

Northeast Kings Education Centre

Course Handbook



2012 - 2013

<http://www.nkec.ednet.ns.ca>

NORTHEAST KINGS EDUCATION CENTRE REGISTRATION HANDBOOK 2012-2013

Parents and students are encouraged to read this handbook thoroughly before completing the registration form given out at the Course Fair. Please note that the registration form requires the signature of a parent or guardian. All students will register online at school. The signed registration form must be submitted to any first period teacher by Wednesday, February 29th.

TABLE OF CONTENTS

1. Message from Principal & Student Services	page 3
2. Registration Procedures	page 4
3. High School Course Changes	page 4
4. Transferring Credits from Outside Nova Scotia	page 5
5. Course Codes	page 5
6. Homeroom Grade Promotion Policy	page 6
7. Averaging / Honours	page 6
8. Post-Secondary Requirements	page 6
9. High School Graduation Requirement Chart	page 7
10. Credit Check List.....	page 8
11. Education Planning Chart	page 9
12. Certificate Programs	page 10
13. Alternate Programs	page 10
14. Credits Achieved Outside the Classroom	page 10
15. Programming Accommodations	page 11
16. Course Descriptions by Department:	
A) Business Education.....	page 12
B) English.....	page 13
C) Family Studies.....	page 15
D) Fine Arts.....	page 16
1) Art.....	page 16
2) Dance	page 17
3) Drama.....	page 17
4) Music	page 18
E) Immersion French – Courses Taught in French	page 19
F) Mathematics	page 21
G) Physical Education.....	page 26
H) Sciences.....	page 27
I) Social Studies	page 30
J) Technology Related Education.....	page 33

PRINCIPAL'S MESSAGE



Dear Students, Parents and Guardians,

Course selection is a very important task that requires some significant time and thought. It is important that students and parents look toward the future and not close doors to potential programs and experiences following secondary education. Allow for the fact that a person's plans may change over time. Choose a variety of courses that will enable you to go in different directions after high school.

Keep in mind that your high school experience should also be enjoyable. Choose a mix of courses that will allow you to be successful academically while enriching your experiences through cultural, athletic and social endeavours. Keep a good balance.

Remember that whatever courses you choose, you will only be successful if you are a reliable student with good time management, a solid work ethic, being organized and a positive attitude. It is necessary to attend school daily, and have a positive attitude if you want to be successful with your high school education. Parents and/or guardians, you must be an active participant in your children's education. Please help your children set up a three year plan for which courses they should take for them to achieve their academic goals.

Finally, don't be afraid to ask for support and remain informed by checking our school website at:
<http://www.nkec.ednet.ns.ca>

Sincerely,

Kevin Veinot
Principal

STUDENT SERVICES DEPARTMENT

The process of selecting the appropriate courses and career direction is not an easy task. Our role in Student Services is to help students prepare for the three years of high school and to enter into post high school graduation equipped and prepared to follow their chosen path. It is important to be actively involved in the process, ask lots of questions and discuss your career options with your parents, teachers and guidance counselors. We are all here to support you on this journey.

GENERAL INFORMATION

The information contained in this publication is as accurate as possible at the time of printing. Please be aware that small changes to the information contained herein may be necessary due to the number of students selecting courses, the number of staff we will have in the fall, and other changes that may be dictated by the Annapolis Valley Regional School Board.

SELECTING YOUR COURSES

All high school students in Grades 9, 10, 11, and 12 could potentially be scheduled for both semestered and non-semestered courses in 2012-13. Exams will only be written at the end of the course – in January and June for semestered courses and in June for yearlong courses.

Students registering for Grade 10 need to register for the following subjects: English, Math, and Science. It is also recommended that you consider a Social Studies credit, a Physical Education credit and Career Development credit. All students in Grades 10 and 11 will take eight courses – **they cannot have prep classes**. Grade 12 students at Northeast Kings Education Centre may take seven or eight courses per year. Grade 12 students will be permitted to have no more than 1 prep class.

Nova Scotia School Athletic Federation (NSSAF) regulations require student athletes to be enrolled in a minimum of three semestered courses each semester to be deemed eligible to compete in school sports.

REGISTRATION PROCEDURE

Students enrolled at Northeast Kings Education Centre will register from March 5-7. All course registrations will be completed at school. Course registration forms must be submitted to **any first period teachers no later than Wednesday, February 29th**. Please take the time to ensure proper course selection as course changes after the completion of the process are very difficult. A course change may be required because of failure in a specific course. The Student Services staff will complete this transaction over the summer months. The student may request an additional course change based on extenuating circumstances (see policy below).

****Courses offered are dependent upon sufficient student enrollment and staffing allocation.**

COURSE SELECTION AND REGISTRATION IS THE RESPONSIBILITY OF THE STUDENT AND HIS/HER PARENT/GUARDIAN.

HIGH SCHOOL COURSE CHANGES

Please be advised that considerable effort has gone into course registration and timetable development. Due to limited course offering based on staffing allocation, **course changes will only be considered in the case of** (1) medical conditions or circumstances supported by documentation signed by a physician, (2) as required by an IPP or “Special Needs” student, (3) as required by a Grade 12 student who must have a specific course as a prerequisite for a program of studies in a post-secondary institution, and in this case only if space is available and (4) when the unanticipated failure of a particular course requires a modification to the selected courses for the following semester. Every effort is made to ensure that students get the courses they prefer. However, we can only guarantee the courses required for graduation and special consideration for courses required for a program of studies in a post secondary institution. Those students who register during the regular course registration process in the spring will have a better opportunity of getting requested courses. However, restricted course offering and space in classes may make this impossible. If a course change occurs after the course has begun students will be responsible for any missed work.

STUDENT TRANSFERRING FROM ANOTHER SCHOOL

Students who transfer to NKEC from another school within or outside our Board part way through the term will normally be required to take the same courses as studied at the previous school. Problems may arise in some cases due to differences in course offerings. Such problems will be dealt with on an individual basis.

TRANSFERRING CREDITS FROM OUTSIDE OF NOVA SCOTIA:

It is common for students to move to Nova Scotia during the school year. Every attempt will be made to transfer credits as fairly as possible. Some guidelines (followed as closely as possible) are:

1. Credits from the other jurisdictions must be at a minimum grade ten level (or equivalent where a different grade system is used). The Nova Scotia definition of high school (Grades 10 to 12) is always followed.
2. Grade ten (or equivalent) elsewhere will be considered a matching Grade ten here, and so on. Universities may evaluate grade levels differently.
3. A full-time course is considered to yield one Nova Scotia credit, regardless of the credit allocation in the issuing province. For example a standard Newfoundland course, yielding two credits in that province, is interpreted as one Nova Scotia credit.
4. Most course types and subjects are acceptable with some exceptions, such as, excessive numbers of similar courses, courses offered at a lower level than the Nova Scotia High School Graduation level, or religious studies courses focused on a particular religion or faith as there are no equivalents in the Nova Scotia system.

UNSCHEDULED CLASS TIME

Grade 12 students may have one preparation period. When grade 12 students have an unscheduled class they may sign out of the school through the reception desk supervisor, work in the Library, or go to the cafeteria if that period does not coincide with the Middle Level recess or lunch period. Students may not be in the hallway. Grade 12 students on prep periods may choose to sit quietly in the foyer.

COURSE CODES

Definition of a Credit

A credit is awarded in recognition of the successful completion of an approved course that would normally be completed in a minimum of 110 hours of scheduled time. Courses are completed when students have met all of the necessary requirements and have demonstrated achievement of the specific curriculum outcomes at an acceptable level. Each high school course is coded by the Department of Education based upon the category of the course and its level of difficulty. The credit types are as follows:

Advanced Placement (AP) – An international program offering standardized exams that allow students, if successful on the exam, to possibly obtain university credits.

Advanced (Adv) – Designed for students who have demonstrated an exceptional degree of academic ability or achievement.

Academic (Acad) – Designed for students who expect to enter college, university or other post-secondary institution.

Open (Open) – Although none of these courses are designed to meet specific entrance requirements of any post-secondary institution, individual courses may be accepted by some institutions. Courses of this nature are also very useful in providing a balanced and well-rounded education for all students.

Graduation (Grad) – Designed for students who wish to obtain a graduation diploma with the goal of proceeding to employment. Many programs of study at Community College accept these courses.

NKEC will offer a program in a few of its academic courses that allows for students to choose to take that course with a degree of SUPPORT.

The **SUPPORT** option of an academic course is designed for students who may experience difficulty in an academic class. Individual student needs may be met through variations in pace, classroom organization, homework and evaluation.

“PASSING” IN HIGH SCHOOL

Students progress through high school by accumulating credits (one credit/half credit per course passed). To graduate, a student must successfully complete 18 courses which include specific compulsory credits. Therefore, a student does not pass or fail a grade as such; rather he/she passes or fails a course. As a result, a student may be taking courses from various grade levels.

HOMEROOM GRADE PROMOTION POLICY

Grade level placement, i.e. Grade 10 homeroom, is based upon the number of credits (courses) that the student has successfully completed. Please refer to the chart below.

* Minimum Requirements for <i>Homeroom Placement</i>	
To be placed in the following homeroom grades, students must have the following.	
Grade 10:	Grade 9 Pass
Grade 11:	5 credits
Grade 12:	10 credits - The student must be eligible to graduate.

AVERAGING / HONOURS

The Honours standing is based upon an average of the final or term marks/grades of the following number of courses taken during the current year or term (including courses completed by correspondence, independent study, and/or challenge for credit).

* **Grades 9, 10, 11** - any six (6) courses ***Grade 12** - any five (5) courses*

Students who are enrolled for one (1) semester only in any given year are eligible for Honours standing by taking a minimum of three (3) courses in that semester.

For an average of 80% or higher, the student will receive an Honours standing.

For an average of 90% or higher, the student will receive an Honours with Distinction standing.

The student may not have a final failing grade in any course for the term or year. If they do, they will not be eligible for an honours standing.

POST-SECONDARY EDUCATION REQUIREMENTS

Post-secondary institutions include universities, private colleges, technical schools, and community colleges. Entrance requirements for various programs differ from one institution to another. As well, acceptance into a university program is very competitive and usually an average of 65 – 70% or greater in five (5) Grade 12 Academic or Advanced courses is required. It is the responsibility of the student and parents to examine the entrance requirements of institutions in which they are interested. The information is available in Student Services. Students who plan to attend university must be aware that English Communications 12 is not an acceptable credit for university entrance. Course coded as “open” may or may not be accepted by universities for admittance purposes. Students intending to go on should check to ensure their courses are acceptable at their intended institute. from those institutions for particulars. **The ultimate responsibility for course selection rests with the students and the parents.** Grade Nine is not too soon to be exploring future options.

