics, differential and integral calculus. The IB mark will be determined from a project (20%) and the final exams (80%).

[Back](#)

IB Biology HL (Advanced):

IB Biology is a standardized International Baccalaureate course that requires 240 hours of instructional time culminating in three international examination papers. The course also involves 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%.

[Back](#)

IB Chemistry SL (Advanced):

IB Chemistry is a standardized International Baccalaureate course that requires 150 hours at a standard level (SL) of study. IB Chemistry HL is recommended for students pursuing a degree at university requiring chemistry. Each course culminates in three international examinations and also involves 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).. 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%.

[Back](#)

IB Theory of Knowledge (Advanced):

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.

[Back](#)

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

***Please note: English course selection for September 2016 will be made by the recommendation of your current English teacher.

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.

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.

[Back](#)

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 (Academic):

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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, and 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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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).

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

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.

[Back](#)

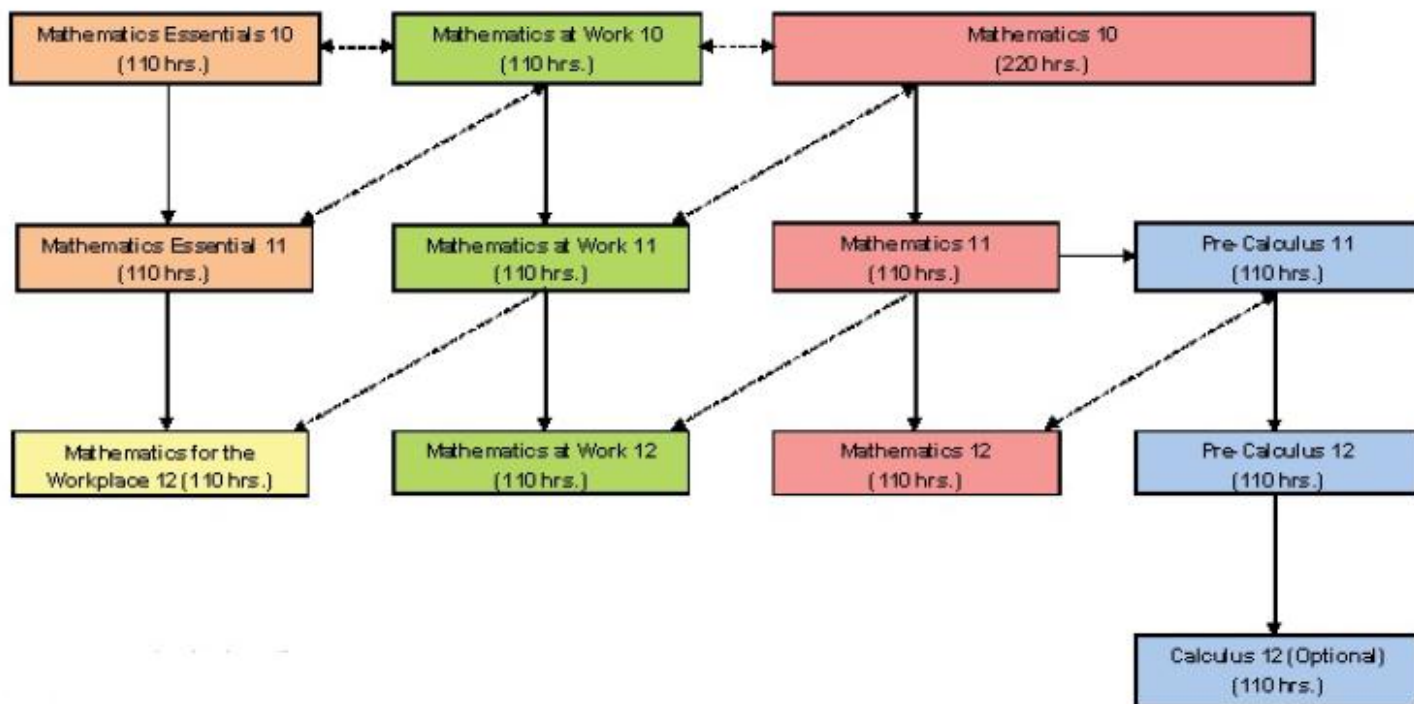
MATHEMATICS

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

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

This diagram illustrates likely course pathways for senior high mathematics.



