



NORTHEAST KINGS EDUCATION CENTRE COURSE HANDBOOK

2022-2023



NKEC.CA

Northeast Kings Education Centre

Registration Handbook

2021-2022

Contact Information

Northeast Kings Education Centre

Kevin Veinot, Principal

1816 Bains Road

Canning, NS B0P 1H0

Ph: 902-582-2040

Student Services

Emelie Pineo-Sponagle, School Counsellor

Ph: 902-582-2050

Fx: 902-582-2068

Em: epineo@gnspes.ca

Contents

Contact Information	3
Important Information	6
Principal's Message	6
Student Services	6
Registration Information	7
Selecting Your Courses	7
Registration Procedure	7
High School Course Changes.....	7
Student Transferring from Another School	8
Transferring Credits from Outside of Nova Scotia.....	8
Unscheduled Class Time	8
Course Codes	9
“Passing” in High School	9
Home Room Grade Placement Policy.....	10
Averages / Honours	10
Post-secondary Education Requirements.....	10
Graduation Requirements	11
Credit Check	12
Planning Chart	14
Optional Programs.....	15
Programming Adaptations.....	17
Individual Program Plans (IPP).....	17
Course Descriptions by Department	18
Advanced Placement	18
Business	22
English Language Arts.....	25
Family Studies.....	29
Arts Education	31
French Immersion.....	36
Core French.....	40
Mathematics.....	41
Physical Education	50

Science	52
Social Studies	57
Technology Education	65

Important Information

Parents and students are encouraged to read this handbook thoroughly before completing the registration form. 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 student services.

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 and/or guardians try to plan for the potential programs and experiences that will follow their high school education. Allow for the fact that a person's plans may change over time. Try to choose a variety of courses that will enable you to go in different directions after high school. Please take any recommendations made by your teacher as a very serious one with much thought and reflection put into their decision for you to be successful at the next level.

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 endeavors. Keep a good balance.

Remember that whatever courses you choose; you will only be successful if you are a reliable student with good organization, time management skills, and a solid work ethic. 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.ca>

Sincerely,

Kevin Veinot
Principal

Student Services

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-secondary, workforce or travel, 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 school counselors. We are all here to support you on this journey.

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 as directed by the Annapolis Valley Regional Centre for Education.

Registration Information

Selecting Your Courses

High school students in Grades 10, 11, and 12 could potentially be scheduled for both semestered and non-semestered courses in 2021-2022. Exams will be written at the end of the course – in January or June for semestered courses. In grade 9 there will be both mid-year exams in January and finals in June for yearlong courses English, Math and Science.

Students registering for Grade 10 are required 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 are not permitted to 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 one prep class.

School Sport Nova Scotia (SSNS) regulations require student athletes to be enrolled in a minimum of three semestered courses each term to be deemed eligible to compete in school sports.

Registration Procedure

Students enrolled at Northeast Kings Education Centre will register at the end of February 2022. All course registrations will be completed at school. Course registration forms must be submitted to Student Service by the last Wednesday of February. Please take the time to ensure proper course selection, as course changes after the completion of the process is 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 for Program Planning for a 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. Please note, 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 Northeast Kings Education Centre from another school within or outside our Centre during the term will normally be required to take the same courses as enrolled in at the previous school. Problems may arise in some cases due to differences in course offerings. Such problems will be dealt with individually.

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 student supervisor desk, work in the library when the librarian is present and no classes are booked there, 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 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 and Early Childhood Development 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. Students must have strong academic ability and a strong work ethic to be successful in AP.

Advanced (Adv) - Designed for students who have demonstrated an exceptional degree of academic ability or achievement and for those students who have a strong interest in that area. **Students will not specifically register for advanced, as students will complete the advanced course in the academic class, after a discussion with their corresponding teacher once the academic course has begun.**

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, rather he/she passes or fails a course. As a result, a student may be taking courses from various grade levels.

Home Room Grade Placement 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 Homeroom Placement	
To be placed in the following homeroom grades, students must have the following.	
Grade 10:	Grade 9 Pass or Placement
Grade 11:	5 credits
Grade 12:	10 credits - The student must be eligible to graduate

Averages / 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 80.0% or higher, the student will receive an Honours standing.

For an average of 90.0% or higher, the student will receive an Honours with Distinction 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 70% or greater in five (5) Grade 12 Academic courses is required. It is the responsibility of the student and parents to examine the entrance requirements of institutions in which the student is interested. This information is available on each institute's website. Assistance in locating this information can be obtained 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 considering attending a post-secondary institute should check to ensure their courses are accepted at those institutions. The ultimate responsibility for course selection rests with the students and the parents. Grade 9 is an ideal time for students to begin exploring future career pathways.

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, ENG 11, ENG/Com 11 Grade 12 – ADV ENG 12, ENG 12, ENG/Com 12, African Heritage
Fine Arts	1 course from Art, or Dance or Drama or Music	ART 10, ART 11, ART 12, DRAM 10, DRAM 11, DRAM 12, MUS 10, MUS 11, MUS 12, ART DRAM 10, Dance 11
Mathematics	3 courses at 3 different grade levels	MT 10, MAW10, MT ESS 10, MT 11, MAW11, PRECAL 11, MT ESS 11, MT ESS 12, MTAW12, MT 12, PRECAL 12, Calculus 12
Science	1 from Biology, Chemistry, Physics, or Science 10 AND 1 other approved Science course * Human Bio & Bio 11 taken together is equivalent to one credit (NOT two)	SCIENCE 10, AGRICULTURE 11, OCEANS 11, BIOLOGY 11, HUM BIO 11, BIOLOGY 12, AP BIOLOGY 12, AP Environmental Science 12, CHEM 11, ADV CHEM 11, CHEM 12, ADV CHEM 12, PHYSICS 11, ADV PHY 11, PHYSICS 12, ADV PHY 12
Science/Math/ Technology	1 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, Food Tech 10, DESIGN 11, APP NET TECH 11, BUS TEC 11, TEXTILE TECH 12, PRO TEC 12, CON TEC 10, FLM VID 12, COM PRO 12, MULTIMEDIA 12, ENGERGY POWER & TRAN 11, HOUSE DESIGN 12, AP COMP SCI
Global Studies	1 Grade 12 Global course	GL GEOG 12, ADV. GL GEOG 12, GL HIST 12, ADV GL HIST 12, HIS PLA 12, GL POLITICS 12, AP Human Geography 12
Social Studies	1 from the following Social Studies category	AFR CAN 11, CAN HIS 11, HIS CAN 11, MKS 11
PAL / STY VIE PHYS ED.	Students must complete a Phys. Ed. Credit.	PE 10, PE 12, MVA 11, PAL 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.	

Requirement:	Subject:	Courses completed:
1 course at each grade level	English	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1 course from Art, Dance, Drama, or Music	Fine Arts	<input type="checkbox"/>
3 courses at different grade levels	Math	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1 from Science 10, Biology, Chemistry or Physics and 1 additional Science credit	Science	<input type="checkbox"/> <input type="checkbox"/>
1 more from Math, Science or Technology	Math/Science/Technology	<input type="checkbox"/>
PE 10, PE 12, PAL 11, MVA 11, YOGA 11, DANCE 11, PE Fitness Leadership 11	Physical Activity credit.	<input type="checkbox"/>
1 Global Course	Global (History, Geography, Politics)	<input type="checkbox"/>
1 Social Studies	Can. History or African Can. Studies, Mi'kmaq St	<input type="checkbox"/>

Credit Check

Courses needed to complete the 18 credit graduation requirement *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

***At least five (5) credits must be at the Grade 12 level.
No more than 7 credits can be at the Grade 10 level.**

Tentative Course Choices
2022-2023

1.

2.

3.

4.

5.

6.

7.

8.

Tentative Course Choices
2023-2024

1.

2.

3.

4.

5.

6.

7.

8.