HIGH SCHOOL GRADUATION REQUIREMENTS

Course Area	Requirements	Choices in the Required Course Options
English	1 course at each grade level	Grade 10 – ENG 10, ENG 10 PLUS Grade 11 – ADV ENG 11, ENGLISH 11, ENG/COM 11 Grade 12 – ADV ENG 12, ENGLISH 12, ENG/COM 12
Fine Arts	1 course from Art, Dance, Drama or Music	VISUAL ART 10, VISUAL ART 11, ART 12, DRAMA 10, DRAMA 11, DRAMA 12 THEATRE ARTS, MUSIC 10, MUSIC 11, MUSIC 12, ARTS DRAMATIQUES 10, DANCE 11
Mathematics	2 courses at 2 different grade levels	MATH 10, MAT FND 10, MATH10 PLUS, MATH ESSENTIALS 10, MATH FND 11, MATH 11, ADV MATH 11, MATH ESSENTIALS 11, MATH FND 12, MATH 12, ADV MATH 12, PRE-CAL 12, CALCULUS 12
Science	1 from Biology, Chemistry, Physics, or Science 10 AND 1 other approved Science course	SCIENCE 10, AGRICULTURE 11, OCEANS 11, BIOLOGY 11, HUM BIO 11, BIOLOGY 12, AP BIOLOGY 12, CHEM 11, ADV CHEM 11, CHEM 12, ADV CHE 12, PHYSICS 11, ADV PHY 11, PHYSICS 12, ADV PHY 12,
Science/Math/Technology	2 more from Math, Science or Technology (All Computer Related Studies and Technology Education courses are eligible)	See Science and Math above in addition to the following: TECHNOLOGY: EXP TEC 10, DESIGN 11, APP NET TECH 11, BUS TEC 11, PRO TEC 12, CON TEC 10, FLM VID 12, COM PRO 12, MULTI MEDIA 12, ENERGY POWER & TRAN 11, HOUSE DESIGN 12
Global Studies	1 Grade 12 Global course	GL GEOG 12, ADV. GL GEOG 12, GL HIST 12, ADV GL HIST 12, HIS. PLA. 12
Social Studies	1 from the following Social Studies category	AFR CAN 11, CAN HIS 11, HIS.CAN. 11 ,
PAL / STY VIE PHYS ED.	Students who will graduate in 2011 and beyond must complete a Phys. Ed. Credit.	PE 10, PE 11, PE 12, MVA 11, PH AC LV 11, DANCE 11, PE FITNESS LEADERSHIP 11, YOGA 11
LIMITS	No more than 7 grade 10 level courses No less than 5 grade 12 level courses For a total of 18 credits min.	

ELECTIVES

Bus. Ed.	Co-op Education	Family Studies	Languages	Social Studies	Math
ACCOUNTING 11 BUS TEC 11, ECONOMICS 12 ENTRE 12,	CO-OP ED 11 CO-OP ED 12 CAR DEV 10	CHLD ST 11 CANFAM 12 FD HOSP 12	FR-CORE 10, 11 FRA IMM 10, 11, 12	LAW/ DROIT 12 HIS/ HIS ANC 10 HIS 11 GEOG 11 LAW/ DROIT 12 PSYCH 12 SOCIOL 12	MATH FOR THE WORKPLACE 12

Please note: 13 out of the 18 credits needed for the completion of the graduation diploma are pre-determined requirements, set by the Nova Scotia Department of Education.

Requirement:	Subject:	Courses completed:
1 course at each grade level	English	_____
1 course from Art, Dance, Drama, or Music	Fine Arts	_____
2 courses at 2 different grade levels	Math	_____
1 from Science10, Biology, Chemistry or Physics and 1 other Science credit	Science	_____
2 more from Math, Science or Technology	Math/Science/Technology	_____
PE 10, PE 11, PE 12, PH AC LV 11, MVA 11, YOGA 11, DANCE 11, FITNESS LEADERSHIP 11,	Students graduating in 2011 or beyond must have a PE credit.	_____
1 Global Course	Global (History, Geography)	_____
1 Social Studies	Canadian History or African Canadian Studies	_____

Courses needed to complete the 18 credit graduation requirement	_____
Additional Courses	_____

- **5 credits must be at the Grade 12 level**
- **No more than 7 credits can be at the Grade 10 level**

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 Tentative Course Choices
 2012– 2013

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

.....
 Tentative Course Choices
 2013– 2014

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

EDUCATION PLANNING CHART

Name: _____

Career Goal: _____

Educational Program After Completion of High School : _____

Entry Requirements: _____

1. Select the courses you would like to take for the next year(2), keeping in mind:
 - graduation requirements based on the year you plan to graduate
 - courses available
 - course requirements for education and career goals
 - the Recommended Prerequisite courses

2. Write in courses that you are certain about, followed by the more tentative choices. Place a question mark (?) beside the least certain choices.

Grade 10 Credits Achieved/Planned	Grade 11 Credits Achieved/Planned	Grade 12 Credits Achieved/Planned
1 _____	1 _____	1 _____
2 _____	2 _____	2 _____
3 _____	3 _____	3 _____
4 _____	4 _____	4 _____
5 _____	5 _____	5 _____
6 _____	6 _____	6 _____
7 _____	7 _____	7 _____
8 _____	8 _____	8 _____
Total Credits _____	Total Credits _____	Total Credits _____
Other possible courses _____ _____	Other possible courses _____ _____	Other possible courses _____ _____

Questions I would like answered/Additional information I would like to have:

CERTIFICATE PROGRAMS:

French Immersion: Students are eligible for a French Immersion certificate if they complete 9 credits towards graduation in French. These credits must include 3 French Immersion language arts credits + 6 other courses offered in French.

Fine Arts Certificate: Students are eligible to work towards achieving a Certificate in Fine Arts. A minimum of five Fine Arts courses must be taken throughout grades 10, 11 and 12 with three courses being in a single arts discipline (music, visual art, dance or drama). To achieve the certificate, a portfolio of 12 projects must be completed within three years, with four of the projects in the student's area of concentration. Please see the Fine Arts faculty or Student Services for further information.

ALTERNATE PROGRAMS:

Career Access: The Career Access Program is a highly modified 3-year program which covers grades 10-12. Students enrolled in this program take core subjects with modifications to curriculum outcomes or Individual Program Planned (IPP) courses. Students receive important on-the-job training with local businesses through a Co-op component. An interview process demonstrating a need and a desire to be enrolled in this alternate program is required. Students in this program are focused on workplace employment following graduation.

Options and Opportunities (O-2): This program is developed for students who are capable of meeting regular curriculum outcomes, but may require an alternate pathway. This program also has an important Co-op component which provides opportunities for students to explore work related experiences through local businesses. An interview process demonstrating a need and a desire to be enrolled in this alternate program is required.

CREDITS ACHIEVED OUTSIDE THE CLASSROOM

The Nova Scotia Department of Education has made provisions for students to complete some of the graduation requirements outside of the regular classroom.

- a. **Correspondence Courses:** The student follows a prescribed set of lessons and assignments completes these high school credit courses independently. Each lesson and assignment requires 3-5 hours of work and a student should not expect to complete more than one credit in a regular school year. Information and application for Correspondence Courses are available at Student Services or at www.lrt.ednet.ns.ca. There is a fee associated with Correspondence Courses.
Our School's Deadline for Registration in a Correspondence Course: The deadline for registration in a Correspondence Course is **February 20 with a completion date of May 5th** for all assignments and May 15th for the exam for students wishing to include that course as a requirement for graduation in June of the same year.
- b. **AVRSB Virtual Advanced Placement (AP) Program:** The Virtual Advanced Placement (AP) Program is designed to provide an enriched curriculum to students of the AVRSB. The AP courses are considered to be of a first year university level and **can** lead to a university credit if the student is successful in the course at an acquired standard. Currently the AVRSB offers AP Biology, Calculus, Chemistry, English Literature and Composition and Human Geography to Grade 11 and 12 students via the internet during classes held outside normal school hours. Courses are offered via the internet to all high schools within the AVRSB. If you are interested please contact Student Services at your school or visit <http://www.avrsb.ca/content/families> and follow the **Advanced Placement** link on the left. The AVRSB AP coordinator will be visits our school in late February or early March for a Course Orientation to answer student questions about the program. Registration will take place in March of each school year. Please see Student Services for further info.
- c. **Challenge For Credit:** Challenge for Credit gives students in Grades 10, 11 and 12 an opportunity to acquire a high school credit for knowledge, skills and attitudes which may already have been achieved. With acceptable documentation students may receive a high school credit for work or activities already completed in Fine Arts (Music, Art, Drama), Languages (French, German, Spanish), Physical Education, and Mathematics. An application for Challenge for credit must be completed by October 15th for first semester courses and March 20th for second semester courses. For further information students should check at Student Services.
- d. **Independent Study Credits:** Students in Grades 11 and 12 may obtain credit for a course by working independently and accepting responsibility for their own learning. The course will be developed with the advice of a teacher and tailored to the needs, abilities and interests of the student. Independent study credits are not to replicate existing courses in the public school program. Students may earn a maximum of two independent study credits to be used towards graduation. Successful completion requires the approval of the supervising

teacher, the school counselor and the principal. Students should discuss this option with the school counselor well in advance of making application for an independent study course. Initial application should begin in the spring with final arrangements being complete by mid-September.

- e. **Nova Scotia Virtual School:** The recently developed N.S. Virtual School provides an opportunity for a limited number of high school students in the AVRSB to complete PSP courses online. Students should contact Student Services for more information. Courses that are available for online instruction can be found at: <http://www.nsvs.ednet.ns.ca>

PROGRAMMING ACCOMMODATIONS

Our goal at NKEC is to help each student achieve success. Some students may require adaptations / accommodations which will enable them to meet the provincial outcomes as outlined in PSP. The Public Schools Programs (PSP) manual (pg B16) emphasizes “curriculum must be adapted to meet the varying rates, patterns, and needs of all students from elementary through senior high school.”

When provincial outcomes can be met through adaptations / accommodations, the changes are made by subject teachers, only for students identified as having specific learning difficulties. Such adaptations / accommodations might include changes in teaching strategies, classroom organization and evaluation techniques. Adaptations / accommodations are accepted practice in most post secondary institutions where learning needs are documented.

Parents / guardians who feel that their student may need assistance should contact the Resource Department to discuss their student’s individual needs. Education is a partnership and we welcome parent / guardian involvement.

INDIVIDUAL PROGRAM PLANS (IPP)

In some instances, due to the nature or severity of a student’s learning difficulties, adaptations will not be sufficient for a student to meet designated outcomes. Therefore an Individual Program Plan is developed to document how the outcomes for a course were changed for the student. An Individual Program Plan (IPP), when necessary, is developed by a student’s Program Planning Team, which consists of subject teachers, resource teachers, an administrator, the student’s parents / guardians and where applicable the student. A high school credit obtained with an IPP appears on the student’s official transcript with the letters IPP after the course code.

COURSE DESCRIPTIONS BY DEPARTMENT

BUSINESS EDUCATION

Accounting 11

(Academic = 1 Credit) The aims of the high school accounting courses are as follows:

- to develop in students an understanding of accounting principles and concepts encountered in business and personal activities
- to provide a sound foundation for additional study

The following topics are covered in the introductory course: the accounting equation, business transactions, journalizing and posting, the processing of cash receipts and payments, financial statements, and the complete accounting cycle for a merchandising firm.