[Back](#)

Mathematics 10 Essentials (Graduation):

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

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.

[Back](#)

Mathematics at Work 10 (Graduation):

Prerequisite: Successful completion of Mathematics Grade 9

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.

[Back](#)

Mathematics 10 (Academic – 2 credits):

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

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

[Back](#)

Mathematics Essentials 11 (Graduation):

Prerequisite: Successful completion of Mathematics Essentials 10

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.

[Back](#)

Mathematics at Work 11 (Graduation):

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

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.

[Back](#)

Mathematics 11 (Academic):

Prerequisite: Successful completion of Mathematics 10

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.

[Back](#)

Pre-Calculus Mathematics 11 (Advanced):

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

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.

[Back](#)

Mathematics Essentials 12 (Graduation):

Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11.

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

[Back](#)

Mathematics at Work 12 (Graduation):

Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11.

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

[Back](#)

Mathematics 12 (Academic):

Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11.

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 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

[Back](#)

Pre-calculus 12 (Advanced):

Prerequisite: Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12.

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

[Back](#)

Calculus 12 (Advanced):

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.

[Back](#)

PERSONAL DEVELOPMENT & SOCIETY

CANADIAN STUDIES

Must take 1 Canadian Studies.

Mi'kmaq Studies 11 (Academic):

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.

[Back](#)

African Canadian Studies 11 (Academic):

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.

[Back](#)

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.

[Back](#)

GLOBAL STUDIES

Students must take 1 Global Studies.

[Back](#)

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:

1. Our Fragile Planet: A Geographical Perspective;
2. Perilous Processes: Our Planet at Risk;
3. The Peopled Planet: Standing Room Only?;
4. Feeding the Planet: Food for Thought;
5. Global Resources: The Good Earth;
6. Global Factory: For Whose Benefit?
7. Urbanization: A Mixed Blessing;
8. 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?"

[Back](#)

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:

1. The Role of Super Power in the Post-World War II Era;
2. North-South: The Origins and Consequences of Economic Disparity;
3. The Pursuit of Justice;
4. Societal and Technological Change;
5. 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?"

[Back](#)

Global Politics 12 (Academic):

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyse the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states. More specifically, Canadian society is beset with many social, ethical and political questions, which Government must deal with. Students pursue this exploration through the following themes:

[Back](#)

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.

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.

[Back](#)

Physical Education 11 (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 students are eligible.

[Back](#)

Yoga 11 (Academic):

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.

[Back](#)

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.

[Back](#)

SCIENCE

Two science credits are required for a High School Graduation Diploma. One of the science credits must be Science 10.

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

[Back](#)

**** 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 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.

[Back](#)

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.

[Back](#)

Human Biology 11 (Academic):

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.

Recommended Prerequisite: Science 10

[Back](#)

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.

[Back](#)

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.

[Back](#)

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%.

[Back](#)

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.

[Back](#)

Geology 12 (Academic):

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.

Recommended prerequisite: Science 10

[Back](#)

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.

[Back](#)

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.

[Back](#)

Business Technology 11 (Academic):

Employers are looking for graduates who can work independently and collaboratively. They need employees who can work effectively with technology and with people. In this course students will develop these skills while exploring Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Microsoft Publisher. By the end of the course student will have achieved a typing speed of 35 CWM and developed a LifeWorks Portfolio.

[Back](#)

Communications Technology 11 and Communication Technology 12 (Academic):

In these courses, 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.

It is recommended that students take both courses and take Communication Technology 11 first.

[Back](#)

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.

[Back](#)

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.

[Back](#)

Energy, Power, and Transportation Technology 11 (Academic):

Students will be expected to demonstrate an understanding of energy, power, and transportation technology. An understanding of the function of energy, power, and transportation in historical contexts and modern society, an understanding of the basic technology system and its application in energy, power, and transportation, will analyze, critique, and evaluate the application and outputs of a variety of methods used in energy, power, and transportation technology and the design process in satisfying needs and wants, demonstrate an understanding of the requirements for careers in energy, power, and transportation.

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.