Planning Chart

Name: _____

Career Goal: _____

Educational Program after Completion of High School: _____

Entry Requirements: _____

Select the courses you would like to take for the upcoming years, 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

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:

Optional Programs

Certificate Programs

Business Education Certificate – Students may receive an AVRCE Business Education Certificate by successfully completing the following courses: the 13 provincial required credit courses, Accounting 11, Bus Tech 11, Business Management 12, one from the following computer related business technology courses (Design 11, Data Processing 12, Computer Programming 12, Multimedia 12, or Film & Video 12) and one other from the following group (Economics 12, Entrepreneurship 12, Political Science 12, Sociology 12 & Law 12). A community based experience related to business is also needed, such as: job shadow, work experience, Co-op placement, mentorship, volunteer experience, entrepreneur venture). This Certificate Program will be contingent on course availability.

French Immersion Certificate – 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, plus 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.

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 (O2) – 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.

Social Studies Certificate — The social studies are fascinating in that they allow the world around us to come alive and help one make sense of how we, as a people, got to be where we are today. They answer the questions “Why there?” “Why now?” If you want to know these answers, you may want to consider a Certificate in Social Studies. Students are eligible to work towards a Certificate in Social Studies by successfully completing the following: (1) all provincially required credit courses, (2) a minimum of four of the following courses throughout grades 10, 11, and 12: Canadian Geography 11, Global Geography 12, African Canadian Studies 11, Mi'kmaw Studies 11, Canadian History 11, European History 11, Global History 12, Global Politics 12. The four required courses may include equivalent Advanced Placement or French Immersion courses. (3) One of the following courses: Sociology 12, Political Science 12, Law 12, Economics 12. (4) An approved community based experience related to the social studies field is also required, such as: job shadow, work experience, Co-op placement, mentorship, volunteer experience, department tour of a university or college.

Credits Achieved Outside the Classroom

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

Correspondence Courses – The student follows a prescribed set of lessons and assignments and 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.csp.ednet.ns.ca. There is a fee associated with Correspondence Courses. Currently not available.

Northeast Kings Education Centre AP Capstone Program - Northeast Kings Education Centre is the first public school in Atlantic Canada to offer the AP Capstone Diploma Program! This is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by all universities. It fosters curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone Diploma Program is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in our other AP courses. By taking AP Seminar and AP Research, along with four additional AP courses during your high school career and scoring 3 or better on your final exams in all six courses, you will become an AP Capstone Diploma graduate! Our school is the only participating AP Capstone school in our province and Northeast Kings Education Centre uses the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. Students at Northeast Kings Education Centre also have the opportunity to obtain their AP Certificate by completing the AP Seminar and AP Research courses over their grade 10, 11 and 12 years. This is a new program for our school (began in 2016) and we are very excited to be able to offer it to our students.

AVRCE Virtual Advanced Placement (AP) Program – The Virtual Advanced Placement (AP) Program is designed to provide an enriched curriculum to students of AVRCE. AP courses are considered to be first-year university level and can lead to a university credit if the student is successful on the College Board exam written in May. Currently, AVRCE offers AP Biology, Calculus, Chemistry, Computer Science, English Literature and Composition, and Human Geography to Grade 11 and 12 students virtually outside of normal school hours. For more detailed information on the Virtual AP courses, please visit <http://avrcevap.myavrce.ca>. The AVRCE AP Lead Teacher will be visiting our school in late February/early March for an AP Information Session to answer questions about the program. Registration takes place in March of each school year. Please see Student Services for further info.

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.

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 counsellor and the principal. Students should discuss this option with the school counsellor 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.

Nova Scotia Virtual School – The recently developed N.S. Virtual School provides an opportunity for a limited number of high school students in the AVRCE to complete 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>

Personal Development Credit – High school students in Nova Scotia are now able to earn personal development credits for a select number of extracurricular certifications which occurred outside the traditional high school curriculum. Students are able to have these approved Personal Development credits count as one of the five elective credits they need to graduate. Students can earn personal development credits in three areas: arts, languages and leadership. Students completing approved certification programs in external organizations may apply for a Personal Development Credit. Please refer to the approved External Certification Programs listed on the Department of Education and Early Childhood Development website:

https://pdc.ednet.ns.ca/sites/default/files/final_approved_provider_and_course_list_november_2012_3_with_colour.pdf

Programming Adaptations

Our goal at Northeast Kings Education Centre 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 the changes are made by subject teachers, only for students identified as having specific learning difficulties. Such adaptations might include changes in teaching strategies, classroom organization and evaluation techniques. Adaptations 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 Planning Team (SPT), which consists of subject teachers, learning support 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

Advanced Placement

*Offerings will be request dependent and may need to change from year to year. The chart below is a look at tentative offerings.

	2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
Gr 10	AP Seminar	AP Seminar	AP Seminar	AP Seminar	AP Seminar	AP Seminar
Gr 10	AP Env. Sci	AP Env. Sci	AP Env. Sci	AP Env. Sci	AP Env. Sci	AP Env. Sci
Gr 12	AP Research	AP Research	AP Research	AP Research	AP Research	AP Research
	Electives	Electives	Electives	Electives	Electives	Electives
	AP Human Geo	AP Psych	AP Human Geo	AP Psych	AP Human Geo	AP Psych
	AP Bio	AP Comp Sci	AP Bio	AP Comp Sci	AP Bio	AP Comp Sci
	AP Music	AP Studio Art	AP Music	AP Studio Art	AP Music	AP Studio Art
	AP French Lang		AP French Lang		AP French Lang	

AP Biology 12

(Advanced = 1 Credit)

AP Biology is designed to offer students a solid foundation in introductory-level biology. In this course, you will be held to high expectations and mature responsibilities just like a university freshman taking Intro Biology. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. This course will emphasize how scientists use their observations and readings to ask questions that can lead to new experiments. These experiments build on the work of others and eventually lead to additional evidence on different topics. This investigative process will be used throughout this AP Biology course. It is important for students to become excited with discovery as they ask and answer their own questions about natural/biological phenomena that they see, read about, or experience in the laboratory and field. *There is an in-house option for this course at NKEC as well as a virtual option through the AVRCE. With the virtual program, students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Biology exam in May. Also, students will be required to travel to the lab site for two full day labs along with four-five after-school (2:00-5:00) labs.

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 their teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. AP Calculus is designed to have a prerequisite of Math 11 and Pre-Calculus 11. Students will usually take Pre-Calculus and AP Calculus

together in their grade 12 year. Two topics (sinusoidal functions and logs) will be covered asynchronously at an introductory level over the summer to have students prepared for this process.

Advanced Placement Chemistry 12 (Virtual)

(Advanced = 1 Credit)

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first university year. For some students, AP Chemistry enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Students who take AP Chemistry will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent university courses. Students meet with their instructor twice a week from the beginning of September to May in a synchronous online environment to examine the main concepts from each unit of study. Many resources (notes, videos, worksheet answer keys, etc.) are provided weekly to help students be successful! The AP Chemistry course requires the completion of laboratories. Students will travel to the lab site for three full day laboratory sessions that will include engagement in a variety of hands-on inquiry-based experiments and chemistry demonstrations.

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

AP Computer Science 12

(Advanced = 1 Credit)

APCSA is a Computer Science course that focuses on introducing students to computer programming using the Java programming language. The course will consist of labs, tests, and assignments. This course will help prepare you for entry into a university or college program in Computer Science or a similar field. No prior programming knowledge is required to take this course, however, the learning curve is steep, so be prepared to step up to the challenge from day one.

With each year, more and more universities are requiring students to have computer science experience. Why not put your skills to the test without worrying about tuition fees? Software developers are in demand all over the world, so take the first step towards a career in the world of tomorrow.

*There is an in-house option for this course at NKEC as well as a virtual option through the AVRCE. With the virtual program, students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Computer Science exam in May.

Advanced Placement English Literature and Composition 12 (ENG LIT AP 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. The course explores literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. It seeks to develop your writing skills as you express your ideas and analysis in expository, analytical, and argumentative essays. Course work is accelerated. Students meet virtually with the AP English teacher twice per week beginning in September, ending upon completion of the AP English exam in May. The AP English credit does satisfy the requirements as a third NS English credit. The AP English course is designed to have a prerequisite of Advanced English 11 or English 11.