Business Technology 11

(Academic = 1 Credit) Business Technology 11 introduces the student to a range of business productivity software tools and their application. Software will include word processor, spreadsheet, and desktop publishing. **This course may be used to fulfill the technology credit from the math/science/ technology requirement for high school graduation.**

Co-operative Education 11 or 12

(Academic = 1 Credit) Co-operative Education represents a joint educational effort between schools and the resources of the community. It provides high school students with the opportunity to earn a high school credit toward a graduation certificate for learning accomplished in the workplace. The program is intended to meet the needs of a variety of student interests and includes both instructional class time and a work internship component. Requirements for this course include 25 hours of classroom instruction, a job internship requiring 100 hours of work and a summary presentation. Students are free to choose from a variety of job placements that match their career interest based on placement availability.

Economics 12

(Academic = 1 Credit) This course in Economic Systems – Traditional, Command, Market and Mixed – takes an extensive look at the economic systems of such countries as Canada, the United States, Russia, China, Sweden, Japan, Italy and Germany. As citizens and decision-makers for the twenty-first century, you have important choices ahead, including how involved you will become in influencing the world around you. On the economic level, such developments as the rise of globalization and multinational corporations also pose fundamental questions related to the traditional economic ideologies of the twentieth century. **This course will be put into a two year cycle to be offered during 2012/2013 academic year and then again 2014/2015. In the opposite years Political Science 12 will be offered.**

Entrepreneurship 12

(Academic = 1 Credit) Entrepreneurship 12 focuses on interactive 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 activities
- Business venture (s)
- Community-based learning
- Mentoring

As well as the 110 hours of classroom time, students are expected to complete a minimum of 50 hours of entrepreneurial activities outside the classroom.

Career Development 10 * NEW

(Open = 1 Credit) Career Development 10 has been created to help students begin to develop and refine a career plan, make decisions about their future, and prepare for the world beyond high school. It will help students understand and manage themselves, their personal lives and resources (including financial resources). The course will help them to develop the ability to organize and shape their careers. Students will explore realistic personal goals, access their own abilities, and realize how these actions will affect their learning and decision-making processes. The following areas will be covered:

- Module 1: Personal Development
- Module 2: Career Awareness
- Module 3: Workplace Readiness
- Module 4: Financial Management
- Module 5: LifeWork Portfolio

ENGLISH

It is important that students enroll in the appropriate English course that would best meet their needs. Students presently enrolled in a Grade 9, 10 and 11 English courses will receive a form from their English teacher attached to their registration form indicating a recommended English course for the following year. We encourage students to enroll in the suggested English course. Students or parents may contact school administration or Guidance Services if they have any concerns about the recommendation.

English 10

(Academic = 1 Credit) English 10 will offer you an opportunity to consolidate your learning experiences from your junior high years before you specialize in grade 11. The English 10 course offers abundant opportunities for you to read widely, to write frequently and to explore a wide range of print and visual texts. You will also work independently as well as collaboratively in small groups, and design learning tasks that are of particular interest to you.

English 10 emphasizes the development of speaking and listening skills for a variety of purposes. Learning experiences include the following:

- Exploratory and informal talk: conversation, focused discussion with an identifiable purpose, such as brainstorming, speculating, and problem solving.
- Structural activities, including symposia, panels, and interviews
- Dramatic representations: monologues, role playing, and improvisation
- Performance of texts: individual and choral performance and Readers theatre.
- Formal presentations: seminars, debates, public speaking and reports.
- Focus on listening activities to interpret and evaluate ideas and information from a range of sources.

English 10S with Support

English 10 Support mirrors the content taught in English 10. It is designed to provide **SUPPORT** so that the individual student needs may be met through variations in pace, classroom organization, homework and evaluation. Students will receive a recommendation form to register for this class.

English 10 Plus

**(Academic = 2 Credits,
1 English Credit & 1**

Other Elective Credit) The outcomes for the English 10 plus program are the same as those cited for the English 10 course. The most significant difference is that the expectation is that those outcomes will be achieved over 220 hours of instruction rather than 110 hours. Students having success in this program will receive two credits toward high school completion; the English 10 credit and one elective credit.

Like the Math 10 plus courses, the English 10 plus course is intended for those students who have struggled to achieve success in Language Arts through their Middle Level years and their grade 9 year. Through this program students may build a stronger base of Language Arts skills so that they may have a greater assurance of success in subsequent

English courses at the high school level. The increased time is intended to allow for more thorough instruction and increased practice time in the various communication skills in English Language Arts.

English 11 & English 12

(Academic = Each 1 Credit) English 11 and English 12 are intended for students whose goals include post-secondary study. While these courses emphasize literary texts, students will be provided opportunities to select their own texts for independent study and small group inquiry. Students will have opportunities to extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Students will also have opportunities to design their own learning experiences that they may undertake individually or with learning partners.

Learning experiences will include:

- studying and giving detailed accounts of complex and sophisticated texts and issues
- becoming increasingly perceptive and analytical in making sophisticated judgments
- being critical readers of literary texts
- being critical viewers
- developing precise expression when writing for increasingly complex purposes
- revising and editing your work and that of others
- communicating confidently and effectively with formal style and language

Advanced English 11

(Advanced = 1 credit)

Advanced English 11 is an intensive program of study reflecting higher expectations than English 11. ADV ENG 11 offers a challenging curriculum for self-motivated students with a passion for language, literature, and learning. ADV ENG 11 is characterized by enriched content and extended curriculum outcomes. Learning experiences focus on in-depth treatment of selected topics and sophisticated texts, independent learning and reflection, extended research projects, creation of texts, and interrelated learning experiences. A student who demonstrates some, or all, of the following attributes may be interested in ADV ENG 11:

- Is excited by ideas and engages enthusiastically in discussion
- Displays intellectual curiosity
- Seeks to comprehend complex ideas
- Willingness to work and learn independently, cooperatively and collaboratively
- Sets high standards for achievement
- Enjoys challenging learning experiences
- Demonstrates a focused and determined work ethic
- Exhibits accelerated vocabulary and verbal expression
- Displays creativity
- Expresses a passion for language and literature (reading, writing, thinking)

English Communications 11 & English Communications 12

(Graduation = Each 1 Credit)

English Communications 11 and English Communications 12 are intended for students who may need additional support in their development as readers, writers, and language users. These courses are intended to prepare a student for lifelong learning by engaging in practical and interesting learning experiences. These courses are based on a student's interests and abilities and provide support to meet individual and diverse learning needs. These courses are intended to provide experiences that enable a student to:

- use language to reflect on experiences
- think critically about the range of issues and ideas you encounter in texts
- understand the impact of media texts in your lives
- explore a range of print and visual texts
- meet the literacy demands of the outside world
- be aware of ways language can entertain, inform, and influence others
- extend your thinking through exploring a range of issues

These courses meet the English requirements needed to graduate.

Advanced English 12

(Advanced = 1 credit)

Advanced English 12 is an extension of Advanced English 11 and preparation for further university study. Because of the academic rigor, it is strongly recommended that students have successfully completed Advanced English 11. A student who demonstrates some, or all, of the following attributes may be interested in ADV ENG 12:

- Has a passion for language, reading, writing, and literature
- Is a proficient writer – eager to develop a range of writing
- Is a conscientious, self-directed learner
- Is an avid reader
- Explores contemporary and non – contemporary literature in a variety of genres
- Challenges comfort levels by taking risks as a reader and writer
- Contributes enthusiastically to collaborative learning experiences
- Enjoys challenging learning experiences
- Explores creative potential and imagination in a variety of ways
- Is inquisitive, reflective and open to new ideas
- Seeks to comprehend and connect complex ideas and perspectives

Advanced Placement English Literature and Composition 12 (Virtual)

(Advanced = 1 credit) This AP English Literature and Composition 12 course provides students with an enriched program of study on literature and writing, using a variety of texts as the means to achieving this goal. Students meet virtually with the AP English teacher twice per week beginning in September, ending upon completion of the AP English exam in May. Although the AP English credit does satisfy the requirements as the Grade 12 English credit, students are still required to write the Nova Scotia English 12 Exam in June. For more detailed information on the Virtual AP courses, please visit the AVRSB website at <http://www.avrsb.ca> and click on the **Families** link and follow the **Advanced Placement** link

Recommended Prerequisite: Advanced English 11 or English 11.

FAMILY STUDIES

Child Studies 11

(Open = 1 Credit)

Child Studies 11 is a course designed to help students explore the meaning and implications of responsible parenthood; to help them acquire current information regarding reproduction, pregnancy, and childbirth; to help them explore significant issues of early childhood and to help them apply this understanding of child development to the care and guidance of children. The course is developed around five modules:

- Decisions about Parenthood (the decision to become a parent, parenthood alternatives)
- The Beginning of Parenthood (reproduction, pregnancy, childbirth, the newborn)
- Early Childhood Development (the infant, the toddler, the preschooler, the school-age development (day care, children with special needs, children in crisis, support services, occupational opportunities with children)
- Practical Experiences with Children (an in-school or out-of-school practicum)

Canadian Families 12

(Open = 1 Credit)

Canadian Families 12 is a course designed to develop an understanding of the nature of families in historical, social and cultural contexts; to promote awareness of the role played by economics, work, and shelter in maintaining successful families and to examine the physical, social and emotional dimensions of family health in adopting a preventive approach to family well-being. This course is developed around three modules:

- Images of Families (historical perspective, families today, families of the future)
- Family Development (relationships, family arrangements, parenting, families in later life, death as a process)
- Family Well-Being (family health, economics, family and work, family shelter)

Food Studies/Hospitality 12 * NEW

(Open = 1 Credit)

is an introductory curriculum designed to explore food studies through a hospitality perspective. Students will have the opportunity to learn about basic food preparation skills both for personal development and for entry level employment possibilities. Professional food presentation and service are also explore. There is a laboratory component to this course. Topics covered:

- **Unit 1 - Food/Kitchen Safety** -Develop skills towards certifications in food safety including Food Handler Certification, safe use of equipment, WHMIS training.
- **Unit 2 - Kitchen Literacy and Numeracy** Through practical application students will develop basic literacy and math competencies required to read, interpret and convert recipes as well as prepare market orders.
- **Unit 3 - Professional Kitchen Organization** Develop an understanding of what contributes to the efficient operation of a professional kitchen: **Unit 4 - Food and beverage Service** Observe and practice food and beverage service skills in order to provide a positive dining experience.
- **Unit 5 - Basic Cooking Principles** Practice basic cooking skills
- **Unit 6 - Menu planning** Create menus based on a variety of considerations : understanding the clientele, facility, availability, cost, skill.
- **Unit 7 - Food for Thought** Through project work, issues and trends related to the Canadian food industry will be explored.
- **Unit 8 – Life/Work Experience in Food Studies / Hospitality**
- Participate in opportunities that explore life/work benefits related to the food and hospitality industry.