[Back](#)

Business Technology 12 (Academic):

As a result of their learning experiences in Business Technology 12, students will extend and apply their skills in document processing and desktop-publishing design, extend and apply their skills in creating and using spreadsheets to manage data and solve problems, use presentation software effectively and efficiently to organize and present ideas, create and manipulate data using a database management system, integrate software and explore and evaluate websites, explore the capabilities and limitations of current and emerging technologies.

Communications Technology 11 and Communication Technology 12 (Academic):

In these courses, 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.

It is recommended that students take both courses and take Communication Technology 11 first.

[Back](#)

Computer Programming 12 (Academic):

Students will be expected to understand and apply the basic skills and processes of problem solving using computer programming, identify problems, select effective strategies, and plan solutions, apply programming techniques to develop solutions to a range of problems, work collaboratively to define and solve a realistic problem by creating a solution.

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.

[Back](#)

Home Trades Technology 12 (Open):

An introduction to the trades and practices related to home construction and renovation. Students will solve real world problems in both the production and computer labs, paralleling today's residential construction. This will give students the opportunity to take part in residential planning, residential design, and residential construction (model). All of the above listed topics will be taught in such a way that they include discussions and assignments regarding waste management, recycling, and "green" construction. By the end of the course students will have had the opportunity to learn about and use various types of hand and power tools, with an emphasis on jobsite tools. They will have the opportunity to use these tools in the following trades related areas: construction, electrical, and plumbing. Students will also be exposed to basic records keep for cost and inventory purposes.

[Back](#)

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.

[Back](#)

ELECTIVES

BUSINESS EDUCATION AND PERSONAL DEVELOPMENT

Accounting 11 (Academic):

As a result of their learning experiences in Accounting 11, students will be able to begin the accounting cycle for a service industry in accordance with Generally Accepted Accounting Principles, be able to complete the accounting cycle for a service industry, be able to maintain internal cash control procedures of a business, be expected to complete the tasks of the accounts payable clerk, the accounts receivable clerk, and the accounting supervisor and will investigate/learn about the various career opportunities available in the accounting professions and discover how accounting relates to all career fields.

Career Development 10 (Open):

Career Development 11 (Open):

These courses are 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.

[Back](#)

Canadian Families 12 (Open):

A full credit course organized into 6 modules. The Canadian Families 12 curriculum is designed to explore the historical and contemporary issues relating to relationships, marriage, divorce, parenting, aging, and death. Through various sources, students will reflect on their perceptions and perspectives about the family as well as develop critical thinking skills.

Units of Study:

1. Families
2. Relationships
3. Parenting
4. Aging
5. Family and Health
6. Family and Work

[Back](#)

Cooperative Education 11 (Academic):

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.

[Back](#)

Entrepreneurship 12 (Academic):

The curriculum guide and support materials for Entrepreneurship 12 describe a "cutting-edge" course that introduces entrepreneurship as a viable career option. Students can create their own opportunities and enjoy more control over their destinies. Entrepreneurship 12 focuses on active, experiential learning and on developing the attitudes, skills, and knowledge required to meet the many opportunities and challenges of being an entrepreneur. The course comprises three components: action, theory, and business planning. Students apply what they learn to organize, operate, and manage activities/ventures in four strategic areas: school-based, business, community-based, mentoring. Students are expected to complete entrepreneurial activities/ventures outside the classroom.

[Back](#)

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.

[Back](#)

Learning Strategies 10, 11, 12 (Open):

Students approved through the program planning process to receive specific strategy instruction that focuses both on remediation and compensation based on their own individual strengths and challenges. Students will be encouraged to become actively involved in their learning. Through the meeting of identified Learning Strategies outcomes, the student will gain transferable skills and strategies that will enhance and increase their school engagement and support their efforts towards credit acquisition in other course/subject areas. Students in the Learning Strategies courses will work towards becoming more effective and independent learners.

[Back](#)

Peer Tutoring 11

Peer Tutoring 12

These courses offer students an opportunity to provide assistance to others in their schools and communities. Tutors will develop skills in learning styles, communication, interpersonal relations, leadership, and teamwork.

FAMILY STUDIES

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.

[Back](#)

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.

[Back](#)

SOCIAL STUDIES

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.

[Back](#)

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.

[Back](#)