AP Human Geography 12

(Advanced = 1 Credit)

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The

course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP Psychology 12

(Advanced = 1 Credit)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

AP Seminar 12

(Advanced = 1 Credit)

AP Seminar is a course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP English Research 12

(Advanced = 1 Credit)

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **AP Seminar is a pre-requisite for AP Research 12.**

AP Environmental Science 12

(Advanced = 1 Credit)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies requires to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving and/or preventing them. Students will learn about the natural world through hands on, laboratory investigations and observations and use field work to study both human-made and natural environmental problems in our local ecosystem. The course will cover seven main topics, these include: Earth Systems & Resources, The Living World, Populations, Land & Water Use, Energy Resources &

Consumption, Pollution, and Global Change.

AP Music Theory 12
(Advanced = 1 Credit)

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

AP French Language and Culture 12

AP French Language and Culture is a college-level course, which will refine the three modes of communication: Interpersonal, Interpretive and Presentational Communication. The course is taught exclusively in French. Students are required to commit to the immersion experience and expectation.

Throughout the course, students engage in interdisciplinary course content and develop skills in the following six required themes: *global challenges, science and technology, contemporary life, personal and public identities, family and communities, and beauty and aesthetics.*

While improving in the three modes of communication, students use an extensive range of authentic francophone material including (but not limited to) blogs, articles, audio sources, editorials, books, videos, and publicity. By using authentic sources, students not only improve their linguistic skills - but make real-world connections, further their understanding of different cultures (including their own), and use French in a real way.

AP 12 Art and Design
(Advanced = 1 Credit)

The AP Art and Design course presents an inquiry based approach about art making and design. Students begin the course learning about how to approach and express an opinion about their question, through their art making skills. Students will learn to do this by developing a Sustained Investigation of 15 to 20 art pieces that reveal their inquiry.

The course framework is very similar to what you would find at a first year studio class at many Art and Design post-secondary institutions. Therefore, strong, analytical writing skills are also developed.

At the end of this course, students will have a grade for their transcripts and have an option to send their portfolio to the College board for a credit at their desired post-secondary institution.

This course is designed for the art student who is very skilled in art making and design. Therefore, a most recent portfolio needs to be viewed by the instructor before signing up for this course. Students interested in this course, do not have to be enrolled in the AP program.

If there are any questions, please feel free to ask the visual arts teacher.

Business

Students may receive an AVRCE Business Education Certificate by successfully completing the following courses: the 13 provincial required credit courses, Accounting 11, Bus Tec 11, Business Management 12, one from the following computer related business technology courses (Design 11, Computer Programming 12, Multimedia 12, or Film & Video 12), one other from the following group (Economics 12, Entrepreneurship 12, Political Science 12, Sociology 12 or Law 12), and one from the following community based experiences (job shadow, test drive, work experience, Co-op placement, mentorship, volunteer experience, entrepreneur venture). This Certificate Program will be contingent on course availability.

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, accounting cycle for a merchandising firm and creating your own Business Plan.

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.

Business Management 12

(Academic = 1 Credit)

Business Management 12 is an introductory course in management theory and practices. This course covers the principle concepts of management to provide students with a solid foundation for understanding key issues in the context of global competition, workforce diversity, ethical and environmental considerations, and performance. Organized around the four traditional functions of management planning, organizing, leading, and controlling, the course will reflect current trends in management and organizations. ***This course is a requirement for the AVRCE Business Education Certificate.***

Career Development 10

(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

Community Based Learning 11

(Academic = 1 Credit)

CBL encourages the expansion of learning opportunities for students by bringing the community into the school and by placing students in the community as part of their studies. Students benefit from the expertise, talent, and resources of community-based service agencies, business, citizen groups, entrepreneurs, families, industry, and organizations. They gain opportunities to apply and enhance, in real-life contexts, knowledge, skills, and attitudes acquired through their work in school.

Co-operative Education 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 pre-placement instruction, a job internship requiring 80 hours of volunteer work and weekly reflections. Students are free to choose from a variety of job placements that match their career interest based on placement availability. **Prior to registering for this course please see Mr. Duncan if interested as an interview is required.**

Economics 12

(Academic = 1 Credit)

Economics 12 is a post-secondary preparatory course that focuses on the decisions that we make as people and how those decisions affect the local, national and international economies. The course is taught from the perspective of the two branches of economics, with a 75% focus on microeconomics and 25% on macroeconomics. We study important concepts like rational decision making, opportunity cost, marginal benefit, marginal cost, scarcity, supply and demand, elasticity and pricing in the micro part of the course. In the macro section we look at cost of living, standard of living and unemployment and the business cycle. This course is intended to expand your knowledge of how the market place works and the role that you play in that dynamic. We consistently look at current events and you will be expected to be aware and give responses on important economics events or activities that are shaping our world today. Anyone seriously considering studying business at the next level is strongly encouraged to take this course as well as any other student interested in learning more about how our society works.

Entrepreneurship 12
(Academic = 1 Credit)

Note: Entrepreneurship 12 is an elective course and does not satisfy the compulsory Arts education graduation requirement.

Entrepreneurship education is fundamental to advancing the vision of a strong entrepreneurial climate. This is a student-centered course that introduces entrepreneurship as a viable career option through real-world, authentic learning opportunities. Students apply what they learn to organize, operate, and manage real-life ventures. The course is designed for students to become strong communicators with a willingness to take initiative. The main objective is for the class to take an idea and make it a reality, all while learning the obstacles and opportunities that exist in the real world. The students then take the profits of their ventures and give to a charity of their choice. This community service learning is an integral part of the course. Students also learn first-hand the grit and the resilience required to come up with a strong business venture. This is a class where the students take direct ownership of their learning and drive the direction of the course. A great course for any student.



English Language Arts

It is important that students enroll in the English course that would best meet their needs. Students presently enrolled in a Grade 9, 10 English course will receive recommendation from their English teacher indicating an English course for the following year that the student would achieve the best potential for success. This recommendation will be found on a form that will be attached to the student's registration sheet. Students or parents may contact a school administrator 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 Eng & 1 Elective

The outcomes for the English 10 Plus program are the same as those cited for the English 10 course. The most significant difference is the expectation 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.

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 personal writing 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. It 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).

**Advanced (Adv) - Designed for students who have demonstrated an exceptional degree of academic ability or achievement and for those students who have a strong interest in that area. Students will not specifically register for advanced, as students will complete the advanced course in the academic class, after a discussion with their*

corresponding teacher once the academic course has begun.

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 life.
- ⇒ 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 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. The course explores literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery,

symbolism and tone. It seeks to develop your writing skills as you express your ideas and analysis in expository, analytical, and argumentative essays. Course work is accelerated. Students meet virtually with the AP English teacher twice per week beginning in September, ending upon completion of the AP English exam in May. The AP English credit does satisfy the requirements as a third NS English credit. The AP English course is designed to have a pre-requisite of Advanced English 11 or English 11. **Recommended Prerequisite: Advanced English 11 or English 11.**

AP English Research 12 (Advanced = 1 Credit)

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **AP Seminar is a pre-requisite for AP Research 12.**

English 12: African Heritage (Academic = 1 credit)

This course addresses the full range of English 12 curriculum outcomes while encompassing the experience, study, and appreciation of language, literature, media, and communication from an African heritage perspective. It also fulfills the Grade 12 English language arts requirement for graduation. Like their counterparts enrolled in English 12, students enrolled in English 12: African Heritage will write the NSE English 12 Exam. English 12: African Heritage is to be accorded the same recognition by universities and other post-secondary institutions as English 12. English 12: African Heritage will engage students in experiencing and examining numerous literary texts, with a major focus on African Heritage, including short fiction, poetry, spoken word, and various elements of African oral traditions. Drawing on recent advances in theory and practice that have shown the important relationship between the reader, the text, and the context, English 12: African Heritage fuses text-centered and reader-centered approaches to the study of language arts and provides opportunities for both personal and critical response.