Career Development 10 * NEW

(Open = 1 Credit)

Career Development 10 has been created to help students begin to develop and refine a career plan, make decisions about their future, and prepare for the world beyond high school. It will help students understand and manage themselves, their personal lives and resources (including financial resources). The course will help them to develop the ability to organize and shape their careers. Students will explore realistic personal goals, access their own abilities, and realize how these actions will affect their learning and decision-making processes. The following areas will be covered:

- Module 1: Personal Development
- Module 2: Career Awareness
- Module 3: Workplace Readiness
- Module 4: Financial Management
- Module 5: LifeWork Portfolio

FINE ARTS (Art, Music, Dance & Drama)

To graduate and receive a high school diploma, all students must have at least one Fine Arts credit.

Students are eligible to work towards achieving a Certificate in Fine Arts. A minimum of five Fine Arts courses must be taken throughout grades 10, 11 and 12 with three courses being in a single arts discipline (visual art, dance or drama or music). To achieve the certificate, a portfolio of 12 projects must be completed within three years, with four of the projects in the student's area of concentration. See the Fine Arts faculty or Student Services for further information.

ART:

The aim of the high school Art program is to develop an awareness of its history and development and to provide opportunities for students to experience different mediums within the realm of art.

Visual Arts 10

(Academic = 1 Credit) Art 10 offers the student the opportunity to explore drawing, painting, sculpture, animation, art history and theory. The main purpose of this academic course is to help develop a creative identity while being exposed to a variety of mediums. Sketchbook and portfolio work make up a large portion of this course. Small in-class assignments and working independently on major pieces of art are also required. **Visual Arts 10 satisfies the compulsory fine arts credit requirement for high school graduation.**

Visual Arts 11

(Academic = 1 Credit) This course explores intermediate drawing skills through the implementation of a variety of media and techniques. Both representational and nonrepresentational drawing will be introduced with the inclusion of simple design components. Personal creativity and development will be emphasized in a positive and supportive environment. During this course you will make use of pencil, pencil crayon, graphite, charcoal, watercolor, acrylic, and multimedia.

Through lectures, readings, class activities, discussions, films, assignments, and personal reflections students will work towards building the skills necessary to successfully complete the course. **Visuals Art 11 satisfies the compulsory fine arts credit requirement for high school graduation.**

Art 12

(Academic = 1 Credit) This course explores advanced drawing skills through the implementation of variety of media and techniques in the creation of a coherent body of work. The course explores art as a global pursuit with emphasis on art history/theory, drawing, and the organization of a portfolio that will expand on developing practical, culturally sensitive, and personally relevant artwork. During this course you will make use of pencil, pencil crayon, pastel, graphite, charcoal, watercolor, acrylic, clay, and multimedia. Personal creativity and development will be emphasized in a positive and supportive environment. Previous experience in Art 10/11 is recommended in order to successfully completion of this course.

Through lectures, readings, class activities, discussions, films, essays, group work, presentations and personal reflections students will work towards the successful completion of this course. **Art 12 satisfies the compulsory fine arts credit requirement for high school graduation.**

DANCE

Dance 11

(Academic = 1 credit) Dance 11 is designed for all students with or without previous formal dance training, and builds on a student's experiences in dance throughout the physical education curriculum, grades primary to nine. It emphasizes creative movement as a form of communication and self-expression, and as a unique way of learning about oneself and others. Learning experiences in this course offer students opportunities to explore a range of dance styles with more focused sequences, respond critically to their own dance works and those of others, and make connections with dance in local and global contexts, both past and present. Students also have opportunities to examine the connections between dance and other art disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society. **This course satisfies the Fine Arts or the Physical Education credit requirement for high school graduation.**

DRAMA

Drama 10

(Academic = 1 Credit) 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, choral speech, choric drama, group drama and Readers Theatre. Drama 10 comprises four components: foundation, movement, speech and theatre. **This course satisfies the compulsory Fine Arts credit requirements for high school graduation.**

Drama 11

(Academic = 1 Credit) Drama 11 builds on learning experiences provided in Drama 10 because activities continue to promote the personal development of students. Therefore, it is recommended that students choose Drama 11 after they have taken the Drama 10 course. Selected dramatic forms are explored in depth for presentation. Drama 11 emphasizes the process of creating script and bringing script 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. Students will make and incorporate artistic choices regarding design elements, particularly with regard to stage movement, blocking, and costume. **This course satisfies the compulsory Fine Arts credit requirement for high school graduation.**

Drama 12 Theatre Arts

(Academic = 1 Credit) Drama 12 will allow students who have some background in Developmental Drama, and who may be interested in theatre-related careers, to develop skills in acting, directing, and stagecraft. In addition, they will learn how to approach the business of production (publicity, planning, etc.) and be exposed to new technology used in design and production. Through their work in DRA12, students will be using art forms and facilities within their own community. This will lead to a greater understanding of the local context and the impact of arts-based industries on the economy and the future. Students will be involved in creative problem solving on a daily basis, and will communicate their ideas and perceptions to their peers and local community through their work on production. This work will involve a variety of media and will result in the development of responsibility and independent learning. The focus of Drama 12 will be on the theatre component of drama. Emphasis will be placed on production work and development of skills appropriate to work in the theatre. The course is organized on a theatre company model. About half of the course will be spent developing skills necessary to mount a production. These will include acting, directing, writing, and technical skills. Approximately one-quarter of the course will be spent on refining, editing, and polishing the drama work. Finally, time will be spent presenting the work to an audience. It is recommended that students choose Drama 12 after they have taken the Drama 10 course. **This course satisfies the compulsory Fine Arts credit requirement for high school**

MUSIC:

The high school music program comprises four courses: Music 10, Music 11 & Music 12. The intent of the high school music program is to engage students in creative, expressive music making processes, to provide a firm foundation in skills, principles, and practices of music and to prepare students for lifelong learning in music. All music courses include performance (either instrumental or vocal), theory harmony, ear training, and history (including contemporary styles). Opportunities to explore music composition, often with the use of computers, are also important. Although all music courses are open to all students, it should be noted that certain skills – especially performance and perceptual skills - are sequential. If the student has not been part of the music program before, the music teacher, school administrator, the student and parents/guardians should confer before the student enrolls in a music course.

Music 10

(Academic = 1 Credit) 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
 - (optional) composition – melodic, employing pentatonic and major (diatonic) scales, usually one or two phrases of the questions and answer type.
 - ear training and dictation
- History
 - Content is comprised of a 3 year rotation through Middle Ages, Renaissance, Baroque, Classical Romantic, and 1900 to present

This course satisfies the compulsory Fine Arts credit requirement for graduation.

Music 11

(Academic = 1 Credit) Music 11 comprises the following components:

- Performance - technical requirements
 - solo and ensemble literature
 - instrumental (band or strings) or choral performance
- Theory
 - review of grade 10 requirements
 - rudiments
 - melodic transposition
 - overview of modes
 - orchestral score readings
 - more extended composition, using more than two phrases and adding a second part.
 - rhythmic, intervallic, and melodic dictation
- History
 - Content is comprised of a 3 year rotation through Middle Ages, Renaissance, Baroque, Classical Romantic and 1900 -present

This course satisfies the compulsory Fine Arts credit requirement for graduation.

Music 12

(Academic = 1 Credit) Music 12 comprises the following components:

- Performance - technical requirements
 - solo and ensemble literature
 - instrumental or choral
- 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
- History
 - Content is comprised of a 3 year rotation through Middle Ages, Renaissance, Baroque, Classical Romantic and 1900 -present

This course satisfies the compulsory Fine Arts credit requirements for graduation.

FRENCH

Core French 10

(Academic = 1 Credit) This course is designed to build on skills learned in middle school. There is continued emphasis on oral skills with further development of written work. Reading and listening skills are also given greater emphasis. Students will examine national and international Francophone cultures using a variety of authentic materials. Students will use their own knowledge of the world to anticipate situations and react accordingly. Active participation is essential. The course is taught in French.

Core French 11

(Academic = 1 Credit) This course is built to continue the process of second language acquisition. The course is taught using an experiential and communicative approach; that is, students are asked to use their general knowledge of the world and to communicate in realistic situations using their second language. All 4 language skills are integrated into instruction: Students will learn to speak more naturally; to listen with greater comprehension; to write more expressively; and to read with greater appreciation. The classes are fast-paced, relevant and demand active participation. The course is taught in French.

Core French 12

(Academic = 1 Credit) To build on the language skills acquired in previous years, units will vary from year to year. The program aims to provide students with the skills to continue the study of French at a university level. In-class participation is expected in all activities. The course is taught in French.

French Immersion

The senior high French Immersion language arts program is designed to support the language needs of students in other subjects taken in French. It provides opportunities for students to improve their ability to think and to communicate effectively in French as well as to appreciate and enjoy French language and culture. Speaking and listening are particularly emphasized as these constitute the most prevalent modes of communication in everyday life. However, an increased emphasis is placed on reading and writing through meaningful and varied activities. Students may earn an Immersion certificate by successfully completing **three** French Immersion language courses (Grades 10, 11, and 12), **plus six other** courses in French.

Recommended Course Selection for Immersion Students

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Immersion with University Prep	1. English 10 2. <i>Fra Imm 10</i> 3. <i>Art dramatique 10</i> 4. <i>His Anc 10</i> 5. <i>Mode de Vie Actif 11</i> 6. Science 10 7. Math 10 8. Car Dev 10	1. English 11 2. <i>Fra Imm 11</i> 3. <i>His Can 11</i> 4. <i>Droit 12</i> 5. Math 11 6. M/Sc/Tech 7. Elective 8. Elective	1. English 12 2. <i>Fra Imm 12</i> 3. <i>His Plan 12</i> 4. __ (Univ prep) 12 5. __ (Univ prep) 12 6. __ (Univ prep) 12 7. Math 12 (suggested) 8.
Immersion with Science University Prep	1. English 10 2. <i>Fra Imm 10</i> 3. <i>Art dramatique 10</i> 4. <i>His Anc 10</i> 5. <i>Mode de Vie Actif 11</i> 6. Science 10 7. Math 10 8. Biology 11	1. English 11 2. <i>Fra Imm 11</i> 3. <i>His Can 11</i> 4. <i>Droit 12</i> 5. Biology 12 6. Chem 11 7. Adv. Math 11 8. Adv. Math 12	1. English 12 2. <i>Fra Imm 12</i> 3. <i>His Plan 12</i> 4. Pre-Cal 12 5. Chem 12 6. Physics 11 7. Physics 12 8. Cal 12

Français Immersion 10, 11 and 12

(Academic = 1 Credit) This course is designed to meet the language needs of students in other subjects taken in French. It provides opportunities for students to improve their ability to think and to communicate effectively in French as well as to appreciate and enjoy French language and culture. Speaking and listening are particularly emphasized, as these constitute the most prevalent modes of communication in everyday life. However, an increased emphasis is placed

on reading and writing through meaningful and varied activities, with an increased level of difficulty at each grade level.

Arts dramatiques 10

(Academic = 1 Credit)

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 large and small groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms: dramatic movement, mime, dramatization, choral speech, choric drama, group drama and Readers Theatre.

