

# ENGLISH COURSES

## **English 10 (Academic)**

This course seeks to provide a balance of learning experiences for all students in reading and writing and oral communication. The study of literature focuses on reading and informed response to the selections. A variety of titles, genres, and levels of difficulty will be provided. Students will contribute to decisions about the literature they study in their Independent Reading and in other ways.

Writing is viewed not only as a creative act, but also as a learning process to clarify, organize, and express complex ideas. Writing and creative skills are developed through Writing Workshops where multi-genre writing will be practiced. There is an emphasis of the impact of electronic media on 21st century learners for both information and communication. Students are encouraged to have reading and writing goals and to assume responsibility for their learning, to take risks, and to reflect upon their growth.

Students with strong language arts skills will have the opportunity to show greater individual initiative, critical judgement, and independence, to select more challenging materials and projects. All students will practice employing creative, logical, and critical thinking skills. Assessment of learning will take place to identify areas for growth and will be measured through demonstration by students of English Language Arts outcomes.

Students will write a provincial exam at the end of this course.

## **English 10 O2 (Academic)**

This course is designed for O2 students, and like English 10, it seeks to provide a balance of learning experiences for all students in reading and writing and oral communication. The study of literature focuses on reading and informed response to the selections. A variety of titles, genres, and levels of difficulty will be provided. Students will contribute to decisions about the literature they study in their Independent Reading and in other ways.

Writing is viewed not only as a creative act, but also as a learning process to clarify, organize, and express complex ideas. Writing and creative skills are developed through Writing Workshops where multi-genre writing will be practiced. There is an emphasis of the impact of electronic media on 21st century learners for both information and communication. Students are encouraged to have reading and writing goals and to assume responsibility for their learning, to take risks, and to reflect upon their growth.

Students with strong language arts skills will have the opportunity to show greater individual initiative, critical judgement, and independence, to select more challenging materials and projects. All students will practice employing creative, logical, and critical thinking skills. Assessment of learning will take place to identify areas for growth and will be measured through demonstration by students of English Language Arts outcomes.

Students will write a provincial exam at the end of this course.

### **English 11 (Academic)**

In this course, students extend and refine the communication skills acquired in English 10. Students examine, on a critical level, a variety of literary and media forms. Literary forms from a variety of periods and writing for many purposes will be examined and responded to in discussion, presentation and written assignments. Students will develop writing skills and speaking skills for several purposes, including creative self-expression, expression of opinion, formal communication of information and of ideas.

Vocabulary and usage skills will be developed through continued writing workshops and group activities. Students will explore and develop a critical understanding of media and its influence on our complex society. Individual study and research will be balanced with group activities.

### **Advanced English 11 (Advanced)**

Advanced English 11 is designed to meet the needs of learners who are interested in an in-depth study of English Language Arts by providing a challenging curriculum to self-motivated students with a passion for language and literature. It is designed to deepen and broaden knowledge in English Language Arts, as well as foster initiative, risk-taking, independence, and responsibility.

Advanced English is characterized by additional content and outcomes that extend and expand learning. Experiences include in-depth treatment of selected topics, independent learning and reflection, extended research projects and collaborative learning activities. It is characterized by a broad range of learning activities including performance, fiction writing, independent and collaborative reading, cultural and critical literacy, and other enriched activities. Students are expected to be avid readers, display intellectual curiosity, demonstrate a focused and determined work ethic, set high standards for achievement, and have a willingness to work independently and collaboratively.

### **English Communications 11 (Graduation)**

This course introduces students to a variety of genres of literature in order to encourage the further development of their reading skills. Forms include short and long fiction, non-fiction, plays, media, poetry, and video. Students are expected to communicate effectively both orally and in writing about the literature they have studied and about their own experiences.

Writing and creative skills will continue to be developed through writing workshops. Students will enhance their communication skills and recognize the relevance of success in school to success in the work place. Students are expected to develop an appreciation for the diverse uses of their language, building on the skills acquired in English 10.

### **English 12 (Academic)**

This course is a continuation of the three strands of speaking and listening, reading and viewing, and writing and other ways of representing explored in English 10 and English 11. English 12 is designed to continue the study of literature and the close reading of texts while focusing more attention on the style of literature studied as well as the development of a student's own writing style. Students are expected to achieve proficiency in the analysis and

appreciation of various genres and in understanding the possibility of multiple readings of any particular text. Students are given increased opportunities to demonstrate their ability as thoughtful, critical reader/viewers of literary and other texts. Effective argument is emphasized in both speech and writing.

### **English Communications 12 (Graduation)**

Students will build on the skills developed in ECM 11. This course stresses practical skills in written and spoken English as well as strongly emphasizing the ability of the individual to evaluate their relationship to our information environment. Topics of study throughout the course include media, business documents such as brochures, reports, applications, and resumes, and literary forms such as novels, plays, short stories, and poetry. Students will be given opportunities to use writing to inform, to persuade, to explain, and to entertain. Classroom activities stress group work.

This course is intended for students who plan to go either immediately into the work force or to pursue vocational/technical training at a community college. Therefore, a portion of the course will be career/job skill-oriented.

### **AP English 12 (Advanced)**

AP English is open to all students and is designed for university bound students who would like to gain a university credit as well as a grade 12 English credit. AP English is designed to be a challenging, engaging exploration of literature as art. In this AP English Literature course we will be analyzing literature from the point of view of the writer as well as of the reader to determine how the literature affects its readers and in what ways. Through critical reading, discussion, and written analysis of plays, novels, and poetry from various literary periods and perspectives, students will develop the reading, thinking, and composition skills necessary for success in university coursework and on the AP examination in English Literature.

We will "measure" literature against the history of philosophy to understand how literature fits into its own time as well as in all time. We will ask questions such as "what is art?" and try to determine the qualities of the great works of literature and what is necessary for these pieces to stand the test of time. In addition, our literary analysis will look at style and structure and a writer's diction, imagery, use of detail, language and syntax and to what effect. Vocabulary study is important. Writing well about literature is a key component of the class. Students will keep a writing log over the course of the year to document their improvement and to engage themselves in thinking about their writing. Students carry considerable intellectual responsibility for course preparation. This is a joint venture between the students and the teacher; student participation is essential to understanding, growth and refinement of ideas.

## **Advanced English 12 (Advanced)**

Advanced English 12 is designed to meet the needs of learners who are interested in an in-depth study of English Language Arts by providing a challenging curriculum to self-motivated students with a passion for language and literature. It is designed to deepen and broaden knowledge in English Language Arts, as well as foster initiative, risk-taking, independence, and responsibility. This course is similar in focus to Advanced English 11, although a student does not need to have taken Advanced English 11 to be successful in this course. For students choosing between English 12 AP and Advanced English 12, you should note that the focus of Advanced English 12 allows greater opportunity to create original literary works such as short fiction, poetry, screenplays, and other texts, than English 12 AP which focuses more on literary analysis than creation.

Advanced English is characterized by additional content and outcomes that extend and expand learning. Experiences include in-depth treatment of selected topics, independent learning and reflection, extended research projects and collaborative learning activities. It is characterized by a broad range of learning activities including performance, fiction writing, independent and collaborative reading, cultural and critical literacy, and other enriched activities.

Students are expected to be avid readers, display intellectual curiosity, demonstrate a focused and determined work ethic, set high standards for achievement, and have a willingness to work independently and collaboratively.

## **English 12: African Heritage Literature (Academic)**

This course will engage students in a critical and analytical response to numerous literary texts, with a major focus on African Heritage, including: short fiction, the novel, poetry, spoken word, and various elements of African oral traditions. African Heritage Literature provides opportunities for students to experience a wide range of literature from the African consciousness and to explore and reflect upon the cultural diversity represented. Students are given increased opportunities to demonstrate their ability as thoughtful, critical readers/viewers of literary and other texts. Students will continue to develop written and oral fluency through a wide variety of assignments, which will enable them to communicate confidently and effectively.

This course meets the Grade 12 English Language Arts requirement for graduation.

# MATH COURSES

## **Math 10 (Academic, 2 credits: 1 math and 1 technology)**

This course will be presented as a 220-hour 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. This means that students would have demonstrated satisfactory achievement of learning outcomes in grade 9 mathematics.

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

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 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.

Alternatively, students who successfully complete Mathematics 10 may choose to select a graduation credit in gr 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.

## **Mathématiques 10 (Académique et 2 crédits: 1 math + 1 technologie)**

This course is presented as a 220-hour 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. This means that students would have demonstrated satisfactory achievement of learning outcomes in grade 9 mathematics.

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.

Student who successfully complete this course will receive 2 French Immersion credits.