English 12: African Heritage provides a particular focus on writers and artists of African descent and their contributions. The writers, artists and their works, the history and culture depicted in and reflected by their works, and the ideas and values inherent therein can all contribute to the intellectual growth of our students and to their appreciation of African heritage. English 12: African Heritage provides opportunities for students to:

- ▷ Experience a wide range of literature from the African consciousness.
- ▷ Appreciate the richness of literature rooted in African heritage.
- ▷ Explore and reflect upon the cultural diversity represented in African heritage literature within Africa.

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, occupational opportunities with children).
- ⇒ Special Concerns in Child Development (global issues, children in crisis/child poverty, children with special needs, support services).
- ⇒ 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

(Open = 1 Credit)

Food Studies/Hospitality 12 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 explored. 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 and First Aid 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 such as understanding the clientele, facility, availability, cost, and skill.
- ⇒ Unit 7 - Food for Thought - 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.

Textile Technology 12

(Open = 1 Credit)

The Grade 12 Textile Technology course provides students with an opportunity to create unique projects such as clothing, quilts, felting, home décor and other textile artistry using a variety of construction tools. Students will study the production methods and characteristics of fibers, yarns and fabric and how they have evolved to impact today's culture. This course may be used to fulfill the technology credit from the math, science, technology requirement for high school graduation.

Food Preparation and Food Technology 10

(Open = each a half credit and together a full technology credit)

Food Preparation and Service 10 and Food Technology 10 will enable students to earn a Food Safety Certificate. Topics include safe food preparation techniques, components of meal planning, skills in providing quality client service, product presentation and an opportunity to explore careers in the food industry. Topics include investigating and analyzing the impact of food technology on the consumer and food industry, current issues related to food production and preparation and career opportunities related to food technology. Both courses include a lab component.

Arts Education

In order to graduate, 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, 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.

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.

Entrepreneurship 12 (Academic = 1 Credit)

Note: Entrepreneurship 12 is an elective course and does not satisfy the compulsory Arts education graduation requirement.

Entrepreneurship education is fundamental to advancing the vision of a strong entrepreneurial climate. This is a student-centered course that introduces entrepreneurship as a viable career option through real-world, authentic learning opportunities. Students apply what they learn to organize, operate, and manage real-life ventures. The course is designed for students to become strong communicators with a willingness to take initiative. The main objective is for the class to take an idea and make it a reality, all while learning the obstacles and opportunities that exist in the real world. The students then take the profits of their ventures and give to a charity of their choice. This community service learning is an integral part of the course. Students also learn first-hand the grit and the resilience required to come up with a strong business venture. This is a class where the students take direct ownership of their learning and drive the direction of the course. A great course for any student.

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. Visual Arts 11 satisfies the compulsory Fine Arts credit requirement for high school graduation.

Visual Arts 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 complete 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. Visual Art 12 satisfies the compulsory Fine Arts credit requirement for high school graduation.

AP 12 Art and Design

(Advanced = 1 Credit)

The AP Art and Design course presents an inquiry based approach about art making and design. Students begin the course learning about how to approach and express an opinion about their question, through their art making skills. Students will learn to do this by developing a Sustained Investigation of 15 to 20 art pieces that reveal their inquiry.

The course framework is very similar to what you would find at a first year studio class at many Art and Design post-secondary institutions. Therefore, strong, analytical writing skills are also developed.

At the end of this course, students will have a grade for their transcripts and have an option to send their portfolio to the College board for a credit at their desired post-secondary institution.

This course is designed for the art student who is very skilled in art making and design. Therefore, a most recent portfolio needs to be viewed by the instructor before signing up for this course. Students interested in this course, do not have to be enrolled in the AP program.

If there are any questions, please feel free to ask the visual arts teacher.

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 student's 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 is comprised of three 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 and 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 to 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.

Music Vocal 10

(Academic = 1 Credit)

This course is an exploration of vocal performance, vocal technique, singer / songwriting, music theory, music history and musicianship. The theory component will consist of reading music and multi-part choral scores and ear training exercises that will be used to improve musicianship. The history component will cover a span from the mediaeval period to the 20th century, with emphasis on the Baroque era. Students will gain an understanding of the mechanics of the voice and participate in class performances. Students will have the opportunity to sing in large ensembles, small ensembles, and gain exposure to many different musical styles, which include Classical, Modern (Pop Music), R&B, Jazz, and Broadway. Students will have the opportunity to write and create their own compositions, both collaboratively and individually. This course is designed for students who enjoy singing and wish to learn more about the voice.

Music Vocal 11
(Academic = 1 Credit)

This course is an exploration of vocal performance, vocal technique, singer / songwriting, music theory, music history and musicianship. The theory component will consist of note reading, identifying musical terms, sight reading and ear training. The history component will cover a span from the mediaeval period to the 20th century, with emphasis on the Romantic era. Students will gain an understanding of the mechanics of the voice and participate in class performances. Students will have the opportunity to sing in large ensembles, small ensembles, and gain exposure to many different musical styles, which include Classical, Modern (Pop Music), R&B, Jazz, and Broadway. Students will have the opportunity to write and create their own compositions, both collaboratively and individually. A strong emphasis in this course will be on part singing and working towards solo singing. There will be many opportunities for one-on-one vocal instruction.

Music Vocal 12
(Academic = 1 Credit)

This course is an exploration of vocal performance, vocal technique, singer/songwriting, music theory, music history and musicianship. The theory portion of this course will cover fluid note reading and writing, harmony and identifying musical terms. There will be a strong emphasis in this course on understanding sight reading and ear training. The history portion will look at 20th century music, including more abstract music. All students will be required to participate in all class performances and solo singing opportunities. The repertoire for this course will incorporate all musical styles, which are Classical, Modern (popular music), R&B, Jazz and Broadway. A strong emphasis in this course will be on solo singing and will involve a small recital.

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

Route	Grade 10	Grade 11	Grade 12
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. Math 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 8. Another course or study period
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. Biology 11 7. Math 10 8. Math 10	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. Math 11 8. Pre-Cal 11	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. Physics12 8. Cal 12

French Immersion Chart: Recommended Courses to Take During Grades 10, 11 and 12

Grade 10	Grade 11	Grade 12
Francais Immersion 10	Francais Immersion 11	Francais Immersion 12
Art Dramatique 10	Histoire du Canada 11	Histoire Planetiare 12
Histoire Ancienne ed Med 10	Droit 12	
Mode de Vie Actif 11		

Due to scheduling constraints, we may not be able to schedule the above recommended courses due to conflict of singleton courses (ie: Bio 12, Physics 12, Calculus 12 and Chem 12). Also, due to scheduling constraints, students may not be able to take the exact courses in the above chart in the years/grade levels listed above. It will depend on courses offered each year. This is solely a guide and not set in stone.

Français Immersion 10, Français Immersion 11 and Français Immersion 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 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. ***This course 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.

This course may be used to fulfill the required Global 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 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 (not taught as a stand-alone unit, but rather incorporated into all units).

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.

There is an advanced credit available as well. To receive the advanced credit, students must complete an additional research assignment for each unit and write a thesis paper.

Histoire Planétaire avancée 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 extra curriculum outcome must be achieved for each unit by completing an additional research assignment. Students must also write a final research paper.

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. The course will be divided into the following units:

⇒ Foundations of justice and law.

⇒ Criminal law.

⇒ Civil law.

⇒ Other areas of law (aboriginal, international, immigration, human rights, environmental, consumer, media and internet law. A study of one area of aboriginal law is compulsory and then, students may choose five other outcomes to cover).

AP French Language and Culture 12

Core 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.