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 combine in the exploration of the various dramatic forms. The theatre component enables students to bring together all of their learning in drama and theatre by developing a theatre piece or script. It is taught in French. **This course satisfies the compulsory Fine Arts credit requirement for high school graduation.**

Histoire Ancienne et Med 10

(Academic = 1 Credit)

This course is conceived to allow students to develop an understanding of the concept of civilization by studying various societies from the origins of humanity to the fall of the Roman Empire. The focus will be chronological in nature with the following major themes:

- Unit 1: The study of history
- Unit 2: The first signs of life and the appearance of first humans
- Unit 3: The birth of culture and established societies
- Unit 4: River Valley civilizations (Mesopotamia, Egypt, Mayas)
- Unit 5: Ancient civilizations of the Mediterranean (Minoans, Phoenicians, Greeks)
- Unit 6: The birth of Western dominance (Alexander the Great, Rome)

Histoire du Canada 11

(Academic = 1 Credit)

The Canadian History 11 course is organized around five continuing or persistent questions in Canada's history. These are questions of current concerns and have deep historical roots. All previous generations of Canadians have had to address these questions and their efforts have shaped the development of Canada and its identity. The course is divided into the following units :

- Unit 1: Globalization: What has Canada's role been in the world and what should it be?
- Unit 2: Development: Canada's economy past to the present
- Unit 3: Governance: Have past and present governments reflected Canadian society?
- Unit 4: Sovereignty: How have the struggles for sovereignty affected Canada?
- Unit 5: Justice: How has Canada struggled to create a fair and just society?

This course may be used to fulfill the required Canadian Social Studies credit for high school graduation.

Histoire planétaire 12

(Academic = 1 Credit)

This course examines world events since the end of World War Two in 1945 and in particular, those events that have shaped our world into its current state. The course will be divided into the following units:

- Unit 1: The Global Historian
- Unit 2: The Dynamics of Geo-Political Power
- Unit 3: The Challenge of Economic Disparity
- Unit 4: The Pursuit of Justice
- Unit 5: Societal Change

This course may be used to fulfill the required Global Studies credit for high school graduation.

**Mode de vie Actif 11
(Open = 1 Credit)**

Students will experience a variety of healthful, physically active activities and have sound knowledge of the health benefits of these activities. The course has a sound theoretical base upon which the activity component is built.

Successful students are able to:

- Select and participate in physical activities that will increase personal levels of physical fitness
 - Make informed decisions about the physical benefits of various activities in high school and in adult life
 - Demonstrate healthy self-esteem and an understanding of the importance of personal fitness, fair play, and healthy lifestyle habits
 - Show awareness of the range of facilities and services available to them in their community
- By the end of the course, students will have had the opportunity to develop personal responsibility for their own health and physical fitness. **Mode de vie Actif 11 may be used by students in French Immersion to fulfill the compulsory Phys. Ed. requirement.**

Droit 12

(Academic = 1 Credit)

The Canadian law course is designed to provide students with knowledge of law and its function in society and to provide the opportunity to develop skills and attitudes that will enable them to understand the process of law. Topics include 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.

MATHEMATICS

It is important that students enroll in the appropriate math course that would best meet their needs. Students presently enrolled in a Grade 9, 10 or 11 math courses will receive a form from their Math teacher attached to their registration form indicating a recommended math course for the following year. Students or parents may contact school administration or Guidance Services if they have any concerns about the recommendation.

Students enrolling in math courses in September of 2010 should select courses according to the following:

- Mathematics 10 (Academic Level)
- Mathematics 10 Plus (Academic Level)
- Mathematics Foundations 10 (Graduation level)
- Math Essentials 10 (Graduation Level)
- Mathematics 11 Advanced (Advanced Level)
- Mathematics 11 (Academic level)
- Mathematics Foundations 11 (Graduation Level)
- Math Essentials 11 (Graduation Level)
- Mathematics 12 Advanced (Advanced Level)
- Mathematics 12 (Academic Level)
- Mathematics Foundations 12 (Graduation Level)
- Pre-Calculus 12 (Advanced Level)
- Calculus 12 (Advanced Level)

MATHEMATICS OPTIONS

Use this table to help in your decisions. If you are ...	Grade 10	Grade 11	Grade 12
A student intending further study involving an intensive level of mathematics, take	Mathematics 10 (Academic level)	Mathematics 11 Advanced Mathematics 12 Advanced	Pre-Calculus Mathematics 12 and Calculus 12
A student intending further study, (as required by many programs at universities and community colleges), take	Mathematics 10 (Academic level)	Mathematics 11 (Academic level)	Mathematics 12 (Academic level)
A student intending further study (as required by many universities and community colleges) who has struggled with , but legitimately passed, Grade 9 Math , take	Mathematics 10 Plus (Academic level)	Mathematics 11 (Academic level)	Mathematics 12 (Academic level)

A student intending to enter the job market, or further study not requiring the university preparatory courses, AND who has struggled with Math take	Mathematics Foundations 10 (Graduation Level)	Mathematics Foundations 11 (Graduation Level)	Mathematics Foundations 12 (Graduation Level) (Optional)
*Note that some University Bachelor of Arts programs may not require Math 11 Academic. Please check with Institutions.			
A student intending to enter the job market, or further study not requiring the university preparatory courses, AND who has struggled with Math, or who has not passed one or more years of Grades 7 to 9 (even though they have been placed in grade 10), take	Mathematics Essentials 11 (Graduation Level)	Mathematics Essentials 11 (Graduation Level)	

* Recommended Minimum Requirements for	
<i>Successful Math Placement</i>	
Math Ess 10:	Passed Grade 9 but encountered many obstacles in Math in the past.
Math Fnd 10:	Achieved above 50 in Grade 9 Math
Math 10:	Achieved above 75 in Grade 9 Math
Math 10 Plus	Achieved above 65 in Grade 9 Math with Teacher recommendation

Math Ess 11:	Successfully passed Math 10 Essentials
Math Fnd 11:	Achieved above 50 in Math Fnd 10
Math 11:	Achieved above 70 in Math 10
Adv Math 11:	Achieved above 85 in Math 10 or above 85 in Math 10+ with Teacher recommendation

Math Fnd 12:	Achieved above 60 in Math Fnd 11
Math 12:	Achieved above 60 in Math 11
Adv Math 12:	Achieved above 70 in Adv Math 11 or above 85 in Math 11
Pre- Cal 12:	Achieved above 75 in Adv Math 12 or above 85 in Math 12

Mathematics 10

(Academic = 1 Credit) Topics include data management; patterns, relations, equations and predictions; modeling functional relationships; Pythagorean theorem and right angle trigonometry; geometry; and linear programming. The expectations of this course will include both individual and group in class work and assignments.

Mathematics 10 is an academic course offered primarily for those intending to enter university or other post secondary institutions. It is highly recommended that those students who have experienced trouble with previous math courses, and are not intending to continue their education at an institution that requires academic mathematics consider enrolling in Mathematics 10 Foundations or Mathematics 10 Foundations Plus. Students will be required to use a calculator which is capable of handling standard mathematical and trigonometric operations.

Prerequisite: Successful completion of Grade 9 Math and demonstrated good to excellent performance in relation to the Grade 9 outcomes and recommendation from the Math 9 teacher.

Mathematics 10 Plus (Academic = 2 Credits, 1 Math Credit & 1 other Elective Credit)

The content of this course mirrors that of Mathematics 10, but is taken for two periods a day (one semestered class a day) for the entire school year. It is recommended for students who still struggled with Math, or who have missed some of the important concepts in Grades 7 to 9 **AND** who intend further study in Mathematics as required by many programs at universities and community colleges.

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

Mathematics Foundations 10

(Graduation = 1 Credit) Topics include data management; networks and matrices; patterns, relations, equations and predictions; modeling functional relationships; Pythagorean theorem and right angle trigonometry, and geometry. The expectations of this course will include both individual and group in class work and assignments. Students will be required to use a calculator, which is capable of handling standard mathematical and trigonometric operations. This course is not acceptable for credit at University, thus students who are not sure if they wish to attend university, technical schools, etc, may wish to check with their math teachers and / or guidance counselors for more information.

It is recommended that students who have struggled with Grade 9 math and / or not passed one or more Grade 7 to 9 math register in Math 10 Foundations or Math 10 Essentials.

Prerequisite: Successful completion of Grade 9 Math

Math Essentials 10

(Graduation = 1 Credit) This course will provide students with the mathematics they will use in everyday situations at work and at home. Topics may include pay options and deductions, paying taxes, buying decisions, probability, transformation and design, buying a car, measuring and estimating, and planning and taking a trip. The prerequisite for Math Essentials 10 is successful completion of Mathematics: Grade 8 and recommendation from the Grade 9 Math teacher. **Math Essential 10 satisfies one of the two mathematics credit requirements for graduation.**

In the following year if offered, most of these students would take Math Essentials 11 after successful completion of Math Essentials 10. However, if a student has successfully completed Math Essential 10 and has demonstrated outstanding performance in relation to the learning outcomes prescribed for Math Essential 10, a student may wish to transition to Mathematics Foundation 10 or even Mathematics 10. In such a case, a student may count both credits towards graduation; however, only one grade 10 mathematics course may count towards the two mathematics credits needed for graduation. The other credit would be considered an elective.

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

Advanced Mathematics 11

(Advanced = 1 Credit) This is an advanced course offered for students who plan to enter a post secondary program requiring further mathematical study. Although the topics are similar to Math 11, they are covered with more speed and depth. One major focus of this course will be to develop problem-solving skills. A personal graphing calculator is required for students in this course. Topics covered: The Algebra and Geometry of 3-space, Trigonometry and Statistics.
Prerequisite: Successful completion of Mathematics 10 Academic and have demonstrated outstanding performance in relation to the grade 10 outcomes.

It is necessary that students take both Math 11 Advanced and Math 12 Advanced in Grade 11 if they plan to take Pre-calculus in Grade 12.

Mathematics 11

(Academic = 1 Credit) Mathematics 11 is an academic course offered primarily for those intending to enter university or other post secondary institutions. It is highly recommended that those students who have experienced trouble with previous math courses and not intending to continue their education at an institution that requires academic mathematics, consider enrolling in Mathematics 11 Foundations.

Topics Include: The Algebra and Geometry of 3-space, Independent Study, Trigonometry and Statistics. Graphing calculators are an integral part of this course. It is recommended that students purchase their own graphing calculator.

Prerequisite: Successful completion of Mathematics 10 Academic.

It is possible for students to take Mathematics 11 Academic and Mathematics 12 Academic during the same year, if they plan to take Precalculus in Grade 12, however it is not recommended.

Mathematics Foundations 11

(Graduation = 1 Credit) This course is a continuation of the Mathematics 10 Foundations course. This course covers a number of topics such as: Linear Equations and Programming, Independent Study, Decision Making in Consumer Mathematics, Statistics and the Application of Trigonometry. Students who are still not sure if they wish to attend university, technical schools, etc. may require an academic mathematics credit.

Mathematics Foundations 11 satisfies one of the two mathematics credit requirements for high school graduation.

Prerequisite: Successful completion of Mathematics Foundation 10 or Mathematics 10.