For more information, see course description in English (Math 10)

**Math At Work 10 (Graduation, 1 credit)** 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 direct entry into the work force or for entry into programs of study that do not require academic mathematics.

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 successfully 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.

**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 do not intend to pursue post-secondary study or who plan to enter programs that do not have any mathematics pre-requisites.

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.

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

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.

**Math 11 (Academic, 1 credit)** This course will be presented as a 110-hour course.

**Prerequisite:** Successful completion of Mathematics 10.

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. Students in Mathematics 11 will explore the following topics:

- applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions.

### **Math 11 Extended (Academic, 2 credits)**

Math 11 extended is a full year course. It includes the outcomes from Mathematics 11 plus additional outcomes mainly in statistics and data management.

**Pre-Calculus 11 (Advanced, 1 credit)** This course will be presented as a 110-hour course.

**Prerequisite:** Successful completion of Mathematics 11.

Pre-calculus 11 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 Gr. 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.

**Math at Work 11 (Graduation, 1 credit)** This course will be presented as a 110-hour course.

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

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.

**Math Essentials 11 (Graduation, 1 credit)** This course will be presented as a 110-hour course.

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

Mathematics Essentials 11 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 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; and 2-D and 3-D design, mathematics in content areas such as science and social studies.

**Mathematics 12 (Academic, 1 credit)**

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

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

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

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

Students in Mathematics 12 will study the following topics:

- borrowing money
- investing money
- set theory

- logical reasoning
- counting methods
- probability
- polynomial functions
- exponential and logarithmic functions
- sinusoidal functions

### **Pre-Calculus Math 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                       | • rational functions                                  |
| • radical functions                     | • function operations                                 |
| • polynomial functions                  | • permutations, combinations and the binomial theorem |
| • trigonometry                          |   |
| • exponential and logarithmic functions |   |

### **Calculus 12 (Advanced, 1 credit)**

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

Prerequisite: Successful completion of Pre-calculus 12.

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

### **AP Calculus 12 (Advanced, 1 credit)**

This course is designed for the students who have shown above average aptitude, ability and interest in mathematics. It is assumed that most students in this course will be planning to study mathematics beyond secondary school. Therefore, this course is designed to provide students with the understanding of the integrated structure of mathematics and to provide a solid background for future work in this field. In addition to developing the mathematical content, which is outlined below, this course should also develop in the student a sound attitude

toward mathematics. Students should be stimulated to think mathematically and should be encouraged to develop their ability to investigate real life applications. They should be encouraged to develop and use their intuition, to transfer relationships to new situations, and to communicate their thoughts and feelings. More specifically, this course is designed to:

Help recognize and assess analytically one's environments in both physical and symbolic forms.

Help identify problems in one's environment according to one's needs; interpret them as a mathematical model and develop strategies to solve them.

Appreciate mathematics not only for its practical values but for its cultural and intrinsic values as well.

Topics include: combination, permutations, binomial theorem, limits, derivatives and integration.

AP Calculus is equivalent to a typical first semester College Calculus course. Students do best when they have an understanding of the conceptual underpinnings of calculus. Rather than making the course a long laundry list of skills that students have to memorize, we stress the "why" behind the major ideas. If students can grasp the reasons for an idea or theorem, they can usually figure out how to apply it to the problem at hand. High achievement on the Advanced Placement Exam may give the student a university level credit.

### **Math at Work 12 (Graduation, 1 credit)**

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

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

The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics. Mathematics at Work 12 is the third course in this pathway.

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

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

## **Math essentials 12**

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

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

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

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

Students in Mathematics Essential 12 will do the following modules.

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

# LANGUAGES COURSES

## **Core French 10 (Academic)**

The objectives of this course are to develop and broaden the skills required to communicate in French.

French is the language of instruction and students are expected to use French at all times. Although the emphasis will be placed on oral communication, reading and writing are an integral part of learning a language and are an essential part of the program. These communication skills will be developed through the study of various themes such as sports and physical fitness, friendships and relationships, school life and its problems.

The student will be required to make oral presentations such as role-playing and skits, write brief compositions and work in groups or with a partner. Themes appropriate to the age and interests of students will be selected.

## **Français immersion 10 (Académique)**

This course seeks to enable students to increase their ability to function in French, both orally and in the written format. Class activities will offer students the opportunity to further develop their expression and comprehension skills, as well as their communication strategies, empowering them to function both personally and socially. Participants will have the occasion to take part in conversations, present skits and dialogues, and give oral presentations (alone or with a partner). Through these activities, students will enrich their vocabulary, their fluency and learn to express opinions, feelings and concepts in French.

These activities will also assist students in developing their organisational and research skills. At the written level, students will be introduced to French Canadian authors through the reading of short stories, poetry, magazine articles and a novel, thus developing an appreciation of the French culture in Canada. Finally, participants will have the opportunity to communicate in the written format. Students will use the writing process to ameliorate their grammar, sentence structure, punctuation and written vocabulary. To function well in this course, participants have to be ready to take responsibility for their learning, to actively participate in class activities, both orally and in writing, and to use French as the language of communication.

## **Core French 11 (Academic)**

FRE 11 continues with the objectives outlined in FRE 10. This course further develops and broadens the skills required to communicate in French. Reading and writing become increasingly important in order to solidify the student's comprehension and the ability to express himself/herself.

The student will be required to make oral presentations to express his/her feelings and opinions (both in oral and written forms) in various themes such as: the future, what does it hold?; the technological age; the environment; movies and entertainment; and school dropouts.

The class will be conducted entirely in French.

### **Français immersion 11 (Academic)**

This course further develops concepts introduced in FLA 10. The emphasis will be placed on both oral and written comprehension and expression. The course is based on the communicative approach and requires students to take responsibility for their learning and to choose every opportunity available to expend their knowledge.

Themes and units presented will permit students to express opinions, preferences and feelings, as well as learn strategies to communicate in everyday life. Students will work with a variety of texts. Students will also be introduced to French culture through novels and stories.

Students are expected to take an active part in all oral activities and will be expected to give presentations to the class.

### **Français immersion 12 (Academic)**

This course further develops concepts introduced in FLA 10 and FLA 11. The emphasis will continue to be placed on both oral and written comprehension and expression. The course is based on the communicative approach and requires students to take responsibility for their learning and to choose every opportunity available to expend their knowledge.

Themes and units presented will permit students to function in everyday life in a French environment. Students will work with a variety of texts and will explore French culture through a variety of videos, songs and research.

Students are expected to take an active part in all oral activities and will be expected to give presentations to the class.

# SCIENCES COURSES

## **Science 10 (Academic)**

Science 10 is a course that sets the stage for further studies in science. All students are expected to have taken this course. The course is organized into 4 equal sections that together encompass the fundamentals of physics (students investigate the science of motion), chemistry (students investigate the science of chemical reactions), biology (students investigate the science of ecological sustainability) and earth science (students investigate what causes weather). Through individual and group assignments, projects and lab work students gain insight into ways of presenting and interpreting scientific writing and practice making predictions based on data or other types of information.

## **Biology 11 (Academic)**

Biology is the study of life and Biology 11 explores what it means to be a living thing. How are living things organized? What do living things need to do to stay alive? What do living things need to do to obtain energy to live? How are living things related to each other? How do living things live with each other? How do living things affect one another? These are all questions that students will investigate in this course through individual and group assignments, projects and lab work. This course sets the stage for further biology study at the grade 12 level.

## **Biology 11 (Advanced)**

The biology 11 advanced course is designed to set the stage for further study at the AP level in grade 12. The fundamental questions asked by this course are the same as academic biology 11 but the student is expected to be able to work more independently and be willing to delve deeper into the questions.

The material is enriched with some topics and lab activities from the Advanced Placement program that is offered at the grade 12 level. Students who take this course will receive an excellent foundation for the AP Biology 12 course but can opt to enroll in academic biology 12 if they wish.

## **Chemistry 11 (Academic)**

Chemistry is the study of how matter (the “stuff” of the universe) is organized and how it can change. What is matter made of? How is matter organized? What types of matter are there and how do they differ from one another? How is the periodic table helpful in organizing matter? How can you predict the outcome of a chemical reaction in terms of what you will get and how much? What is organic chemistry? These are all questions students will investigate through group and individual assignments, projects and lab work. There is a fair emphasis on mathematical concepts in this course and success in math 10 would be an asset.

### **Chemistry 11 (Advanced)**

This course is designed to set the stage for further advanced study in the AP Chemistry 12 course. The fundamental questions asked by this course are the same as academic chemistry 11 but the student is expected to be able to work more independently and be willing to delve deeper into the questions. Confidence in utilizing mathematics to model situations and calculate results is a real asset in this course.