Mathematics

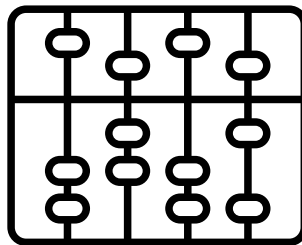
It is important that students enroll in the appropriate math course that would best meet their needs. Students presently enrolled in a Grade 9, 10 or 11 Math courses will receive a recommendation from their current teacher attached to their registration form indicating an appropriate course pathway for the following year. Students or parents may contact school administration if they have any concerns about the recommendation. **Students who entered grade 10 in September 2017 will need to have 3 Math Credits to graduate from a Nova Scotia High School. One of these 3 math credits must be at the grade 10 level, another at the grade 11 level and one at the grade 12 level.**

Students enrolling in Math courses in September of 2018 should select courses according to the following:

- ⇒ Mathematics 10 (Academic Level - 2 credits).
- ⇒ Mathematics At Work 10 (Graduation Level - 1 credit).
- ⇒ Math Essentials 10 (Graduation Level 1- credit).

- ⇒ Mathematics 11 (Academic level – 1 credit).
- ⇒ Mathematics at Work 11 (Graduation Level – 1 credit).
- ⇒ Math Essentials 11 (Graduation Level – 1 credit).
- ⇒ Pre-Calculus Mathematics 11 (Advanced Level- 1 credit).

- ⇒ Mathematics 12 (Academic Level - 1 credit).
- ⇒ Mathematics at Work 12 (Graduation Level – 1 credit).
- ⇒ Math Essentials 12 (Elective Credit - 1 credit).
- ⇒ Pre-Calculus 12 (Advanced Level – 1 credit).
- ⇒ Calculus 12 (Advanced Level – 1 credit).



Mathematics Options – Grade 10

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) It is a 2 credit course	Mathematics 11 Pre-Calculus 11	Pre-Calculus Mathematics 12 & Calculus 12
A student intending further study, (as required by many programs at universities and community colleges), take	Mathematics 10 (Academic Level) It is a 2 credit course	Mathematics 11 (Academic Level)	Mathematics 12 (Academic Level)
A student intending to go to university and college to take non-science related degrees as well as students planning to go directly into workforce, or further study not requiring the university / college preparatory courses, and who have struggled with Math take *Note: Please check with Post-Secondary Institutions.	Mathematics at Work 10 (Graduation Level)	Mathematics At Work 11 (Graduation Level)	Mathematics at Work 12 (Graduation Level)
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 10 (Graduation Level)	Mathematics Essentials 11 (Graduation Level)	Can take Math Essentials 12

Mathematics Options – Grade 12

Use this table to help in your decisions. If you are ...	Grade 12
A student intending further study involving an intensive level of mathematics, take	Pre-Calculus Mathematics 12 and Calculus 12
A student intending further study, (as required by many programs at universities and community colleges), take	Mathematics 12 (Academic Level)
A student intending to go to university and college to take non-science related degrees as well as students planning to do directly into workforce, or further study not requiring the university/college preparatory courses, and who has struggled with Math take *Note: Please check with Post-Secondary Institutions for admission requirements.	Mathematics at Work 12 (Graduation Level)
A student intending to enter the job market, or further study not requiring the university preparatory courses, AND who has struggled with Math and who has passed Mathematics Essentials 10 in grade 10 and Essentials in grade 11), take	Math Essentials 12

* Recommended Minimum Requirements for Successful Math Placement	
Math Ess 10:	Passed Grade 9 but encountered many obstacles in Math in the past.
Math at Work 10	Achieved above 50 in Grade 9 Math
Math 10:	Achieved above 75 in Grade 9 Math <u>specifically on tests and exams only.</u>

Math Ess 11:	Successfully passed Math 10 Essentials
Math at Work 11:	Achieved above 50 in Math at Work 10
Math 11:	Achieved above 70 in Math 10
Pre-Cal Math 11:	Achieved above 85 in Math 10

Math at Work 12:	Achieved above 60 in Math at work 11
Math 12:	Achieved above 60 in Math 11
Math-Essentials 12:	Successful completion of Math 11 or Mathematics at Work 11.
Pre- Cal 12:	Achieved above 70 in Math 12 or above 85 in Math 11
Calculus 12	Achieve about 70 in Pre Cal 12

Mathematics 10

(Academic = 2 Credits)

This course will be presented as a 220 hour two, credit course. This will mean that students will have mathematics class every day for their grade 10 year. Mathematics 10 is an academic high school mathematics course which is a pre-requisite for all other academic and advanced mathematics courses. Students who select Mathematics 10 should have a solid understanding of mathematics from their junior high years.

There are two typical pathways for students who successfully complete Mathematics 10.

⇒ For those students intending to follow the academic pathway, Mathematics 10 will be followed by Mathematics 11 and then Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus).

⇒ For those students intending to follow the advanced pathway, Mathematics 10 will be followed by Mathematics 11, then Pre-Calculus 11 and Pre-Calculus 12 (in Grade 12).

Alternatively, students who successfully complete Mathematics 10 may choose to select a graduation credit in grade 11. Students in Mathematics 10 will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

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 at Work 10

(Graduation = 1 Credit)

Academic credit, but not for University Degrees that require a math focus.

This course will be presented as a 110 hour, course. Mathematics at Work 10 is an introductory high school mathematics course which demonstrates the application and importance of key math skills. The new Mathematics at Work courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into programs of study that do not require academic mathematics or for skills necessary for direct entry into the work force.

The typical pathway for students who successfully complete Mathematics at Work 10 is Mathematics at Work 11 followed by Mathematics at Work 12. Some students who complete Mathematics at Work 10 may choose to take Mathematics Essentials 11 followed by Mathematics for the Workplace 12.

Students in Mathematics at Work 10 will explore the following topics: measurement, area, Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

This course is not acceptable for credit for University programs that require math, thus students who are not sure if they wish to attend university, technical schools etc., may wish to check with the counselor or their intended school of post-secondary study for more information. ***Prerequisite: Successful completion of Grade 9 Math and recommendation from the Math 9 teacher.***

Math Essentials 10

(Graduation = 1 Credit)

This course will be presented as a 110 hour course. Mathematics Essentials 10 is an introductory high school mathematics course designed for students who may consider entering a post-secondary programs that do not have any mathematics pre-requisites or who is not planning to pursue post-secondary study but going directly to work.

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

Students in Mathematics Essentials 10 will explore the following topics: mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

The prerequisite for Math Essentials 10 is successful completion of Mathematics Grade 9 and recommendation from the Grade 9 Math teacher. Math Essential 10 satisfies one of the two mathematics credit requirements for graduation.

The typical pathway for students who successfully complete Mathematics Essentials 10 is Mathematics Essentials 11 followed by Mathematics for the Workplace 12. 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 at Work 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.***

Mathematics 11

(Academic = 1 Credit)

Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum. Mathematics 11 is a prerequisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.

There are two typical pathways for students who successfully complete Mathematics 11:

⇒ For those students intending to follow the academic pathway, Mathematics 11 will be followed Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require an academic or Pre-Calculus mathematics credit).

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

Alternatively, students who successfully complete Mathematics 11 may choose to select a graduation level course in grade 12. **Prerequisite: Successful completion of Mathematics 10 Academic.**

Pre-Calculus 11

(Advanced = 1 Credit)

This is an advanced high school mathematics course. Students who select Pre-calculus 11 should have a solid understanding of the Mathematics 11 curriculum.

Pre-calculus 11 is a prerequisite for Pre-calculus 12. These courses are to be taken consecutively, not concurrently. The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. (Courses in the Pre-calculus pathway are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.)

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

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

Mathematics at Work 11

(Graduation = 1 Credit)

This course is a continuation of the Mathematics at Work 10 course. Mathematics at Work 11 demonstrates the application and importance of key mathematical skills.

The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. (The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.)

Some students who successfully complete Mathematics at Work 11 may choose to take Mathematics for the Workplace 12.

Students in Mathematics at Work 11 will explore the following topics: measurement systems, volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and formula manipulation for various contexts. ***Mathematics at Work 11 satisfies one of the two mathematics credit requirements for high school graduation.***

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

Mathematics Essentials 11

(Graduation = 1 Credit)

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

The typical pathway for students who successfully complete Mathematics Essentials 11 is Mathematics for the Workplace 12.