Math Essentials 11

(Graduation = 1 Credit) This course will provide students with the mathematics they will use in everyday situations at work and at home. Topics may include pay options and deductions; paying taxes; buying decisions; probability; transformation and design; buying a car; measuring and estimating; and planning and taking a trip. Mathematics Essentials 11 is intended for the student who struggled with Mathematics Foundations 10.

Math Essential 11 satisfies one of the two mathematics credit requirements for high school graduation.

Prerequisite: Successful completion of Mathematics Essentials 10.

Advanced Mathematics 12

(Advanced = 1 Credit) Mathematics 12 is an advanced course offered for students who plan to enter university or other post secondary programs requiring further mathematical study. Although the topics are similar to Math 12, they are covered with more speed and depth. A personal graphing calculator is required for students in this course. This course is evaluated with a Provincial exam.

Topics covered: Quadratics, Exponential Growth, Circle Geometry and Probability

It is necessary that students take both Math 11 Advanced and Math 12 Advanced in Grade 11 if they plan to take Pre-calculus in Grade 12.

Prerequisite: Successful completion of Mathematics 10 Academic and have demonstrated outstanding performance in relation to the grade 10 outcomes.

Recommended Prerequisite: Successful completion of Advanced Mathematics 11.

Mathematics 12

(Academic = 1 Credit) Mathematics 12 is an academic course offered for students who plan to enter a post secondary program. It is highly recommended that those students who have experienced trouble with previous math courses and not intending to continue their education at an institution that requires academic mathematics, consider enrolling in Mathematics 12 Foundations. Graphing calculators are an integral part of this course. Topics include: Quadratics, Exponential Growth, Circle Geometry, Probability. It is recommended that students purchase their own graphing calculator. **This course is evaluated with a provincial examination.**

Prerequisite: Successful completion of Mathematics 10 Academic

Recommended Prerequisite: Successful completion of Mathematics 11.

Mathematics Foundations 12

(Graduation = 1 Credit) This course is a continuation of the foundation Math courses of Grade 10 and 11. Its main objective is to provide a solid basis in applied mathematics for those who intend to enter directly into the working world (via a trade or vocational training) and / or the everyday life of the consumer. This course covers a number of topics such as: Probability, Number Patterns, Quadratics, Exponential Growth, and Geometry of Design. Students who are still not sure if they wish to attend university, technical schools, etc. may require an academic mathematics credit. Check with your potential post secondary institution to confirm program of study requirements.

Prerequisite: Successful completion of Mathematics Foundation 10 or Mathematics 10.

Recommended Prerequisite: Successful completion of Mathematics Foundation 11 or Mathematics 11.

Math for the Workplace 12

(Graduation = 1 Credit) Math for the Workplace will aim to improve the students' mathematical knowledge base while examining career options. The course will help students to understand the relationships between their high school studies and a range of post-secondary destinations. Math for the Workplace 12 invites students to try their hands at real challenges and use their math skills to solve them. **This course does not meet one of the required two math credits. However, it can be used it as one of the optional credits in the math, science, technology section for graduation requirements.**

Pre-Calculus 12

(Advanced = 1 Credit) This course is designed to provide the student with a solid background for further study in mathematics. A wide range of topics are covered which include polynomial, rational and irrational functions, the complex number system, trigonometry, and sequences and series. A personal graphing calculator is required for students in this course. This course is a prerequisite for many mathematically oriented post secondary programs.

Prerequisite: Successful completion of Advanced Mathematics 11 & 12 **OR**

Successful completion of mathematics 11 and mathematics 12 and have demonstrated very good to outstanding performance in relation to the outcome of math11 and Math 12.

Calculus 12

(Advanced = 1 Credit) Calculus provides the fundamental language necessary to understand and qualify the theories of light, heat, electricity, magnetism, inhibited growth, etc. Calculus is essentially the study of change. It is a powerful tool for analyzing the behavior of functions. This course covers topics covered in an Introductory Calculus course at the university level. Derivatives, differential equations, integration and their applications are studied. A personal graphing calculator is a requirement for this course.

Prerequisite: Successfully completion of Pre Calculus 12

Advanced Placement Calculus 12 (Virtual)

(Advanced = 1 credit) AP Calculus 12 (Calculus AB) presents the rigor and depth comparative to introductory university calculus. The focus of this course includes both a study of differential calculus and integral calculus. As well, the AP Calculus course contains topics to develop rich problem-solving skills. Students meet virtually with the AP Calculus teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. For more detailed information on the Virtual AP courses, please visit the AVRSB website at <http://www.avrsb.ca> and click on the **Families** link and follow the **Advanced Placement** link.

Recommended Prerequisite: Students have successfully completed of Math 11 Advanced and Math 12 Advanced and a co-requisite of Pre-Calculus 12.

PHYSICAL EDUCATION

Physical Education 10

(Open = 1 Credit)

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 10 includes some theory components, coupled with predominately active experiences whereby students 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 (4) four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership. . **This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.**

Physical Education 11

(Open = 1 Credit)

The PE 11 Course will focus on sport and the tactic's and principles that are employed in successful sport environments. PE 11 will delve into both the physical, mental and tactical side of sport. Grade 11 PE student will articulate the effectiveness of target and invasion sports. The students will be expected to demonstrate and understand the communication and interpersonal skills necessary to be successful in a sport setting. The use of coping and management skills will also be explored in a sport setting. **This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.**

Dance 11

(Academic = 1 credit)

Dance 11 is designed for all students with or without previous formal dance training, and builds on a student's experiences in dance throughout the physical education curriculum, grades primary to nine. It emphasizes creative movement as a form of communication and self-expression, and as a unique way of learning about oneself and others. Learning experiences in this course offer students opportunities to explore a range of dance styles with more focused sequences, respond critically to their own dance works and those of others, and make connections with dance in local and global contexts, both past and present. Students also have opportunities to examine the connections between dance and other art disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society. **This course may satisfy the Fine Arts credit requirement or it may be used to satisfy the compulsory Phys. Ed. credit requirement for high school graduation.**

Fitness Leadership 11

(Academic = 1 Credit)

Fitness 11 provides another course option for students who are interested in leadership, active living and non traditional/non competitive forms of physical activity. This course provides students with opportunities to participate in a variety of group fitness experiences, broaden their understanding of human anatomy and exercise physiology, examine the benefits of active, healthy living, apply the principles of conditioning to design and deliver safe group fitness experiences to children and youth. Students are required to design and deliver a community-based fitness experience for children and youth (ages 5–18).

This course comprises five modules: Anatomy and Physiology, Principles of Conditioning, Active Healthy Living, Injury Prevention and Risk Management, and Components of a Fitness Class. **This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.**

Physically Active Living 11

(Open = 1 Credit)

This course will promote and engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school, and in their community. Physically Active Living 11 encompasses both an activity component, as well as a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that promote and engage youth in traditional and non-traditional forms of physical activity.

The theoretical component of the course will provide and enhance student understanding of healthy eating, injury prevention, mental and emotional health, and substance use highlighting

the connection between healthy living and being physically active. **This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.**

Yoga 11

(Academic = 1 credit) Yoga 11 will introduce students to the tradition of Yoga with its various forms and styles and provide students with the opportunity to develop a personal practice of yoga to maintain vibrant health, enhance healthful relationships with self and others and understand that yoga can be enjoyed as a regular form of physical and leisure activity throughout the lifespan. Throughout the course, students will be participating in various learning experiences which will include physical practice, personal reflection, group discussion and classroom theory.

The physical aspect of yoga will include the acquisition and development of skills including strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental focus. All of these skills are of great benefit to overall health and to other physical pursuits. Classroom sessions will address topics such as: meditation, the essentials of good nutrition, ethical yogic principles like kindness and generosity and discussion on becoming positive contributing members of society. **This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.**

Physical Education 12

(Open = 1 Credit) This is a course for any student who has a definite interest in leadership development, personal fitness and nutrition, social issues related to sport, and the science of physical education (anatomy, kinesiology, physiology, etc.). Athletic skill or involvement in sport is not a necessity, but the attitude to want to be physically active and work to achieve a healthy level of fitness is required. You will learn through participation in activity, homework theory modules, discussion in theory classes and leadership roles. **This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.**

SCIENCES

Science 10

(Academic = 1 Credit) The aim of science education in the Atlantic Provinces is to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge students need to develop inquiry, problem solving, and decision-making abilities to become life-long learners and to maintain a sense of wonder about the world. Throughout the year, students will be working towards an understanding of the processes involved in scientific inquiry while relating science to technology, society, and the environment (STSE). Science 10 consists of four primary units: (1) sustainability of ecosystems, (2) chemical reactions, (3) weather dynamics, and (4) physics of motion. Throughout these four units, there will be many opportunities for students to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect not only their personal lives but quite possibly their choices of careers. Student progress is assessed by a wide variety of methods, including group work and simulations, experimental lab work, opportunities to display creativity and critical thinking, problem solving, class participation, projects, assignments, quizzes, tests, and a formal examination.

Science 10 is **highly recommended** as a prerequisite course for Chemistry 11 and Physics 11. It provides the foundation for further study in the specialized areas of biology, chemistry, and physics that are introduced at the Grade 11 level. As the semester system has caused a loss of teaching hours, those subject teachers at the grade 11 level will not have adequate time to review Grade 10 materials to accommodate students who do not have Science 10.

Science 10S ACAD with Support

Science 10 Support mirrors the content taught in Science 10. It is designed to provide **SUPPORT** so that the individual student needs may be met through variations in pace, classroom organization, homework and evaluation. Students will receive a recommendation form to register for this class.

Agriculture/Agrifood 11

(Academic = 1 Credit) This course will give students an introduction to the agriculture and agrifood industry. It is open to students in any high school grade. Agriculture/Agrifood 11 offers students opportunities to

explore the processes of agriculture and agrifood in provincial and global contexts. Students will gain an understanding of the role of technology, science, and government in the production of primary agricultural products, the role of systems which support production, and agriculture and agrifood-related activity beyond the farm gate.

Learning experiences generally have a strong applied focus with an emphasis on integrating, applying, and extending learning, making connections with learning in other courses, and exploring career opportunities.

This course satisfies the second science requirement for high school graduation.

Biology 11

(Academic = 1 Credit) Biology 11 is an academic course that begins to explore the foundation topics of the science of biology - the characteristics of life, microscopy, cell biology and the classification and diversity of the biological world, including an overview of the five kingdoms. The main concepts provide connections between units of study, fostering an awareness of the tremendous impact of biology and technology upon society. The course starts off with a brief review of the cell and its organelles, and quickly moves into a study of classification and organism diversity within our biosphere. Students will take an indepth look at the human digestive and circulatory systems to see how humans try to maintain equilibrium within the human body. The format of this course is one of discussions, lectures, hands-on activities, labs and case studies. This course is recommended for students interested in biology, university sciences or planning a career in the Health Professions.

PLEASE NOTE: Biology 11 and Human Biology 11 are listed as the same credit and can not be counted twice towards graduation requirements.