The material is enriched with some topics and lab activities from the Advanced Placement program that is offered at the grade 12 level . Students who take this course will receive an excellent foundation for the AP Chemistry 12 course but can opt to enroll in academic chemistry 12 if they wish.

### **Human Biology 11 (Graduation)**

This course offers an alternative second science credit in the life sciences. This course examines the systems of the human body in a way that allows the student to gain a personal understanding of his or her own body through study of the major systems involving circulation, digestion, the nervous system , the skeleton and reproduction. Topics such as nutrition, fitness and common diseases of the body will also be explored. Emphasis is on in-class work and hand-on assignments which can include opportunities to models or use other representations to demonstrate their learning.

### **Oceans 11 (Academic)**

Oceans 11 offer students the opportunity to explore aspects of global and local oceanography and current ocean-related issues. Students will probe for the answers to such questions as; how are the World's Oceans connected to me as an individual? What Global issues affect us as a province, country and citizen of the World? Is there a career for me if I want to work in and around the Oceans? There is NO textbook for this course, therefore a fair amount of information that will be delivered so it will be very important that students keep a binder very well organized. Marks consist of in class TASK's, major assignments, labs and test and quizzes plus a formal exam at semester's end. If you are interested in the workings, plus the care and management of our biggest resource and have the self-motivation to work independently and in group settings, this is the course for you.

### **Physics 11 (Academic)**

Physics is the study of energy and how it transforms. What are the fundamental forms of energy? How can the motion of an object be predicted? What is a force and how do forces of various types affect motion? What is momentum and how can it be predicted? How can energy be represented as a wave? What is meant by doing work? How is power related to work? These are all questions that students will investigate through group and individual assignments, projects and lab work. The ideas of physics are best expressed through the language of mathematics and there is a significant emphasis on calculation and use of formulas in this course. Success in Math 10 Academic is highly recommended.

### **Physics 11 advanced (Advanced)**

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 and includes an independent study / experiment.

### **Physics 12 (Academic)**

This course is a continuation of the study of PHY 11. Students will investigate the properties of projectile motion and will continue their study of the effect of forces on motion. They will also investigate the properties of electricity and electrical circuits, the effect of gravity on objects and will explore the nature of electrical forces and charges. The relationship between electricity and magnetism will be explored and students will investigate topics in “modern physics” concerning the nature of radiation and organization of the atom. The ideas of physics are best expressed through the language of mathematics so there is considerable emphasis on the use of formulas and algebra.

### **Physics 12 advanced (Advanced)**

The content topics of Advanced Physics 12 parallel those taught in Physics 12, 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 and includes an independent study / experiment.

### **Biology 12 (Academic)**

Biology 12 focuses on questions such as what are the chemical components of living things? How does a living thing cope with changes in the external environment? How do the nervous and endocrine system work together to help a living thing cope with these changes? How do living things reproduce, develop and grow? How are traits passed from one generation to another? What is DNA and what does it do? How is DNA the “genetic code”? What are some key examples of DNA technology? How do living things evolve according to the theory of natural selection? These are all questions that students will investigate through group and individual assignments, projects and lab work. There is some emphasis on chemical concepts in this course and completion of chemistry 11 is considered as asset but is not mandatory. Successful completion of biology 11 is recommended.

### **AP Biology 12 (Advanced)**

The AP Biology program is designed to provide high school students with a first year university level course experience. The course has been extensively redesigned and features an emphasis on essential knowledge and scientific skill development associated with 4 “big ideas” in biology: Evolution and Diversity, Energy Flow in Biological Systems, Interactions Within and Between Biological Systems and Information Storage and Retrieval in Biological Systems. This new holistic approach will mean more emphasis on independent and group research as students work out the various relationships inherent in these ideas. There is a significant lab component to the course to complement in class activities. The course will appeal to those who wish to go deeper into the subject to explore the various relationships pertinent to the survival of life on earth. Students will be eligible to write the international AP

biology exam which takes place in May of each year. Success in this exam can lead to an exemption of a first level university course in biology. Completion of Biology 11 Advanced and Chemistry 11 is recommended.

### **Chemistry 12 (Academic)**

The chemistry 12 course investigates questions such as how is heat transferred in a chemical reaction? What are the properties of a solution and how does a solution form? What reactions can take place in a solution? What is the significance of chemical equilibrium? How can equilibrium be manipulated? What does it mean for a substance to be an acid or a base? How do acids and bases behave? What is an oxidation reduction reaction? How can you make a battery? Students will investigate these topics through group and individual assignments, projects and lab work. There is a significant emphasis on calculation and use of formulas in this course. Successful completion of chemistry 11 is recommended.

### **AP Chemistry 12 (Advanced)**

This course is designed to offer the experience of a first level university course in chemistry. The course has been extensively redesigned and is focused around 6 big ideas concerning chemical bonding and reactions. The course is designed to work as a continuum with Advanced Chemistry 11 so that students will have a chance to investigate all of the topics mandated by the Advanced Placement organization. The specific topics investigated in this course include heat transfer in chemical reactions, behaviour of matter in the solid, liquid and gas state, how chemical reactions occur and what affects their rates, what is meant by the concept of chemical equilibrium, how chemical reactions are affected by the laws of thermodynamics, what it means to be an acid or a base in chemistry and how these substances can react and finally an investigation of what is meant by oxidation and reduction reactions and their applications in technology. There is a significant emphasis on calculation and use of formulas in this course. Students will be eligible to write the international AP biology exam which takes place in May of each year. Success in this course can lead to an exemption in a first level university chemistry course.

### **Food Science 12 (Academic)**

This course satisfies the second science credit requirement for high school graduation. It is important to note that Food Science 12 has been designed to meet the needs of a wide range of learners. Students will investigate ideas concerning food preparation, preservation and packaging and will also investigate what makes food nutritious and how prepared food is produced and marketed. Students will investigate these ideas by actually preparing food in a kitchen environment and analysing some of the scientific aspects of food in a lab environment. Students will complete individual and group assignments and lab activities.

# SOCIAL STUDIES COURSES

## **Geography 10 (Academic)**

The aim of this Physical Geography course is to develop awareness of the processes that continue to contribute to the shaping of our physical environment both locally and internationally.

This course is designed to give students an understanding of the physical world in which they live. Students learn how the earth arrived at its present shape, as well as how to find their way around this planet.

Some topics include: mapping, Solar System, plate tectonics, Ecosystems, rocks and minerals.

## **History 10 (Academic)**

This Ancient History course is an introduction to the study of history in high school. There are two overall goals: (1) to examine and understand these events and outcomes which are considered to be "foundation stones" of Western civilization, and (2) to explore with students why the story of human experience should lead all people to respect and appreciate others, regardless of location, culture, religion, race or gender.

Topics include archaeology, human evolution, and the impact of technological progress on early human development, Cradles of Civilization, religion, Classical Greece and Rome, Sub-Saharan African Kingdoms, among others. Particular emphasis will be placed on student presentations, group activities, debates and historical research techniques.

This course is designed for those interested in history and as an introduction to students who wish to take History 11 or Global History 12.

## **Histoire 10 Immersion (Académique)**

This Ancient History course is an introduction to the study of history in high school. There are two overall goals: (1) to examine and understand these events and outcomes which are considered to be "foundation stones" of Western civilization, and (2) to explore with students why the story of human experience should lead all people to respect and appreciate others, regardless of location, culture, religion, race or gender.

Topics include archaeology, human evolution, and the impact of technological progress on early human development, Cradles of Civilization, religion, Classical Greece and Rome, Sub Saharan African Kingdoms, among others. Particular emphasis will be placed on student presentations, primary and secondary source analysis, debates and historical research techniques. This course is designed for those interested in history and as an introduction to students who wish to take History 11 or Global History 12.

This course is offered in French.

### **Mikmaw Studies 11 (Academic)**

Mi'kmaw Studies 11 is a course that serves not only to highlight the Mi'kmaw experience, but also to provide opportunities for learners to gain an understanding how they are connected to the history and culture of the First Peoples of the Maritimes. The course incorporates an inquiry-based approach and examines broad concepts such as governance, culture, justice, spirituality, and education. Students will analyse historical and contemporary Mi'kmaw issues, which enables them to achieve a greater understanding of, and respect for, both Mi'kmaw society and Mi'kmaw contributions to Canadian society.

This course fulfills the Canadian History requirement for students.

### **African Canadian Studies 11 (Academic)**

African Canadian Studies 11 presents the history and cultures of people of African descent in Canada from a mainly afrocentric perspective.

The course investigates the importance of understanding one's culture and respecting the culture of others. The course begins by examining the history and cultures of pre-European contact African civilizations. It progresses through transcontinental slavery and the migration of people of African descent, through to the pursuit of equality, political and economic empowerment. The course culminates in modern issues and events such as the relocation of the residents of Africville. A common thread throughout the course is the constant, undefeatable spirit of people of African descent.