Students in Mathematics Essentials 11 will explore the following topics: mental mathematics; collecting, organizing and graphing data; borrowing money, renting or buying; household budgets, investing money measuring; 2-D and 3-D design and mathematics in content areas such as science and social studies.

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

Prerequisite: Successful completion of Mathematics Essentials 10.

Mathematics at Work 12

(Graduation = 1 credit)

This course will be presented as a 110 hour course. ***Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11.*** The prerequisite for Mathematics at Work 12 must be taken and successfully completed prior to starting Mathematics at Work 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed. The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics. Mathematics at Work 12 is the third course in this pathway. Students in Mathematics at Work 12 will study the following topics: measurement and probability, measures of central tendency, scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations and trigonometry.

Mathematics Essentials 12 (formerly called Mathematics for the Workplace)

(Graduation = 1 Credit)

(This course will be presented as a 110 hour course. **Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11.** The prerequisite for Mathematics Essentials 12 must be taken and successfully completed prior to starting Mathematics Essentials 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed. The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities. This course is designed for students who either do not intend to pursue post-secondary study, or plan to enter post-secondary programs that do not have any mathematics pre-requisites. The content of this course will help students work toward improving the mathematical knowledge base needed for work directly related to the trades. This course will be modular based and project oriented. Students in Mathematics Essential 12 will do the following modules:

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

Mathematics 12

(Academic = 1 credit)

This course will be presented as a 110 hour course. **Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11.** The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed. The Mathematics pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Mathematics 12 is the third course in this pathway. Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum. Students in Mathematics 12 will study the following topics: borrowing money, investing money, set theory, logical reasoning, counting methods and probability.

Pre-calculus 12

(Advanced = 1 credit)

This course will be presented as a 110 hour course. **Prerequisite: Successful completion of Pre-calculus 11.** Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed. The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum. Students in Pre-calculus 12 will study the following topics: transformations, radical functions, polynomial functions, trigonometry, exponential and logarithmic functions, rational functions, function operations, permutations, combinations and the binomial theorem.

Calculus 12

(Advanced = 1 credit)

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 their teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. AP Calculus is designed to have a prerequisite of Math 11 and Pre-Calculus 11. Students will usually take Pre-Calculus and AP Calculus together in their grade 12 year. Two topics (sinusoidal functions and logs) will be covered asynchronously at an introductory level over the summer to have students prepared for this process.

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 their teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. **AP Calculus is designed to have a prerequisite of Math 11 and Pre-Calculus 11 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 four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership. ***This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.***

Fitness Leadership 11

(Open = 1 Credit)

This course is designed to give students a global perspective of the culture of fitness and develop the understanding of how to play games with a focus on strategy and understanding. Classes will range from performing various workouts including cardiovascular, muscular strength, power, endurance, plyometric and cross training to the study of the human body and how it moves, grows, is fueled and is healed. You will learn how to create and lead short warmups to developing full fitness programs. Students of various fitness levels will be challenged. Part of the course is based on the Nova Scotia Fitness Association (NSFA) Youth Leadership Program which will have student lead fitness classes for various age and ability levels. You will also participate and develop a number of skills, in-game strategies and techniques used in a variety of traditional and non-traditional sports, at the same time as developing important life skills that can be applied to the world outside of sports and fitness.

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 student's 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.***

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.***

Science

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:

P Sustainability of ecosystems.

P Chemical reactions.

P Weather dynamics.

P 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 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, 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. Specific

topics of study include (but are not limited to): the history of agriculture, plant anatomy and physiology, supply and demand, biotechnology, crop production, pest control, soil, and sustainability (a common theme throughout the course). ***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 in-depth 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 hands-on activities, discussions, labs, and case studies. This course is recommended for students interested in biology, university sciences, planning a career in the Health Professions, or is just interested in learning about the science of life.

PLEASE NOTE: Biology 11 and Human Biology 11 are listed as the same credit and cannot be counted twice towards graduation requirements. Students considering taking a biology pathway in University are encouraged to take Biology 11.

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.
- ⇒ The Skeletal System.
- ⇒ The Muscular System.
- ⇒ Cardiovascular Health.
- ⇒ Healthy lungs - healthy breathing.
- ⇒ The Excretory System.
- ⇒ The Nervous System: In control and out of control.
- ⇒ Reproductive Genetics.

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

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 interested in biology, university sciences, planning a career in the Health Professions, or who enjoyed Biology 11.

AP Biology 12

(Advanced= 1 Credit)

AP Biology is designed to offer students a solid foundation in introductory-level biology. In this course, you will be held to high expectations and mature responsibilities just like a university freshman taking Intro Biology. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. This course will emphasize how scientists use their observations and readings to ask questions that can lead to new experiments. These experiments build on the work of others and eventually lead to additional evidence on different topics. This investigative process will be used throughout this AP Biology course. It is important for students to become excited with discovery as they ask and answer their own questions about natural/biological phenomena that they see, read about, or experience in the laboratory and field. *There is an in-house option for this course at NKEC as well as a virtual option through the AVRCE. With the virtual program, students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Biology exam in May. Also, students will be required to travel to the lab site for two full day labs along with four-five after-school (2:00-5:00) labs.

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.

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 Placement Chemistry 12 (Virtual)

(Advanced = 1 Credit)

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first university year. For some students, AP Chemistry enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Students who take AP Chemistry will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent university courses. Students meet with their instructor twice a week from the beginning of September to May in a synchronous online environment to examine the main concepts from each unit of study. Many resources (notes, videos, worksheet answer keys, etc.) are provided weekly to help students be successful! The AP Chemistry course requires the completion of laboratories. Students will travel to the lab site for two full day and three half-day laboratory sessions that will include engagement in a variety of hands-on inquiry-based experiments and chemistry demonstrations. **Recommended Prerequisite:** Students have successfully completed Advanced Chemistry 11 or Chemistry 11 and Math 11 and a co-requisite of Math 12.

AP Environmental Science 12

(Advanced = 1 Credit)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving and/or preventing them. Students will learn about the natural world through hands on, laboratory investigations and observations and use field work to study both human-made and natural environmental problems in our local ecosystem. The course will cover seven main topics, these include: Earth Systems & Resources, The Living World, Populations, Land & Water Use, Energy Resources & Consumption, Pollution, and Global Change.

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 recognition of the important role of every Canadian in oceans management. Students will have the opportunity to

work on hands on activities in class, as well as a field trip to a rocky shore beach to apply the knowledge of concepts covered in class. ***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 and one-dimensional collisions.
- ⇒ Unit 5: Simple harmonic motion, waves, light and sound.

Students should consider enrolling in Physics 11 only after completing Math 10 and beginning Math 11.

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.

Advanced 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

As world citizens, students should not only be aware of events and decisions that influence their lives, but also be able to understand why and how these events and decisions have come to be. It is hoped that by developing specific pathways according to student interest, maximum success will be achieved in whichever compulsory Global credit is chosen at the grade twelve level.

Geography Pathway

Grade level	Course Selection Recommended
11	Geography 11 – Canadian Geography Canadian History 11, African Canadian Studies 11, Mi'kmaw Studies 11 – compulsory Canadian credit.
12	Global Geography 12 – compulsory Global credit

History Pathway

Grade level	Course Selection Recommended
11	Mi'Kmaq Studies
11	History 11 – European History Canadian History 11, African Canadian Studies 11, Mi'kmaw Studies 11 – compulsory Canadian credit.
12	Global History 12 – compulsory Global credit

Political Science Pathway

Grade level	Course Selection Recommended
11	There is currently no grade 10 level course directly related to politics. The Mi'kmaw Studies course fits this pathway well as it deals with Mi'kmaw history, culture and politics and it would fulfill the compulsory Canadian History credit.
11	Political Science 12 – Introduction to politics, governments and ideologies. It would also include the study of Canada's political system. This course would serve as part one of the foundation for Global Politics 12. Canadian History 11, African Canadian Studies 11 – not compulsory at this level if Mi'kmaw Studies 11 is taken.
12	Global Politics 12 – compulsory Global credit.