Human Biology 11

(Graduation = 1 Credit) Human Biology 11 will enable students to understand the biology of the human body and its interaction with its environment. This course requires that the student consider not only the internal environment of the body, but also the impact each one has, individually and collectively, on the local and worldwide environment. The student will be asked to think critically about issues that range in perspective from a personal focus to a global awareness. The following topics will be covered:

- Cell structure & function
- Body organization
- You are what you eat: Diet and Nutrition
- Living with Your Digestive System
- Cardiovascular Health
- Healthy lungs - healthy breathing
- The Excretory System
- The Nervous System: In control and out of control
- Taking Responsibility of Your Own Sexuality
- Reproductive Technologies and Genetics.

This course satisfies the second science requirement for high school graduation.

PLEASE NOTE: Biology 11 and Human Biology 11 are listed as the same credit and can not be counted twice towards graduation requirements.

Biology 12

(Academic = 1 Credit) Biology 12 is an academic course that has “continuity of life” as a central theme. The course centers on the ability of organisms to reproduce and pass along their genetic information to their offspring, thus ensuring the survival of the species, and the evolution of diversity among all organisms. It traces the development of a cell into a living organism, and topics include cell division, development, genetics, mutations, genetic engineering, and evolution. Homeostasis through hormonal and nervous control is also studied. The format of this course is one of discussions, lectures, hands-on activities, labs and case studies. This course is recommended for students who enjoyed biology 11, and are considering careers in science or science-related fields [e.g. health professions].

AP BIOLOGY 12

(Advanced= 1 Credit) AP biology is both a hard and a fun course. This is a university level course and students will be held to high expectations and mature responsibilities. This course prepares students for the AP biology exam in addition to the rigors of balancing demands placed on you academically and socially. Topics covered include: biochemistry, cells, photosynthesis, cellular respiration, heredity, molecular genetics, evolution, diversity of life, plant and animal form and function, and

ecology. This course follows the College Board Advanced Placement syllabus and students are strongly encouraged to take the National College Board Exam in May.

Chemistry 11

(Academic = 1 Credit)

Chemistry 11 consists of three units of study:

Unit 1: Stoichiometry – focuses on the introduction of the mole as a standard unit. Studies reaction types and product predictions based on balanced chemical equations.

Unit 2: Structures and Properties - Studies chemical bonding along with structures and properties of substances and trends in the periodic table. It extends models of atoms to models of bonding to examine how the properties of matter and theoretical explanations about its behavior are linked. Lewis structure and VSEPR theory is studied.

Unit 3: Organic Chemistry – includes the nomenclature of hydrocarbons. It continues on to study functional groups.

Advanced Chemistry 11

(Advanced =1 Credit)

The content topics of this course parallel the Chemistry 11 course but provide a greater depth of topics, and therefore are subjected to a higher level of problems on assignments and tests. As well students are required in many cases to do extra lab work.

Chemistry 12

(Academic = 1 Credit)

Chemistry 12 consists of four units of study:

Unit 1: Thermochemical Changes: explores how heat, a form of energy, is absorbed or released in chemical reactions. Changes in physical and chemical systems are explored.

➤ Unit 2: Equilibrium: Acids and Bases in Chemical Changes: explains that few chemical reactions proceed in only one direction and investigates chemical systems at equilibrium.

➤ Unit 3: Solutions, Kinetics and Equilibrium: focuses to develop the understanding of mixtures, solutions, bonding and the stoichiometry that relates. This investigation leads to factors that affect the rates of chemical reactions, chemical equilibrium and quantitative treatment of reaction systems.

➤ Unit 4: Electrochemical Changes: examines electrochemical systems, analyses of oxidation-reduction systems, and quantifies the matter and energy involved.

Advanced Chemistry 12

(Advanced = 1 Credit)

The content topics for this course parallel the Chemistry 12 course but provide a greater depth of topics, and therefore are subjected to a higher level of problems on assignments and tests. As well students are required in many cases to do extra lab work.

Advanced Placement Chemistry 12 (Virtual)

(Advanced = 1 Credit)

The AP Chemistry 12 course is equivalent in depth and breadth to an introductory university chemistry course. The AP Chemistry course is a content-intensive course that expands on many of the topics covered in Chemistry 11 Advanced and Chemistry 12 Advanced with some additional topics such as Nuclear Chemistry and Gas Laws. Throughout the course there is an emphasis on inquiry and critical thinking skills including: problem solving, mathematical reasoning, and experimental investigations. Students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Chemistry exam in May. The AP Chemistry course is enhanced by more than 20 laboratory experiments and activities that are part of the course requirements. The AP Chemistry course is designed to have a pre-requisite of Advanced Chemistry 11 or Chemistry 11 and Math 11 and a co-requisite of Math 12. For more detailed information on the Virtual AP courses, please visit the AVRSB website at <http://www.avrsb.ca> and click on the **Families** link and follow the **Advanced Placement** link.

Recommended Prerequisite: Students have successfully completed Advanced Chemistry 11 or Chemistry 11 and Math 11 and a co-requisite of Math 12

Oceans 11

(Academic = 1 credit)

Oceans 11 is the study of the waters of the ocean, structure of the ocean floor, and life in the ocean. The course offers students the opportunity to explore many aspects of global oceanography, but emphasis is placed on the local level (the Maritimes) and Canada's

role in ocean studies. Topics range from the structure of the earth, currents, waves, tides, marine biology, fisheries, pollution and other ocean-related studies.

Oceans 11 is intended to enable students to develop a sound scientific oceans background, an awareness of future opportunities in the oceans field, an understanding of the importance of a healthy oceans environment, and a recognition of the important roles of every Canadian in oceans management.

Students are required to complete three modules: Ocean Structure and Motion, Coastal Zones and The Marine Biome. In addition, a unit on Fisheries is a part of the course work.

This course satisfies the second science requirement for high school graduation.

Physics 11

(Academic = 1 Credit) Physics 11 consists of five units. Each unit covers theory, labs and problem solving.

- Unit 1: Displacement, velocity and acceleration.
- Unit 2: Forces and force vectors, Newton's Laws, friction, incline planes
- Unit 3: Work, energy and power
- Unit 4: Impulse, momentum, one-dimensional collisions
- Unit 5: Simple harmonic motion, waves, light and sound

Advanced Physics 11

(Advanced = 1 Credit) The content topics of Advanced Physics 11 parallel those taught in Physics 11, but in much greater depth. Emphasis is placed on laboratory work, and students will be expected to work at a higher level of problem solving. Advanced Physics 11 takes an investigative approach to studying physics.

Physics 12

(Academic = 1 Credit) Physics 12 consists of 13 areas of study as listed below. With each unit students will be expected to complete associated labs and word problems.

- Unit 1: Projectile Motion: motion in two dimensions.
- Unit 2: Static Equilibrium: mathematical analysis of static systems.
- Unit 3: Relative Motion: use vector analysis to solve problems involving relative motion in two dimensions.
- Unit 4: Circular Motion: horizontal and vertical circular motion.
- Unit 5: Universal Gravitation: gravitational attraction between two or more objects.
- Unit 6: Collisions: collisions and explosions in two dimensions.
- Unit 7: Simple Harmonic Motion: mathematical analysis of simple harmonic motion to describe wave motion.
- Unit 8: Field Theory: gravitational, electric and magnetic fields.
- Unit 9: Electric Circuits: series, parallel and combination circuits.
- Unit 10: Electromagnetism and Electromagnetic Induction
- Unit 11: Generators and Motors: compare and contrast the way generators and motors function using the principle of electromagnetism
- Unit 12: Waves and Modern Physics: history of quantum physics
- Unit 13: Radioactivity: natural and artificial source of radiation, radioactive decay, fission and fusion

Advance Physics 12

(Advanced = 1 Credit) Advanced Physics 12 is a continuation of the Advanced Physics 11 course. Students will be expected to complete more laboratory work and use higher level problem solving.

SOCIAL STUDIES

African Canadian Studies 11

(Academic = 1 Credit) The African Canadian Studies 11 course focuses on the history of people of African descent in Canada and abroad. It is divided into six units:

- Unit 1: Evolution and Change
- Unit 2: Pre-colonial African Societies
- Unit 3: Triangular Slave Trade and the Movement of People of African Descent
- Unit 4: Colonial Expansion
- Unit 5: Pursuit of Political, Economic Justice and the Journey to Empowerment
- Unit 6: Local Community Study (Independent Study)

This course is designed to equip students with a sound understanding of the global and local experiences, achievements, and contributions of people of African descent. It focuses on the

experiences, struggles, and life stories of people of African descent who have contributed to world history. Designed to be inclusive, African Canadian Studies 11 will appeal to learners of all ability levels and ethnic and racial backgrounds.

This course may be used to fulfill the required Canadian Social Studies credit for high school graduation.

Geography 11

(Academic = 1 Credit) Canada's rich physical diversity makes it one of the best countries in the world in which to study geography. What does our country actually look like? What are our natural resources? Who are the people that live in this country and why do they live where they do? What do our cities look like? What global connections do we have? So, if you are a student who was successful in grade nine Social Studies and would like to continue to enrich your knowledge of geography, Geography 11 will help you answer these questions. ***Students who are planning to take Global Geography in grade 12 are encouraged take this course.***

Global Geography 12

(Academic = 1 Credit) Global Geography explores major themes that help us understand the nature and origins of complex human and environmental relationships in today's increasingly urbanized, globalized, and interdependent world. Humans have misused the planet and its resources to the point that the question of whether Earth can sustain itself in the future is now being raised. The textbook "*Global Connections*" is used to study five compulsory units: The Global Geographer, The Planet Earth, Population, Resources and Commodities, Urbanization.

The course evaluation is based on homework exercises, assignments, mapping, quizzes, tests, a term paper, and one major group project per term. Geography 10 is not necessary for success in Global Geography 12 but does provide some important background.

Global Geography 12S ACAD with Support

Global Geography 12 with Support mirrors the content taught in Global Geography 12. This class is designed to provide **SUPPORT** so that the Individual student needs may be met through variations in pace, classroom organization, homework and evaluation.

This course may be used to fulfill the required Global Studies credit for high school graduation.

Advanced Global Geography 12

(Advanced = 1 Credit) Advanced Global Geography 12 is a course intended for students with a keen interest in Geography or who are considering a career in a related field. Advanced students will complete an additional unit beyond the compulsory units listed above: Culture and Politics, and will complete related research, analysis and other community based project work as part of the advanced credit.

The course evaluation is based on homework exercises, assignments, mapping, quizzes, tests, a term paper, one major group project per term, an independent study project, and a student-led community-based project. Geography 10 is not necessary for success in Advanced Global Geography 12 but does provide some important background.

This course may be used to fulfill the required Global Studies credit for high school graduation.

Advanced Global Geography 12/Advanced Placement Human Geography (Virtual)

(Advanced = 1 credit) The AP Global Geography 12/Human Geography course is designed to be the equivalent of an introductory human geography course usually taken by geography majors during their first year of university. This course is an in-depth, content-intensive study of geographic concepts/topics and models dealing with all aspects of human geography. Students meet virtually with the AP Human Geography teacher twice per week beginning in September, ending upon completion of the AP Human Geography exam in May. Special tutorials and field trips to supplement the course occur throughout the year. For more detailed information on the Virtual AP course, please visit the AVRSB website at <http://www.avrsb.ca> and click on the **Families** link and follow the **Advanced Placement** link.