Students should expect to participate in a highly interactive course with assessments that favour project - based learning, but also include traditional papers and assignments, performance-based activities, and other non-traditional methods of assessment. There is also an independent project that addresses some of the positive contributions of African Canadians.

This course fulfills the Canadian History requirement for students.

### **Histoire du Canada 11 Immersion (Academic)**

Canadian History 11 is organized around five continuing or persistent questions in Canada's history. These are questions of current concerns that have deep historical roots that previous generations of Canadians have had to address. Their efforts have shaped the development of Canada and its identity. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research.

Historiography and the historical method are central to this course in its examination of Canada's history from the first peoples in North America to the present. Key topics studied through these approaches include, but are not limited to: First Nations, Colonialism, Confederation, the World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

This course fulfills the Canadian History requirement for students.

### **Canadian History 11 (Academic)**

Canadian History 11 is organized around five continuing or persistent questions in Canada's history.

These are questions of current concerns that have deep historical roots that previous generations of Canadians have had to address. Their efforts have shaped the development of Canada and its identity. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance and Justice.

The sixth unit, Independent Study, engages students in a specific piece of historical research. Historiography and the historical method are central to this course in its examination of Canada's history from the first peoples in North America to the present. Key topics studied through these approaches include, but are not limited to: First Nations, Colonialism, Confederation, the World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

This course fulfills the Canadian History requirement for students.

### **Global Geography 12 (Academic)**

Global Geography satisfies the Global Studies requirement for successful completion of the high school program. It features five compulsory units based upon the standard themes and skills of the discipline of geography: The Global Geographer; The Planet Earth; Population; Resources and Commodities; Urbanization. All units explore the current state of the planet. Many current global issues are explored in this class.

### **Global Geography 12 – O2 (Academic)**

Global Geography satisfies the Global Studies requirement for successful completion of the high school program. It features five compulsory units based upon the standard themes and skills of the discipline of geography: The Global Geographer; The Planet Earth; Population; Resources and Commodities; Urbanization. All units explore the current state of the planet.

Many current global issues are explored in this class.

### **Global History 12 (Academic)**

This course may be used to satisfy the Global Studies requirement for successful completion of the senior high school program. It is comprised of five compulsory units each of which focuses upon an historical construct of the post-World War II era. The study of these units is based upon the historical method and employs political, economic, and social perspectives. The units are as follows: East-West: the Role of Super Power in Post-World War II era; North-South: Origins and Consequences and Global Economic Disparity; The pursuit of Justice; Societal and Technological Change; Acknowledging Global Independence: the Legacy of the 20th Century?

The study required by each unit will contribute to an understanding of major historical developments following 1945. The question which unifies the studies, and towards which each must contribute, is "Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?" The concept of power and the role it has played in the social, economic, and political history of the period is foundational to studying this question.

Consistent attention to the varied requirements of this comprehensive and cohesive historical study will enable students to propose reasonable answers to the questions upon which Nova Scotia's Global Studies courses are built: "How did the world arrive at its current state at the close of the 20th century?"

### **Global Politics 12 (Academic)**

This course may be used to satisfy the Global Studies requirement for successful completion of the senior high school program. Global politics 12 examines national and international political issues from a variety of perspectives. Students will learn about the responsibilities of individuals, groups and nations within the international community; analyze the way Canada conducts its relations and handles its disputes with other nations and evaluate the role nationalist and internationalist ideologies play in shaping relations among nations.

The course centers around five compulsory units central to the study of political science- 1.Concept of politics and political philosophy 2.Political systems, ideologies and values 3.Canadian political decision making institutions 4.International relations, globalization and conflict resolution 5.Global citizens- participation by individuals and groups in the national and international community.

Students should be prepared to be active participants in class discussions, debates and presentations.

### **Histoire planétaire 12 Immersion (Academic)**

This course may be used to satisfy the Global Studies requirement for successful completion of the senior high school program. It is comprised of five compulsory units each of which focuses upon an historical construct of the post World War II era. The study of these units is based upon the historical method and employs political, economic, and social perspectives.

The units are as follows: East West: the Role of Super Power in Post World War II era; North South: Origins and Consequences and Global Economic Disparity; The pursuit of Justice; Societal and Technological Change; Acknowledging Global Independence: the Legacy of the 20th Century? The study required by each unit will contribute to an understanding of major historical developments following 1945.

The question which unifies the studies, and towards which each must contribute, is "Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?" The concept of power and the role it has played in the social, economic, and political history of the period is foundational to studying this question.

Consistent attention to the varied requirements of this comprehensive and cohesive historical study will enable students to propose reasonable answers to the questions upon which Nova Scotia's Global Studies courses are built: "How did the world arrive at its current state at the close of the 20th century?"

## **Sociology 12 (Academic)**

Sociology is the study of human relations and how individuals are influenced by the society in which they live. This course will cover such areas as sociological theory, research methods, socialization, human behavior, mass media, culture, deviance, social control and current social issues. Discussion of the issues covered in this course requires a mature and respectful approach. Students will be expected to apply the knowledge they gain to real life situations. As well, students will conduct at least one major research project focusing on Canadian sociological issues. Examples include but are not limited to topics such as poverty, minority groups, family, women in society, prejudice & discrimination, crime & punishment, human rights etc.

Students will be expected to take part in both independent study and various forms of group work. Student evaluation will consist of assignments, essays tests, class discussion, seminars, research projects/presentations and a final examination. This course is of particular interest to students who enjoy reading, writing and discussion. Grade 11 students interested in taking Sociology 12 should be aware that class is a grade 12 academic course. Discussion with your guidance counsellor before selecting this course is recommended.

## **Law 12 (Academic)**

This course explores elements of Canadian law and the role of law in social, political and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyze legal issues, conduct independent research and communicate the results of their inquiries in a variety of ways.

Students should be prepared to be active participants in class discussions, debates and presentations.

## **Droit 12 Immersion (Académique)**

This course explores elements of Canadian law and the role of law in social, political and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyze legal issues, conduct independent research and communicate the results of their inquiries in a variety of ways.

Students should be prepared to be active participants in class discussions, debates and presentations.

## **Philosophy 12 (Academic)**

Philosophy is the study of life's big ideas including what is truth, justice, beauty, ethics and morality, and the meaning of life. As such it is the critical and rational examination of the most fundamental assumptions that underlie our lives. In this course we will examine a wide range of topics common to Western and Eastern thought: 1. Metaphysics—the question of reality including the nature of the meaning of life and human freedom. 2. Epistemology—deals with questions about knowledge, logic, and critical thinking. 3. Ethics—the study of values and moral decision-making and how they relate to our social and political institutions. 4. Aesthetics—the nature of art. As well, we will examine the philosophy of religion, science and education. The goal of the course is to help students become more aware of their beliefs and encourage them to reason and think critically about contemporary issues.

# TECHNOLOGY COURSES

## **Exploring technology 10 (Academic)**

This course presents students with an exciting look at technology and its development.

EXT10 is designed to provide students with an opportunity to understand technology as related to everyday life. This course retains a hands-on, experimental philosophy, while introducing students to a broad spectrum of technology, how technology works, and how it affects our lives. The course offers a wide variety of assignment and project work in many interesting areas related to technology.

24 Students will use electronic, graphic and digital communication methods throughout the course as they experience a broad range of activities. EXT10 may be used to meet one of the compulsory technology credit requirements.

## **Service Trades 10 (academic)**

Service Trades 10 engages and exposes students to the service-related trades, where a service is produced as opposed to a good. Students will explore the impact that skilled trades have on society and the opportunities that exist for those who pursue a livelihood by working as skilled tradespersons. Students will investigate career paths and learn basic food preparation and other skills needed to be successful in the service sector. Service Trades 10 may be used to meet one of the compulsory technology credit requirements.

## **Skilled Trades 10 (Academic)**

Skilled Trades 10 models the realities of working in skilled trades professions. The traditional classroom is replaced by a Skilled Trades Centre where students get an opportunity to experience the daily challenges of apprentices. The course provides a unique mixture of classroom and simulated workplace activities. Working with hand tools used by professional trades people, students complete real construction tasks and building projects. The course is divided into 4 main areas: Safety, Skilled Trades Living, Measurement and Calculation, and Tools and Materials.

Skilled Trades 10 is a limited enrolment course and may be used to meet one of the compulsory technology credit requirements.

## **Business technology 11 (Academic)**

Business Technology 11 introduces students to a range of business productivity software tools and their application. Software will include word processor, spreadsheet and desktop publishing. In this course, students develop a basic proficiency in touch keyboarding, integrate touch keyboarding skills with skills in document processing and design, create spreadsheets to manage data, apply the principles and practices of desktop publishing to design and produce documents. Business Technology 11 may be used to meet one of the compulsory technology credit requirements.