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 A great deal of content is covered in African Canadian Studies 11; it is an academic course that will appeal to learners of all ethnic and racial backgrounds.

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

Students who are planning to take Global Geography in grade 12 are encouraged take this course.

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? Major units of study include:

- ⇒ Canada in Spatial Terms
- ⇒ Canadian Ecumene (populations)
- ⇒ Patterns of Development
- ⇒ Regional Development
- ⇒ Rural-Urban Land Use
- ⇒ Global Links
- ⇒ Geography of Risk

Students who are planning to take Global Geography in grade 12 are encouraged take this course.

Global Geography 12

(Academic = 1 Credit)

Global Geography 12 is one of three courses which meet the global studies requirement for high school graduation. It is the study of world issues and problems from the perspectives of interdependence, interconnectedness and what it means to live in a global village; how we affect the world and how the world affects us. Geographers answer the questions "Where is it? Why is it there? What are the consequences of it being there?" Major units of study include:

- ⇒ Unit1: The Global Geographer (geographical thinking, maps & projections, North/South Gap)
- ⇒ Unit 2: Planet Earth (parameters for life, tectonics, ecosystems, natural & human hazards & disasters)
- ⇒ Unit 3: Population (distribution & density, statistics & models, population management)

- ⇒ Unit 4: Resources & Commodities (natural & human resources, production, consumption, globalization of markets)
- ⇒ Unit 5: Urbanization: (rural-urban migration, stages of growth, composition of cities, models, mega-cities)
- ⇒ Unit 6: Culture & Politics: (cultural distribution, cultural & the environment, political systems)
- ⇒ Unit 7: Independent Study

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 and 11 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 Placement Human Geography

(Advanced = 1 credit)

The 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. The AP Human Geography credit does satisfy the global studies requirements for Nova Scotia graduation. Having some Geography background will be an asset but not required. Having a strong academic background, being self-motivated, outgoing and comfortable with completing work independently are ingredients for successful learning in the course.

Mi'kmaw Studies 11

(Academic = 1 Credit)

The primary objective of the Mi'kmaw Studies course is to assist and encourage students to develop a better understanding and appreciation of Mi'kmaq culture. The main focus of this course will be to examine contemporary Mi'kmaq issues and different aspects of Mi'kmaq culture to gain a greater insight. The course incorporates an inquiry-based approach and considers broad concepts such as governance, culture, education, spirituality, and social justice. Students analyze historical and current Mi'kmaw issues, which will enable them to achieve a greater understanding of and respect for both Mi'kmaw society and Mi'kmaw contributions to Canadian society. Mi'kmaw Studies 11 is an eligible credit for the Canadian history graduation requirement.

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

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.

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.

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 who plan 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

(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 injustices, human rights, property rights, promises and agreements, business relations, family relations, and courts and trials. This course is also offered in French - 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.

Global Politics 12

(Academic = 1 Credit)

Global Politics explores a cross-section of global political issues through a critical inquiry process. Global Politics 12 is organized into five units:

- ⇒ The Global Citizen Introduction: to a wide variety of important issues concerning global politics.
- ⇒ The Canadian Political System: Asks intriguing questions about how the Canadian systems work, how it does not and what needs to change.
- ⇒ Comparative Politics. Now that there is an understanding of the world systems, compare and contrast how they work.
- ⇒ International Relations.
- ⇒ The last final unit investigates global organizations who work with international governments such as the United Nations and see how they interact and how effective they are or are not.

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

AP Psychology 12

(Academic = 1 Credit)

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice

Psychology 12

(Academic = 1 Credit)

The purpose of this course is to expose students to a variety of theoretical models of psychology and facilitate 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, students 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:

- ⇒ **Bias** – Identifying bias and its application to social issues.
- ⇒ **5 Theoretical Perspectives** – Definitions and applications to social issues.
- ⇒ **Types of Research Methods** – Steps to doing Sociological Research.
- ⇒ **Socialization** – 9 Agents of Socialization.
- ⇒ **Gender and Sexual Identity** – Issues associated with this topic.
- ⇒ **Poverty and Homelessness** – Sociological Impacts.
- ⇒ **Education** – Examining Education in the 21st Century (meeting the needs of students).
- ⇒ **Conformity** – “What influences people to conform?”

Economics 12

(Academic = 1 Credit)

Economics 12 is a post-secondary preparatory course that focuses on the decisions that we make as people and how those decisions affect the local, national and international economies. The course is taught from the perspective of the two branches of economics, with a 75% focus on microeconomics and 25% on macroeconomics. We study important concepts like rational decision making, opportunity cost, marginal benefit, marginal cost, scarcity, supply and demand, elasticity and pricing in the micro part of the course. In the macro section we look at cost of living, standard of living and unemployment and the business cycle. This course is intended to expand your knowledge of how the marketplace works and the role that you play in that dynamic. We consistently look at current events and you will be expected to be aware and give responses on important economics events or activities that are shaping our world today. Anyone seriously considering studying business at the next level is strongly encouraged to take this course as well as any other student interested in learning more about how our society works.

Global Politics 12

(Academic = 1 Credit)

Global Politics explores a cross-section of global political issues through a critical inquiry process. Global Politics 12 is organized into five units:

- ⇒ The Global Citizen Introduction: to a wide variety of important issues concerning global politics.
- ⇒ The Canadian Political System: Asks intriguing questions about how the Canadian systems work, how it does not and what needs to change.
- ⇒ Comparative Politics. Now that there is an understanding of the world systems, compare and contrast how they work.
- ⇒ International Relations.
- ⇒ The last final unit investigates global organizations who work with international governments such as the United Nations and see how they interact and how effective they are or are not.

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

AP Psychology 12

(Academic = 1 Credit)

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice

Psychology 12

(Academic = 1 Credit)

The purpose of this course is to expose students to a variety of theoretical models of psychology, and facilitate 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, students 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:

- ⇒ **Bias** – Identifying bias and its application to social issues.
- ⇒ **5 Theoretical Perspectives** – Definitions and applications to social issues.
- ⇒ **Types of Research Methods** – Steps to doing Sociological Research.
- ⇒ **Socialization** – 9 Agents of Socialization.
- ⇒ **Gender and Sexual Identity** – Issues associated with this topic.
- ⇒ **Poverty and Homelessness** – Sociological Impacts.
- ⇒ **Education** – Examining Education in the 21st Century (meeting the needs of students).
- ⇒ **Conformity** – “What influences people to conform?”

Economics 12

(Academic = 1 Credit)

Economics 12 is a post-secondary preparatory course that focuses on the decisions that we make as people and how those decisions affect the local, national and international economies. The course is taught from the perspective of the two branches of economics, with a 75% focus on microeconomics and 25% on macroeconomics. We study important concepts like rational decision making, opportunity cost, marginal benefit, marginal cost, scarcity, supply and demand, elasticity and pricing in the micro part of the course. In the macro section we look at cost of living, standard of living and unemployment and the business cycle. This course is intended to expand your knowledge of how the market place works and the role that you play in that dynamic. We consistently look at current events and you will be expected to be aware and give responses on important economics events or activities that are shaping our world today. Anyone seriously considering studying business at the next level is strongly encouraged to take this course as well as any other student interested in learning more about how our society works.



Technology Education

Communication Technology 12

(Open= 1 Credit)

Welcome to the world of Broadcasting! If you've ever been interested in how the live media you consume is created, this is the course for you. We'll be covering many topics including: live video production, live audio production, audio creation, and video graphic creation. You'll be getting hands on as part of NKEC's live production team with events such as: Titan athletics, Graduation, Remembrance Day, NKEC Radio, NKEC News support crew, etc. We will also be working with industry professionals to get current support in making sure the skills you learn will prepare you for the industry today.

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 story home. Proper building techniques will be discussed and demonstrated throughout the project.