This course may be used to fulfill the required Global Studies credit for high school graduation.

History 10 (Ancient)

(Academic = 1 Credit) History 10 is an overview of many of the key ancient societies that have shaped the past and present day world. The course will cover the ancient civilizations in chronological order focusing on the political, social, economic and cultural lifestyle of the people and the advancements that were made.

The course has seven chronological divisions:

- Archaeology and the Evolution of Human Beings
- Ancient Mesopotamia
- Ancient Egypt
- Ancient African Societies
- Ancient Greece
- Ancient Rome
- Ancient Byzantine Empire

Canadian History 11

(Academic = 1 Credit) Canadian History 11 focuses on the events, issues and changes of the past that shaped the development of Canada as a nation and our role in the world. The course is based on a thematic approach, thus we will not simply be starting at the beginning of Canadian history and moving through the years to present day. We will focus on five key questions surrounding the development of Canada. Each question will act as the focus of a unit of study. With each unit students will be involved in historical research and project work.

The course has six units of study:

- Globalization
- Development
- Sovereignty
- Governance
- Justice
- Independent Study

This course may be used to fulfill the required Canadian Social Studies credit for high school graduation.

History 11 (European)

(Academic = 1 Credit) The **European History** course is a study of Europe from the fall of the Roman Empire to World War Two. It involves a study of cultural movements such as the Renaissance and the Enlightenment; political movements such as the growth of nations in the Middle Ages, the French and Russian Revolutions, the rise of “isms” like Marxism, communism, conservatism, liberalism; scientific and economic movements such as the Scientific and Industrial Revolutions, imperialism and colonialism; and military history such as the First and Second World Wars. This course will help explain not only how Europe grew and developed, but also how Europe’s history has influenced the modern world. ***Students planning to take Global History in grade 12 are encouraged take this course.***

Global History 12

(Academic = 1 Credit) This course examines world events since the end of World War Two in 1945 and what events have taken place that have shaped our world into its current state. The course will be divided into the following units:

- Unit 1: The Global Historian
- Unit 2: The Dynamics of Geo-Political Power
- Unit 3: The Challenge of Economic Disparity
- Unit 4: The Pursuit of Justice
- Unit 5: Societal Change

This course may be used to fulfill the required Global Studies credit for high school graduation.

Advanced Global History 12

(Advanced = 1 Credit) Advanced Global History 12 is a course intended for students with a keen interest in History, or for students who are considering a career in a related field. This course is taught in the same class as Global History and a similar course outline is followed (see description for Global History). In order to obtain the advanced credit an additional curriculum outcome must

be achieved for each unit. These additional outcomes will take the shape of an extra project, assignment or presentation for each unit.

This course may be used to fulfill the required Global Studies credit for high school graduation.

Law 12 (LAW 12)

(Academic = 1 Credit) The Canadian law course is designed to provide students with knowledge of law and its function in society, and the opportunity to develop skills and attitudes that will enable them to understand the process of law. Topics include 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. This course is also offered in French as Droit 12.

Political Science 12

(Academic = 1 Credit) This political science course looks at Values and Political Systems, the Ideals of Democracy, Democratic Institutions in Canada, the United States and Sweden, the Role of Political Parties, Authoritarian Forms of Government in Russia, Italy, China, Cuba and Germany, and Political Systems and World Developments.

An examination of current events will occur throughout the course, and a mock election campaign will be held in the second term. Guest politicians from the region will be invited, and a field trip to the Nova Scotia Legislature in Halifax will be planned.

This course will be put into the cycle to be offered during 2011/2012 academic year and then again 2013/2014. In the opposite years Economics 12 will be offered.

Psychology 12

(Academic = 1 Credit) The purpose of this course is to expose you to a variety of theoretical models of psychology, and facilitate your understanding of the issues underlying major psychological theories and practices. This course is designed to provide an overview of contemporary paradigms and the theoretical foundations, assumptions, and ethics of professional practice. Through lectures, readings, class activities, discussions, films, assignments, group work, presentations and personal reflections, you will learn about the essential concepts and fundamental components of the major theories, examine differences and similarities among the different approaches, consider ethical issues, and lay the foundation for developing a personal approach to helping.

Sociology 12

(Academic = 1 Credit) This is an academic course that studies human society and social interaction. It is referred to as a social science because it attempts to understand people and society through research. Students will be challenged to view familiar issues and topics in new and different ways. Because of this, students must recognize their own beliefs and attitudes, and try not to allow them to influence or bias their opinion.

Topics of study include:

- Anthropology, psychology, and sociology
- Socialization: perception and personality
- Culture: parts of culture, values, behaviors, and attitudes, subcultures
- Social Stratification: social class, schools, & peers, poverty in Canada
- Deviance: defining deviance and crime
- Ethnic Relations: race and ethnicity, prejudice, discrimination, and racism
- Sex & Gender: defining sex & gender, sexual orientation
- Education & Religion: trends in education and religion

TECHNOLOGY RELATED EDUCATION

Construction Technology 10

(Open = 1 Credit) The construction technology course helps develop in students an understanding of construction technology, of its applications related to the basic human need for shelter, of the organization of construction and of construction's impacts on society. Students will learn basic construction techniques that will develop their skills and confidence. The students start by studying and designing roof trusses. Scale models are built and tested. The course develops to include tower design and bridge design. The final project for this program is the designing, planning,

estimating, and building a scale model of a small one storey home. Proper building techniques will be discussed and demonstrated throughout the project.

Exploring Technology 10

(Academic = 1 Credit) Exploring Technology 10 is a full-credit academic course and is an eligible technology credit to meet graduation requirements. By the end of this course, students will be able to use a wide range of technological tools, processes, and applications, design and create devices and systems that solve technological problems, and explain the consequences of technology and its affects on society. Modules of study include: Introduction to Technology (mandatory), Green Technology, Media Design Technology, Control Technology, Engineering Systems Technology and Exploring Trades Technology.

Applied Networking Technology 11

(Academic = 1 Credit) Have you ever wondered how information travels across networks and the Internet? This course covers the technical concepts of computer management and networking. Through online computer-based presentation, students will be introduced to the nuts and bolts of digital communication – Internet theory, wiring, wireless communication, protocols, IP addressing, installation of equipment, etc. Upon completion of the course, students will be able to identify technical issues related to standards in the industry, plan, design, install, and test computer network related hardware and software. This may include optical and wireless networks, LAN's, WAN's, operating systems, switches, routers, etc. A particular emphasis is placed on home and small business networking.

Business Technology 11

(Academic = 1 Credit) Business Technology 11 introduces the student to a range of business productivity software tools and their application. Software will include word processor, spreadsheet, and desktop publishing. **This course may be used to fulfill the technology credit from the math/science/ technology requirement for high school graduation.**

Design 11

(Academic = 1 Credit) The Design 11 course provides students with an introduction to various aspects of design, and aims to develop students ability to represent or communicate an idea. The first unit will be a study of the elements and principles of design, where students will create and explore art using different materials (pencils, colored pencils, paint, collages, etc.). Students in Design 11 will gain experience using a variety of computer programs such as Google SketchUp, Adobe Dreamweaver, and Fireworks. They will use these programs and other technology (such as digital cameras and video cameras) to complete major projects in Communication Design, the design of the Built Environment, and a final Design project. To be successful in this course, students must be able to work independently, as well as cooperatively in a group.

Energy, Power and Transportation 11 * NEW

(Open = 1 Credit) Human energy demands have never been higher. The push for innovation and discovery of how to produce, control, and use energy more efficiently has never been stronger. We are on the verge of an energy revolution! In this course, students will explore various sources of energy and how we control them. Units include engines, alternative vehicles, rocketry, aviation, renewable energy sources, and energy control. Students will be challenged to design and construct vehicles or models to convert various energy sources into power plus examine inventions of the past, present, and possibilities for the future. This is a great opportunity for those considering a career in mechanics, design, or engineering, and those interested in how and why things work.

Computer Programming 12

(Academic = 1 Credit) Computer Programming 12 teaches students to think critically. Students will learn how to solve various problems using computer programming – specifically Java. Students will work independently and in small groups to solve problems and create various applications such as calculators, spread sheets, games and other applications. This is an introductory course and students will begin the course by learning the basics of programming. No previous experience or skill with computers is necessary. Currently some local universities are offering credit for successful completion of COMP12. Students should contact their university of interest to confirm.

Film and Video Production 12

(Academic = 1 Credit) This course introduces students to the fundamentals of film and video with particular emphasis on video production. Students will work on a variety of projects both independently and as part of a small team. Students will learn to evaluate the merits of a successful film, to critique films, develop scripts and technical procedures involved in filmmaking. In this class students will work from scratch developing a script and see it through to final production.

Housing & Design 12 * NEW

(Academic = 1 Credit) Housing and Design 12 will be taught through project-based learning and community connections. The course is designed to be practical and interactive. Assessment will include project work through which students will demonstrate their use of technology to problem solve and create a housing project. Throughout the curriculum students will be expected to develop their knowledge of related career opportunities and artistic expression through housing applications. Units of study and topics include:

- **Unit 1: The Housing and Design Skills Portfolio** (maintained illustrating skills and knowledge developed throughout the course)
- **Unit 2: Career Options related to Housing and Living Environments**
(research, interviews, job shadow various related employment/career opportunities)
- **Unit 3: Living Spaces: Choices and Decisions** (housing, consumerism, renting versus buying; budgeting for housing; building management/maintenance; ecological/environmental factors to consider; efficient design and operation; impact of technology on today's housing consumer)
- **Unit 4: Innovations in Housing Ecosystems** (sustainability, healthy environments, maintenance, construction materials, efficiency of layout and operation, landscaping, urban planning)
- **Unit 5: Components of Housing Design and Layout** (architecture, ecological design, use of technology to create efficient layout and floor plan designs)
- **Unit 6: Interior Design** (interior aesthetics, personal/artistic expression, principles and elements of design, selection of furnishings and interior finishes including textiles).

This course may be used to fulfill the technology credit from the math/ science/ technology requirement for high school graduation.

Multimedia 12

(Academic = 1 Credit) Multimedia 12 will provide learning opportunities through which students will become skilled users of the various technologies found in our school. The course is broken into four strands – website / portfolio design, sound, video / animation and still imaging. Students will learn how to use video cameras, video and still editing software, sound manipulation software and other products to create and publish projects. Student's work will become part of their web portfolio which will be an ongoing project throughout the course. This is a fun, creative course that should be attractive to students who are interested in the artistic side of technology.

Production Technology 12

(Open = 1 Credit) By the end of the production technology course, students are able to demonstrate the process required to create a product using a variety of materials and methods. This program is student led. Students will be expected to work in a group setting. All roles of the production within this program are dependent upon each other for a successful completion. Students will be responsible for designing, planning, testing and marketing a product. The shop will run as a business. Entrepreneurship is an integral part of the grade 12 course.