### **Communication technology 11 (Academic)**

Communications Technology is one of the biggest influences affecting our daily lives. The power to communicate intelligently and precisely is an asset personally and professionally CMT 11 is an introductory course that exposes students to a wide range of technical tools, processes, and applications related to traditional and new media.

This course will begin with an orientation to Communication Technology unit. Then through a hands-on approach, students will become involved with a wide range of technical concepts including: Digital Photography, Graphic Design, Web Publishing, and Animation. CMT11 may be used to meet one of the compulsory technology credit requirements.

### **Construction Trades 11 (Academic)**

Construction Trades 11 is a continuation of Skilled Trades 10. Students will continue to focus on skills developed in Skilled Trades 10 and will define them in a construction environment. Trades that will be examined comprise: carpenters, plumbers, electricians, painters-decorators, floor installers. Working in groups, students will develop skills necessary to work on a construction site. Based around a capstone project, each student will actively use the skills specific to each of the trades required to complete the project. Each student will frame, wire, plumb and finish a section of the project. Emphasis will be placed on communications, job-site safety, and professional trade practices. Construction trades 11 may be used to meet one of the compulsory technology credit requirements.

\*\*Successful completion of Skilled Trades 10 is a prerequisite for taking Construction Trades 11.

### **Culinary Trades 11 (academic)**

Prerequisite – Successful completion of Service Trades 10

Culinary Trades 11 continues to focus on the skills developed in Service Trades 10, in a commercial kitchen setting. Students will develop cooking, baking, food preparation and service skills needed to launch a career in the food service industry. Emphasis will be placed on career paths, communication, safety, and professional food preparation and service practices. Culinary Trades 11 may be used to meet one of the compulsory technology credit requirements.

## **Design 11 (Academic)**

Design is a branch of Visual Art. Art and Design share common techniques, processes and cultural evolution. Thus, having ART 10 is recommended however, students with a genuine interest in a career in the Visual Arts will be successful in Design 11 if they bring an open and positive attitude to the course.

Design is the practical application of visual art skills to meet specific client needs. While Design 11 involves students in using communications and information technologies to develop the necessary visual art skills to solve design problems, Design 11 is not strictly a computer course. Students conduct inquiries into design issues using a variety of traditional art media as well as computer software. Students work independently and as part of Design Teams to better reflect the world of the designer today.

Design 11 is an excellent foundation for anyone considering post-secondary study for a career in Graphic Design, Web Design, Film and Animation, Interior Design, Fashion, Industrial Design, etc. course units include: Elements & Principles of Design, Front Desk, Product & Packaging Design and Architecture. NOTE: This credit may be used as a Fine Art or a Technology credit.

## **Energy Power & Transportation 11**

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

## **Production technology 11 (Open)**

PDT 11 is an activity based, hands on course that will allow students to solve design problems by identifying a need, brainstorming, research, planning, writing a design brief, fabrication and induction.

The students will develop safe work habits; demonstrate respect for equipment, tools and peers and plan and organize effective procedures for solving problems. PDT11 may be used to meet one of the compulsory technology credit requirements.

## **Production technology 12 (Open)**

PDT 12 is an activity based course that will enable students to cycle through the construction of a model home from the design process through to the completion. The students will develop safe working habits in the lab, develop manipulation skills, and demonstrate understanding of the professional, technical and trade occupations in the industrial sectors. PDT12 may be used to meet one of the compulsory technology credit requirements.

### **Computer programming 12 (Academic)**

In Computer Programming 12 students learn how to create their own software. Using the Visual Basic.NET programming language, students create graphical computer programs for personal use or distribution over the Internet. Through the creation of games, puzzles, ciphers and RPGs, students exercise their logical thought processes and problem-solving skills. At the end of the course, each student creates a larger, more sophisticated program of their choice that demonstrates the programming skills they have acquired.

More information about the course can be found on Mr. Kiceniuks website.

Sample class programs can be viewed at the course arcade. Computer programming 12 may be used to meet one of the compulsory technology credit requirements.

### **Film and Video Production 12 (Academic)**

Film and Video Production 12 involves students in the production of several short videos.

Students work independently and as part of production teams to explore the film industry, develop skills required in the video production process and develop a critical awareness of historical and cultural aspects of film. Students work through the process of producing videos from original script development, storyboarding, to final edit.

Modules for this course include Fundamentals, Production Team Skills, Film Industry Disciplines and Careers, and Film Development and Production. Students may work towards a technology credit in Film and Video Production 12.

### **Communication Technology 12 (Academic)**

You are encouraged but not required to complete CMT11 before enrolling in CMT12.

The course will begin with an orientation to Communications Technology unit. Then, continuing with a similar emphasis as CMT11, this course will provide opportunities for students to become involved in a wider range of communications technology. Applications include Database Management, Electronic Communication, Video Production, Image Manipulation and various integrated projects. CMT12 may be used to meet one of the compulsory technology credit requirements.

### **Home Trades Technology 12 (Open)**

This course provides a wide range of experiences and learning opportunities related to the building trades. As a result of this course, students will develop some of the skills and knowledge necessary to participate in the home construction industry. Major areas of study include the Imperial Measurement System, construction systems, electrical systems, plumbing systems, business practices, environmental practices, safety, tools, and equipment. There is a math component in each unit of study. HTT12 may be used to meet one of the compulsory technology credit requirements.

# PHYSICAL EDUCATION COURSES

## **Physical education 10 (Open)**

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 predominantly 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 (4) modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

## **Physical Education 11 (Open)**

Physical Education 11 is an activity-based course designed to provide students with dynamic, physical interactions in a sport and fitness environment.

Upon completion of this course, students will be able to demonstrate a cognitive and physical understanding of basic skills, rules and principles of the course activities. Students will exhibit knowledge and proficiency in the area of personal fitness.

PHE11 students will demonstrate an awareness and understanding of theory topics and concepts related to sport and physical activity.

## **Physically Active Living 11 (Open)**

This full credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community.

Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity.

The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and additional prevention highlighting the connection between healthy living and being physically active.

## **Dance 11 (Academic)**

Dance 11 is designed for all students, with or without previous formal dance training, and builds on students experiences in dance throughout the physical education curriculum, grades primary to nine. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others.

Learning experiences in this course offer students opportunities to explore a range of dance styles with more focused work in a few genres: create and present dance 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 may also have opportunities to examine the connections between dance and other arts 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 credit requirement or the new Physical Education credit requirement beginning 2008.

## **Martial Arts 11 (Open)**

This course is designed for students to receive daily instruction in Karate and experience other aspects of martial arts and Asian culture. Students are required to complete an in-depth theory component which will cover the history of Karate and its introduction to Canada. The karate-ka (student of karate) will learn fundamental karate techniques (kihon), forms (kata), basic sparing (kumite) and language. Developing self-defence will also be a regular component of training and students will be expected to wear a gi (uniform). Through regular training, the ultimate aim of Martial Arts 11 is for students to commence a journey towards self-improvement. The training component will run in a traditional dojo manner with the possibility to train for a higher belt rank. Experience is not necessary but a minimum level of fitness is useful. This course fulfills the physical education requirement for graduation.

## **Yoga 11 (Academic)**

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

There is no pre-requisite.

### **Fitness Leadership 11 (academic)**

Fitness Leadership involves practical experience in fitness instruction to others aged 5-18. At the end of the training students have an opportunity to become certified fitness instructors through the NSFA (Nova Scotia Fitness Association) along with getting CPR/ First Aid certification. Coupled with the practical experience, the theoretical component focuses on human kinetics, exercise physiology and anatomy.

This course is an excellent base for those who wish to pursue anything pertaining to health and fitness. This course fulfills the required Physical Education credit.

### **Physical Education 12 (Open)**

Physical Education 12 is a course designed to further develop students who are and will continue to be active as participants in a wide variety of physical activities.

This course is designed for those students who have successfully completed Physical Education 11 in order to build on the skills and lessons that have already been introduced. Mature, responsible, consistent participation will be required of all students in this course. Students enrolled in Physical Education 12 should have a keen interest in participating in sport, fitness, and lifetime activities. Students will be provided many opportunities to demonstrate teaching and leadership skills throughout this course.

## OPTIONS AND OPPORTUNITIES 2 (O2) COURSES

### **Career Development 10 O2(Open)**

Career Development 10 is designed to help young people to understand and manage themselves, to manage their personal lives and resources (including financial resources), and to develop the ability to organize and shape their careers.