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

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 effects on society. Modules of study include: Introduction to Technology (mandatory), Green Technology, Media Design Technology, Control Technology, Engineering Systems Technology and Exploring Trades Technology.

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

Skilled Trades 10

(Academic = 1 Credit)

Skilled Trades 10 will engage students in an investigation into the skilled trades, the impact they have on society and the opportunities that exist for those who pursue a livelihood by working as skilled trades-persons. In addition, Skilled Trades 10 will offer students multiple opportunities to experience the rewards that come from "hands-on, minds on" learning. A person choosing to work in the skilled trades will have to be familiar with, and able to competently use, a range of tools. These skills include, but are not limited to, the selection of appropriate tools, manual dexterity, well developed hand-eye co-ordination, and balance.

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. This unique course offered via Cisco Systems allows students to work both with their classroom teacher and the NetAcademy online learning environment to obtain a certificate for their knowledge of home and small business networking. This course is very independently driven using the online learning environment. The content of the course is very practical and technical in nature. Students will learn, in detail, about networking protocols, IP addressing schemes, and how data moves through networks. There will be virtual labs, physical labs, online tests, and a final online exam. Depending on score on the final exam, students may obtain a certificate or a signed letter of acknowledgement from Cisco Systems. ***This course may be used to fulfill the technology credit from the math, science, technology requirement for high school graduation.***

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 student's 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. ***This course may be used to fulfill the technology credit from the math, science, technology requirement for high school graduation.***

Energy, Power and Transportation 11

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

AP Computer Science 12

(Academic = 1 Credit)

APCSA is a Computer Science course that focuses on introducing students to computer programming using the Java programming language. The course will consist of labs, tests, and assignments. This course will help prepare you for entry into a university or college program in Computer Science or a similar field. No prior programming knowledge is required to take this course, however, the learning curve is steep, so be prepared to step up to the challenge from day one. Students who have previously completed Computer Programming 12 will be in a comfortable position entering into this course. The core concepts of this course conclude with the College Board examination in May.

With each year, more and more universities are requiring students to have computer science experience. Why not put your skills to the test without worrying about tuition fees? Software developers are in demand all over the world, so take the first step towards a career in the world of tomorrow.

Computer Programming 12

(Academic = 1 Credit)

Computer Programming 12 is a great introduction to the field computer science. Students will be challenged with learning the Python programming language while developing the critical and logical thinking skills necessary to program. Students will then apply their knowledge of programming concepts to the physical world by programming Arduino electronics boards to perform real world tasks. This course will open the door to a possible career in computer science, one of the most in-demand careers out there. No previous experience or skills with programming is necessary. ***This course may be used to fulfill the technology credit from the math, science, technology requirement for high school graduation.***

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

Housing & Design 12

(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 and 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 and 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 provides students with the opportunity to expose themselves to a large variety of technological mediums. The class works together on one theoretical unit studying the theory of media and then students break off on their own. Students will get to choose eight modules they wish to complete for the course. A few example modules are: Adobe Photoshop, 3D Printing, Music Radio Show, Computer Programming, Photoshop Animation, Photography, Promotional Video. This course does not require prior knowledge of any of the technologies and will push you to become an independent and adaptable learner. This course is a lot of fun, and very practical at preparing you for the ever changing world of technology you'll face as you enter the workforce. ***This course may be used to fulfill the technology credit from the math, science, technology requirement for high school graduation.***

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

Textile Technology 12

(Open = 1 Credit)

The Grade 12 Textile Technology course provides students with an opportunity to create unique projects such as clothing, quilts, felting, home décor and other textile artistry using a variety of construction tools. Students will study the production methods and characteristics of fibers, yarns and fabric and how they have evolved to impact today's culture. ***This course may be used to fulfill the technology credit from the math, science, technology requirement for high school graduation.***

A

Accounting 11 · 23
Advanced English 11 · 27
Advanced English 12 · 28
Advanced Global Geography 12 · 60
Advanced Global History 12 · 62
Advanced Physics 11 · 57
Advanced Physics 12 · 57
Advanced Placement Calculus 12 (Virtual) · 50
Advanced Placement Chemistry 12 · 56
Advanced Placement English Literature and Composition
12 · 28
Advanced Placement Human Geography · 60
African Canadian Studies 11 · 58
Agriculture/Agrifood 11 · 53
AP 12 Art and Design · 21, 33
AP Biology 12 · 18, 55
AP Calculus 12 · 18
AP Chemistry 12 · 19
AP Computer Science 12 · 19, 68
AP English Literature and Composition 12 · 19
AP English Research 12 · 20, 29
AP Environmental Science 12 · 20, 56
AP French Language and Culture 12 · 21
AP Human Geography 12 · 20
AP Music Theory 12 · 21
AP Psychology 12 · 20, 63, 64
AP Seminar 12 · 20
Applied Networking Technology 11 · 67
Arts Dramatiques 10 · 38

B

Biology 11 · 54
Biology 12 · 54
Business · 23
Business Management 12 · 23
Business Technology 11 · 23, 67

C

Calculus 12 · 50
Canadian Families 12 · 30
Canadian History 11 · 60
Career Development 10 · 23

Chemistry 11 · 55
Chemistry 12 · 55
Child Studies 11 · 30
Communication Technology 12 · 66
Community Based Learning 11 · 24
Computer Programming 12 · 68
Construction Technology 10 · 66
Co-operative Education 12 · 24
Core French 10 · 41
Core French 11 · 41
Core French 12 · 41

D

Dance 11 · 33, 51
Design 11 · 67
Drama 10 · 33
Drama 11 · 34
Drama 12 Theatre Arts · 34
Droit 12 · 40

E

Economics 12 · 24, 64, 65
Energy, Power and Transportation 11 · 67
English 10 · 26
English 10 Plus · 26
English 10S with Support · 26
English 11 & English 12 · 27
English 12: African Heritage · 29
English Communications 11 & English Communications 12
· 28
Entrepreneurship 12 · 25, 32
Exploring Technology 10 · 66

F

Film and Video Production 12 · 68
Fitness Leadership 11 · 51
Food Preparation and Food Technology 10 · 31
Food Studies/Hospitality 12 · 30
Français Immersion 10, Français Immersion 11 and
Français Immersion 12 · 38
French Immersion · 37

G

Geography 11 · 59
Global Geography 12 · 59
Global Politics 12 · 63, 64

H

Histoire Ancienne et Med 10 · 39
Histoire du Canada 11 · 39, 61
Histoire Planétaire 12 · 39
Histoire Planétaire avancée 12 · 40
History 11 (European) · 61
Housing & Design 12 · 68
Human Biology 11 · 54

L

Law 12 · 62

M

Math Essentials 10 · 46
Mathematics 10 · 45
Mathematics 11 · 47
Mathematics 12 · 49
Mathematics at Work 10 · 45
Mathematics at Work 11 · 47
Mathematics at Work 12 · 48
Mathematics Essentials 11 · 48
Mathematics Essentials 12 (formerly called Mathematics for the Workplace) · 49
Mathematics Options – Grade 10 · 43
Mathematics Options – Grade 12 · 43
Mi'kmaw Studies 11 · 60
Mode de vie Actif 11 · 40
Multimedia 12 · 69
Music 10 · 35
Music 11 · 35
Music 12 · 36
Music Vocal 10 · 36

Music Vocal 11 · 36

Music Vocal 12 · 37

O

Oceans 11 · 56

P

Physical Education 10 · 51
Physical Education 12 · 52
Physics 11 · 57
Physics 12 · 57
Political Science 12 · 62
Pre-Calculus 11 · 47
Pre-calculus 12 · 49
Production Technology 12 · 69
Psychology 12 · 63, 64

S

Science 10 · 53
Science 10S ACAD with Support · 53
Skilled Trades 10 · 66
Sociology 12 · 63, 65

T

Textile Technology 12 · 31, 69

V

Visual Arts 10 · 32
Visual Arts 11 · 32
Visual Arts 12 · 32

Y

Yoga 11 · 51