Students in Career Development 10 will develop their abilities to communicate, think, and deal with their feelings. They will explore realistic personal goals, assess their own abilities, and realize how these actions will affect their learning and decision-making processes. They will develop awareness of their place in the community and the value to their personal growth of giving service to the community.

The development of their abilities to think and communicate effectively and to deal with their feelings will provide students with a basis for building self-management skills and improving relationships with others. They will learn to develop their understanding of how relationships, health, careers, and resources affect their lives. Through an increased awareness of themselves, students will be able to contribute more positively to the wellbeing of others.

Career Development 10 has five modules that are closely related. Module 1: Personal Development, Module 2: Career Awareness, Module 3: Workplace Readiness, Module 4: Financial Management, and Module 5: LifeWork Portfolio

### **Community Based Learning 10 (Open)**

Community-Based Learning 10 (CBL 10) is a full credit course designed for grade 10 Options and Opportunities (O2 ) students. Students explore the opportunities that businesses and organizations in their community offer and experience through the increased understanding of their own employability skills, their personal growth opportunities, and their connection with the community. CBL 10 expands opportunities for students to learn in the community and workplace, providing credit for learning through a range of community based activities that focus on leadership, mentoring, employability skills, and personal growth.

Whereas Career Development 10 and Career Development 11 provide students with more in-depth preparation for a variety of aspects of life after high school, CBL 10 provides students with hands-on practical experiences to help them meet the readiness criteria required by Co-operative Education courses (see Community-Based Learning: A Resource for Schools). Community-Based Learning 10 clarifies students understanding of community settings, their employment and life-skills strengths and interests, as well as their learning needs. All forms of experiential learning are a valuable complement to students academic experience and preparation for the future, and Community-Based Learning 10 offers students a powerful career development tool.

## **Career Development 11 O2 (Open)**

In Career Development 11, students continue their exploration of career preparation and refine their understanding of their readiness for the world of work and personal finance.

Career Development 11 has four modules that are closely related. Module 1: Career Awareness, Module 2: Work Cultures, Module 3: Financial Management, and Module 4: LifeWork Portfolio

## **Career Development 11 O2 (Open) (1/2 credit)**

Career Development 11 builds on students' developing personal and financial awareness of

life on their own, adding to their understanding of the nature of workplaces, and focusing their attention on their own career development so that they may confidently enter a post-secondary institution or a workplace upon graduation. Career Development 11 is about clarifying students' understanding of their employment and life skills strengths as well as their learning needs.

Students in Career Development 11 develop their abilities to communicate and think reflectively. They explore realistic academic and career goals, assess their own abilities, and realize how these actions will affect their learning and decision-making processes. They will take responsibility for managing and focusing their explorations into the world of work and personal finance as they become attuned to the realities of preparing for employment.

Students exploration of work cultures develops their growing awareness of the differences in places of employment and the rights and responsibilities both employers and employees have to make the workplace a safe, healthy, and productive environment for all.

## **Workplace, Health & Safety 11 (Open) (1/2 credit)**

Workplace Health and Safety 11 also encourages students to pursue additional health and safety studies outside the school in such areas as first aid, emergency response, and WHMIS, for example, that can be added to their LifeWork Portfolios as certifications of their health and safety expertise and commitment to the prevention of incident or injury.

## **Co-op 11 O2 (Academic)**

Co-op is a method of learning that involves the co-op teacher, the student and a community placement host in a relationship where each shares responsibility for the students learning experience. Students complete a 100 hour placement in a career of choice.

The community placement is supported by a learning and evaluation plan developed jointly by the student, the Co-op Teacher and the community host. The student, parent and community host enter a contract outlining the general responsibilities of all parties. This agreement also confirms the provision of risk insurance by the school board. The student also signs a declaration of confidentiality. Transportation to and from the workplace is the students responsibility.

The Co-op Teacher monitors the work placement through conferences with the student and the students supervisor, through visits to the workplace and through student journal writing.

To date, SJA students have experienced the following career pathways:

Accounting / Automotive Service Technician / Business Management / Carpentry/Computer Technician / Cosmetology / Culinary Arts / Dept. of Justice / Dept. of Natural Resources / Digital Animation / Electrician / Glazier / Graphic Arts / Hair Design / Halifax Regional Police/ Heavy Duty Mechanics / Hospitality and Tourism / Human Resources / HVAC/ Lawyer / Licensed Practical Nursing/ Motorcycle Mechanics/ Nursing / Office Management / Paint and Autobody / Paralegal / Pharmaceutical Technician / Physiotherapy / Plumbing/ Radio Broadcasting / RCMP / Recreational Therapy/ Real Estate / Refrigeration/ Social Work / Small Appliance Repair/ SPCA / Sports / Broadcasting / Teaching / Travel Agent/ Veterinarian / Welding / Yacht Sales. What do you want to explore?

Reflective Learning: Weekly journals, a reflective essay, an employability skills/career portfolio and reflective learning sessions provide students with an opportunity to make connections between their community placement and their schooling and to demonstrate growth in personal management skills, attitudes and behaviours that are needed to contribute productively in a team environment and future career pathways.

### **Co-op 12-1 O2 (Academic)**

Co-op is a method of learning that involves the co-op teacher, the student and a community placement host in a relationship where each shares responsibility for the students learning experience. Students complete a 100 hour placement in a career of choice.

The community placement is supported by a learning and evaluation plan developed jointly by the student, the Co-op Teacher and the community host. The student, parent and community host enter a contract outlining the general responsibilities of all parties. This agreement also confirms the provision of risk insurance by the school board. The student also signs a declaration of confidentiality. Transportation to and from the workplace is the students responsibility.

The Co-op Teacher monitors the work placement through conferences with the student and the students supervisor, through visits to the workplace and through student journal writing.

To date, SJA students have experienced the following career pathways:

Accounting / Automotive Service Technician / Business Management / Carpentry/Computer Technician / Cosmetology / Culinary Arts / Dept. of Justice / Dept. of Natural Resources / Digital Animation / Electrician / Glazier / Graphic Arts / Hair Design / Halifax Regional Police/ Heavy Duty Mechanics / Hospitality and Tourism / Human Resources / HVAC/ Lawyer / Licensed Practical Nursing/ Motorcycle Mechanics/ Nursing / Office Management / Paint and Autobody / Paralegal / Pharmaceutical Technician / Physiotherapy / Plumbing/ Radio Broadcasting / RCMP / Recreational Therapy/ Real Estate / Refrigeration/ Social Work / Small Appliance Repair/ SPCA / Sports / Broadcasting / Teaching / Travel Agent/ Veterinarian / Welding / Yacht Sales. What do you want to explore?

Reflective Learning: Weekly journals, a reflective essay, an employability skills/career portfolio and reflective learning sessions provide students with an opportunity to make connections between their community placement and their

schooling and to demonstrate growth in personal management skills, attitudes and behaviours that are needed to contribute productively in a team environment and future career pathways.

**Co-op 12-2 O2 (Academic)**

**Co-op 12-3 O2 (Academic)**

**Co-op 12-4 O2 (Academic)**

# BUSINESS AND PERSONAL DEVELOPMENT COURSES

## **Business 10 (Open)**

This is an entry-level course which develops an understanding of basic business concepts. Students will familiarize themselves with the basics of business education, and develop and apply problems solving techniques and critical thinking skills. Students will communicate and work cooperatively to use the strategies and processes involved in problem solving.

This course allows students to become aware of how they are influenced by business and how they can affect changes in their own lives by understanding the way business works, and by acquiring the skills they need to be successful in their future endeavours. This course is designed to propel students into taking Entrepreneurship 12, Business Management 12, Accounting and Economics in order to foster an interest in the business world. Students will recognize the globalization of the marketplace and the positive aspect it has for Nova Scotia businesses. They will understand the impact of trade agreements and business technology on a business ability to develop markets. Contemporary issues regarding business ethics will be a component.

## **Career Development 10 (Open)**

Career Development 10 is designed to help young people to understand how to manage their personal lives and resources (including financial resources), and to develop the ability to organize and shape their careers.

Students in Career Development 10 will develop their abilities to communicate, think, and deal with their feelings. They will explore realistic personal goals, assess their own abilities, and realize how these actions will affect their learning and decision-making processes. They will develop awareness of their place in the community and the value to their personal growth of giving service to the community.

The development of their abilities to think and communicate effectively and to deal with their feelings will provide students with a basis for building self-management skills and improving relationships with others. They will learn to develop their understanding of how relationships, health, careers, and resources affect their lives. Through an increased awareness of themselves, students will be able to contribute more positively to the wellbeing of others.

Career Development 10 has five modules that are closely related. Module 1: Personal Development, Module 2: Career Awareness, Module 3: Workplace Readiness, Module 4: Financial Management, and Module 5: LifeWork Portfolio

### **Food in Society (Open) (1/2 Credit)**

Food for Healthy Living 10 is a half-credit course that is combined with Food in Society 10 for a full Family Studies 10 credit.

Energy, growth and health are affected by healthy food choices. In Food for Healthy Living 10, students plan and prepare meals that complement healthy life choices. The course explores how life choices and food availability affect diet. Students will learn to identify nutrition issues that require dietary modifications. The impact of food marketing and advertising on peoples food choices is addressed.

Students in Food in Society 10 travel on a virtual global foods tour exploring diverse historical, geographical, cultural and nutritional components of international cuisine. The course includes discussions with community guest speakers, demonstrations and food tasting experiences.

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Students in Food in Society 10 travel on a virtual global foods tour exploring diverse historical, geographical, cultural and nutritional components of international cuisine. The course includes discussions with community guest speakers, demonstrations and food tasting experiences.

### **Accounting 11 (Academic)**

The aims of the high school accounting courses are:

1. to develop an understanding of accounting principles and concepts encountered in business and personal activities;
2. to provide a sound foundation for additional study beyond the high school level;
3. to become familiar with the applications, principles and importance of data processing in accounting procedures.

The following topics are covered in the introductory course: accounting for starting a business; analysis of business transactions and how they affect the business records; the use of accounting records such as journals, ledgers, and source documents; processing and control of cash receipts and payments; preparation of reports to management; procedures required in merchandising businesses; payrolls; year-end accounting activities and many other items which keep the student interested and involved.

### **Child Studies 11 (Open)**

This course is designed to help students become aware of proper and adequate prenatal care in every aspect of pregnancy.

Topics such as fetal development, nutrition, medical care, drugs, and labour and delivery are discussed. During the second half, focus will be on the infant, the toddler, and the pre-schooler with emphasis on nutrition, growth and development, play, toys, safety and discipline.

A practicum of approximately 18 hours at a Day Care, Pre-school or Elementary School is a requirement in this course.

### **Economics 11 (Academic)**

This introductory economics course is designed to generate a permanent interest in Economics. It takes a common sense approach and builds on the knowledge all students already have in this area.

Topics covered include: allocation of scarce resources, economic systems, the production of goods and services, business organizations, operation of the stock market, the role of government on the economy, taxation, money and banking, industrial concentration, unions and the politics of economics. Work will include assignments, problems, a major research project related to corporations and the stock market (written and oral presentation), construction and interpretation of tables and graphs related to solving problems based on unit topics.

This course provides an excellent background for ECO 12 and should be considered seriously by students who may be interested in taking business/commerce at college or university.

### **Tourism 11 (Academic)**

Tourism is everywhere and whether you're looking for short-term income, a flexible job opportunity or a rewarding career, you'll find an opportunity that's right for you in tourism, one of Canada's fastest growing industries!

With 280,000 new jobs expected over the next five years, the tourism industry represents an exciting opportunity for students. Students planning to enter a tourism program at Nova Scotia Community College may count this course as a college credit if they attain a mark of 75% or better.

The elements of tourism and hospitality; facility and accommodation, food and beverage, travel, tourism activities and the economic impact of tourism are introduced. Students develop their skills in communicating, problem solving, organizing and managing information, working with others and working independently, and using and adapting to new technology.

## Co-op 12 Part 1 or 2 (Academic)

Co-operative Education is an academic credit course designed to meet the needs of students in this ever changing world. An in class component will focus on what knowledge, skills and attitudes are required for success, what choices are available to you, and how these choices connect to your skill, knowledge, abilities interests and personality. This is followed by a career exploration placement in a career pathway of your choice. This placement will help you to make informed decisions about post-secondary education and the workplace and help you to acquire relevant knowledge and skills in a career that you are interested in. In this way, transitions from school to further education and work are made more successfully.

Here's what SJA students are saying about co-op:

- This experience was life changing and I could not be happier with what it has helped me decide for my future.
- I would recommend Co-op to any student who is unsure of their career path, even those who are sure, because your idea of doing a job and actually doing it can be completely different.
- I have learned so many interesting things and I feel very fortunate to have been able to participate in this learning experience.
- This experience exceeded my expectations. I learned so much more than I thought I would. Because this experience was so much more than I expected, I decided to take Co-op again next year to explore another career. I want to make sure I am choosing the right profession when I begin my post-grad education.
- During my Co-op course I have learned so many new things. As my placement requires me to interact with many different people, both clients and co-workers, I feel that I have grown as an individual as well as a team player. I loved every minute.

So What's Involved?

Co-op is a method of learning that involves the co-op teacher, the student and a community placement host in a relationship where each shares responsibility for the students learning experience. Students earn a high school credit by combining a 25 hour in-class component and a 100 hour placement in a career of choice. Co-op is very flexible. It can be taken in one semester or over the full year. It can even be taken in the summer.

Co-op consists of 3 components: Pre-placement and orientation, Community Placement, and Reflective Learning Experiences

To date, SJA students have experienced the following career pathways:

Accounting / Automotive Service Technician / Business Management / Computer Technician / Cosmetology / Culinary Arts / Dept. of Justice / Dept. of Natural Resources / Digital Animation / Electrician / Glazier / Graphic Arts / Hair Design / Heavy Duty Mechanics / Hospitality and Tourism / Human Resources / Lawyer / Nursing / Office Management / Paint and Autobody / Paralegal / Pharmaceutical Technician / Physiotherapy / Radio Broadcasting / RCMP / Real Estate / Social Work / SPCA / Sports / Broadcasting / Teaching / Veterinarian / Welding / What do you want to explore?

The Co-op Coordinator monitors the work placement through conferences with the student and the students supervisor, through visits to the workplace and through student journal writing.

Reflective Learning: Weekly journals, a reflective essay, an employability skills/career portfolio and reflective learning sessions provide students with an opportunity to make connections between their community placement and their schooling and to demonstrate growth in personal management skills, attitudes and behaviours that are needed to contribute productively in a team environment and future career pathways.

Co-op 12 is open to grade 11 and 12 students who are 16 years of age or older. In order to qualify for Co-op 12, students must complete an application form and go through an interview process.

Missing classes in other subjects can sometimes be an issue for Co-op students enrolled in certain courses such as Pre Calculus Math. Co-op is set up at SJA so each student is in the workplace a maximum of one day each week. Students must maintain excellent attendance and good work habits in all courses while in the co-op program.

Applications are available in Student Services (Guidance). For further information contact Mr. Bill Penney

### **Business Management 12 (Academic)**

Business Management 12 focuses on active, experimental learning through which students develop the knowledge, skills, and attitudes they need to succeed in a business environment. Although the focus is on management, this course seeks to develop the knowledge, skills and attitudes that will be useful for everyone in today's economy. A wide variety of scenarios and management decisions are developed by examining business issues (mainly Canadian based business) and the managers' role in a variety of companies.

### **Entrepreneurship 12 (Academic)**

The purpose of this course is to develop the values, skills and attitudes of entrepreneurs and to learn the specific knowledge associated with entrepreneurship - starting a business.

This course aims to produce students who are independent thinkers, who are successful problem solvers, and who believe in themselves. Entrepreneurship education requires students to be active in their learning. This course will provide students with the opportunity to develop entrepreneurial skills and attitudes and apply them to personal, school, business and community-service opportunities, and an out-of-school business venture consisting of at least 60 hours will be required. The venture may consist of one main business or several smaller ventures throughout the semester.

Although this is an academic grade 12 level course, students applying for university should not include it among the requirements for admission.

### **Food and Hospitality 12 (Open)**

This course is designed to explore food studies through a hospitality perspective. Topics to be covered include: Food safety including Food Handler Training; Basic food preparation skills; Meal/menu planning including costing, marketing; Recipe writing and development; Food presentation techniques; Food related careers in the hospitality industry and Food service skill development.

## **Health and Human Services 12 (Academic)**

This course is of interest to students who might be considering post-secondary education/employment in health fields or human services including psychology/social work, continuing care, nursing, addictions counseling, youth and child studies, correctional services, educational support, gerontology, recreation & leisure, education.

The course provides students with skills and knowledge in human development, ethics, helping process, interpersonal and personal development, wellness, written and verbal communications and computer applications. Students will explore skills and knowledge specific to defined occupations.

Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community Based Education (volunteerism) is a component of Health and Human Services 12.

## **Investment and Finance 12 (academic)**

This course will give students the opportunity to become financially literate citizens who will learn to understand and deal with money as a life skill. Students will learn to set financial goals, to understand the Canadian banking system, to understand how to make wise decisions when investing, and to know that they can influence their own financial future. Students will accomplish the above understanding through independent research, team projects and technology presentations. Students will be able to comprehend a very broad range of investment options, which are available in the market place. They will be able to apply their knowledge in order to make sound financial decisions. They will develop and apply lifetime financial skills, which they can utilize repeatedly. Math 10 and Math 11 are required.

## **Tourism 12 (Academic)**

With over 1.67 million people employed in tourism-related occupations in Canada, tourism offers a hospitable gateway to the world of work.

Students will be expected to demonstrate a detailed understanding of industry structures, components and interrelationships among components; demonstrate an understanding of the issues and challenges facing the industry; examine a range of trends in the industry evaluate the economic and social impact of trends on the industry; investigate significant features of major Nova Scotia tourism markets; students will explore the various trends and branding techniques in the tourism industry including Taste of Nova Scotia campaign, with emphasis on Adventures in Taste; students will create an I Love Nova Scotia short video; students will gain an understanding of various cultures throughout Nova Scotia.

Tourism 12 is a module-based course with emphasis on the tourism industry, accommodation, food and beverage, events and conferences, adventure tourism, eco-tourism and tours and charters. The final evaluation will be in the form of a process exam.

Tourism 12 allows students to acquire further knowledge, skills and capabilities developed in Tourism 11, relating to one of Canada's fastest growing industries, tourism. Tourism 12 is excellent for students considering a career or post-secondary studies in tourism, as well as for students seeking short-term income or a flexible job opportunity.

# FINE ARTS COURSES

## **Visual Arts 10 (Academic)**

Previous experience in art is not required. This is a general introductory studio course designed to give students a solid foundation in the basic skills of visual representation through the exploration of a wide range of techniques and materials. The perception of value tones, contrasts, colour and form is developed through diverse assignments that offer opportunity for personal expression. The major topics covered are: observational drawing, painting techniques and the illusions of depth, 2D compositional designing and an introduction to 3D sculptural approaches. Art history and art theory accompany each unit of activity in a complimentary fashion.

NOTE: This course is also recommended for Grade 11 and 12 students with no previous Art experience.

## **Drama 10 (Academic)**

This Developmental Drama course is open to all students entering grade 10.

Developmental Drama as an elective credit course does not fulfill the mandatory English requirement, however, it will fulfill a fine arts requirement. This introduction to drama includes the development of the physical, intellectual and emotional skills used in the theatre. Content includes movement, voice, mime and improvisation. Co-operative activities are the basis of the program, although some individual activities are included. Participation in group activities is essential.

Developmental Drama is a forum both for developing skills and for creative self-expression. This course satisfies the Fine Arts credit requirement.

## **Art Dramatique 10 (Académique)**

This Developmental Drama course is open to all students entering grade 10. Developmental Drama as an elective credit course does not fulfill the mandatory English requirement; however, it will fulfill a fine arts requirement. This introduction to drama includes the development of the physical, intellectual and emotional skills used in the theatre. Content includes movement, voice, mime and improvisation. Co operative activities are the basis of the program, although some individual activities are included. Participation in group activities is essential. Developmental Drama is a forum both for developing skills and for creative self expression.

This course satisfies the Fine Arts credit requirement and is offered in French.

### **Music 10 Instrumental (Academic)**

It is strongly recommended that each student have at least 3 years experience on a woodwind, brass or percussion instrument. Students continue to study the elements of music through individual development on their instruments. Technical skills are refined through scales and rhythmic exercises; musical skills through Etude Studies. Each music student must be a member of the Concert Band. This course satisfies the Fine Arts credit requirement.

Theory: The composition process is examined through basic rudiments of notation; major and minor scales; rhythm; and intervals. Ear training is begun.

History: An overview study of the musical periods throughout history, with specific focus on the Baroque period, both literary and listening study.

PLEASE NOTE: Students in Grade 10 may not participate in Concert Band unless they take MUS 10.

### **Dance 11 (Academic)**

Dance 11 is designed for all students, with or without previous formal dance training, and builds on students experiences in dance throughout the physical education curriculum, grades primary to nine. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others.

Learning experiences in this course offer students opportunities to explore a range of dance styles with more focused work in a few genres: create and present dance 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 may also have opportunities to examine the connections between dance and others arts 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 credit requirement or the new Physical Education credit requirement beginning 2008.

### **Drama 11 (Academic)**

This Theatre Arts course is open to all students in grades 11 and 12.

Theatre Arts as an elective credit course does not fulfill the mandatory English requirement. This advanced level drama course builds upon the physical, emotional and intellectual skills developed in DRA 10. Content includes advanced movement, voice, mime and improvisation, interpretation of scripts, evaluation of performance, technical and aesthetic aspects of production. Although some topics are approached through independent projects, most topics are dealt with in co-operative groups: active participation is essential - students will be expected to perform in front of others.

Students are required to take an active part in a school production.

### **Music 11 (Academic)**

Performance: A continuation of improving individual instrumental proficiency, through advanced technique of scales and studies, and individual performance of solo repertoire. Each music student must be a member of the Concert Band. Theory: The composition process is examined through intervals and harmonic analysis; melodic transposition and composition; ear training continues. History: Study of the Classical Period through literature and listening.

### **Visual Arts 11 (Academic)**

Due to the sequential nature of skills acquired, students with little or no art experience will have difficulty at this level. ART 11 is similar to the ART 10, but more advanced techniques and processes, such as ceramics are introduced. There is more in-depth analysis of art making and the investigation of art historical concerns.

In Art 11 there is a higher demand for independent thinking in all projects as this course places more emphasis on the imaginative resolution of art problems. The group critique process is explored. Students are expected to learn to give and take constructive feedback on peer artwork. Students gain an appreciation for the contribution of art and artists in society by studying art production in the public realm vs. art making as a private pursuit.

### **Visual Arts 12 (Academic)**

A previous study of art is strongly recommended. ART 12 is an advanced level studio course designed to encourage students to carry on their study of art history, theory and practice in a more self-directed manner in preparation for a career in a visual art field.

Students take responsibility for the research and presentation of art issues, thereby developing a critical attitude. Students gain an increased understanding of cultural traditions and examine ways to contextualize contemporary art products. Students will experience freedom to choose from materials and styles of expression while engaged in the art-making process.

Topics to be covered in depth include figure painting and drawing, 19th century art movements, contemporary installation art, ceramics, and portfolio development.

### **Drama 12 Theatre Arts (Academic)**

This Theatre Arts course is open to all students in grade 12. DRA 12 will not fulfill the mandatory English requirement for grade 12. Students will extend the skills developed in DRA 11 and will also participate in a major theatrical production.

A significant part of the program will be an independent project involving research, script development and performance.

### **Music 12 (Academic)**

Performance: The development of an individual performance ability of a high standard technically and musically. Each student must participate in the Concert Band. Theory: The composition process is examined through harmonic,

melodic and musical form analysis; student composition; transposition and orchestration; ear training continues.  
History: Study of the Romantic Period through literature and listening.

## Nova Scotia Virtual School (NSVS)

### Tentative Course List 2018-19

Visit [nsvs.ednet.ns.ca](http://nsvs.ednet.ns.ca) for more information

First Semester 2018-19	Second Semester 2018-19
AP Biology 12	AP Biology 12
AP Seminar/AP Environmental Science 12	AP Seminar/AP Environmental Science 12
Advanced English 12 AP Research	Advanced English 12 AP Research
Biology 11	Physics 11
Advanced Biology 11	Advanced Physics 11
Chemistry 11	Chemistry 12
Advanced Chemistry 11	Advanced Chemistry 12
Physics 11	Physics 12
Advanced Physics 11	Advanced Physics 12
Geology 12	Oceans11
Physics 12	Biologie 11
Advanced Physics 12	Biologie 11 Avancée
Oceans11	Océans 11
Océans 11	Biologie 12
Visual arts 10	Biologie 12 Avancée
Mathematics 11	Etudes Planétaires (Géographie) 12
Mathematics 12	Introduction à la Littérature 12
PreCalculus 11	Core French 10
PreCalculus 12	Visual arts 11
Entrepreneurship 12	Advanced Visual arts 11
African Canadian Studies 11	Mathematics 11
Canadian History 11	Mathematics 12
Global geography 12	Accounting 12
Advanced global geography 12	Calculus 12
Global politics 12	PreCalculus 11
Sociology 12	PreCalculus 12
Tourism 11	Entrepreneurship 12
Film and video production 12	Arts Entrepreneurship 12
Law 12	Canadian History 11
Fitness leadership 11	Global geography 12
Career development 10	Global politics 12
Workplace Health & Safety 11	Sociology 12
Canadian families 12	Film and video production 12
Advanced English 11	Multimedia 12

Advanced English 12

Canadian families 12

Business Technology 11

Computer programming 12