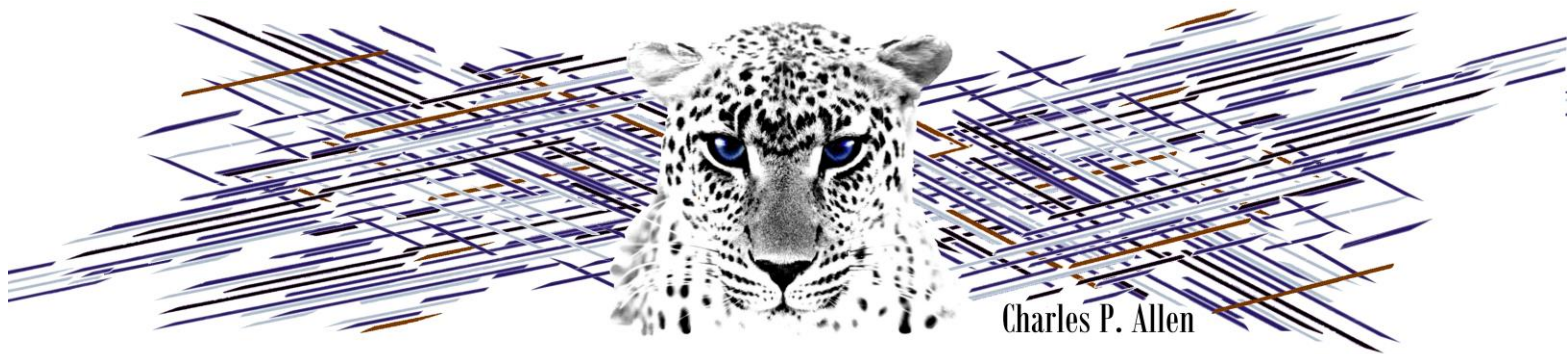


Charles P. Allen High School Course Selection Book 2019 – 2020



Charles P. Allen

<https://sites.google.com/gnspes.ca/cpaguidance/home>

Charles P. Allen High School

Dear CPA Students,

This course selection booklet is designed to help you and your family plan for your future. CPA offers the most up to date PSP and IB courses. We know that to select from the myriad of choices available presents a challenge. It will be important for you to talk to family members, teachers, guidance counsellors, former students, universities, and community colleges to prepare you for what awaits as the world opens up to you. Our student services team, Mr. MacDonald, Mr. Cordi, and Ms. Aucoin, will be meeting with students and parents early in the new year to assist you in this process.

As an active participant in the learning process, you the learner will make choices about your future career plans. Programs like Options and Opportunities, French Immersion and International Baccalaureate should be examined to see if they might be the right fit for you. Supports such as Guidance Counsellors, African Nova Scotian Student Support, Mi'kmaq/Aboriginal Student Support, Youth Health Centre, YMCA Student Support, are available to facilitate and enhance learning. High school is meant to provide successful "Life to Work" transition options in many fields of study. When choosing courses it is important to think about yourself as a learner and what subjects you truly enjoy.

One of the greatest benefits to being a student at CPA is the extracurricular life. There are so many activities to participate in, provided by a committed staff of teacher advisors, and a very active student council and athletics department. So, jump in, plan to have fun and come learn with us at CPA in 2019-2020!

Next year, 2019-2020 will be a new and exciting year for our school community. It is important that parents/guardians play an active role in your child's education. Checking PowerSchool, ensuring your child attends regularly, and contacting your child's teachers or administrators if you have any questions or concerns will enhance your child's experience.

Regards,

Stephanie Bird
Principal

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School Contact Information

	School Phone	(902) 832-8964	
	School Fax	(902) 832-8981	
Principal	Stephanie Bird	Ext 7551002	
Vice-Principals	Paul Betuik	Ext 7551005	Surnames A-F & Mc
	Bruce MacKay	Ext 7551003	Surnames G-M
	David Chisholm	Ext 7551004	Surnames N-Z
Counsellors	Turk MacDonald	Ext 7551009	Surnames A-F & Mc
	Riccardo Cordi	Ext 7551010	Surnames G-M
	Tara Aucoin	Ext 7551006	Surnames N-Z

Course Selection Advice for Students

- ◆ All students who expect to graduate with a Nova Scotia High School diploma are required to meet the graduation requirements listed below.
- ◆ Carefully read all course descriptions found in this booklet.
- ◆ Check with teachers/guidance to find out about specific course requirements – labs, lectures, projects, prerequisites, etc.
- ◆ Determine if particular courses fit into your career plans.
- ◆ Check to make sure that you have all the prerequisites needed to attain your career goals, not just those required for high school graduation. Please check with post-secondary institutions or guidance to determine their admission requirements. Feel free to contact universities and community colleges directly for updated information. You can also create a My Blueprint account at <http://myblueprint.ca/halifax> to start your career exploration process.
- ◆ If you have any questions pertaining to registration, be advised that your counsellor will meet with you before registration is complete.

Nova Scotia High School Graduation Requirements

18 credits of which 13 are compulsory

- 3 English – one from each grade level (10,11,12)
- 3 Math – one course from each grade level (10,11,12)
- 2 Science – Science10 and one other science course
- 1 extra from Math / Science / and (or) Technology*
- 1 Fine Arts
- 1 Physical Education
- 1 Canadian Studies**
- 1 Global Studies***
- 5 Elective Credits

Please Note: No more than 7 credits may be coded Grade 10 level courses; at least 5 must be coded Grade 12 level courses.

* can be from mathematics (essentials, at work, or academic), science (SCI10, HBO11, BIO, OCE, GEL, CHE, FS or PHY) and/or technology (BT11, DES11, EXT10, FAV12, CP12, MULT12, ANT11, PDT11/12, HTT12, CNT10, CMT11, ELECTR11, APR12)

** Canadian History 11, African Canadian Studies 11 or Mi'kmaq Studies 11, Histoire Canadienne 11 FI

***Global Geography 12, Global History 12, Histoire Planétaire 12 FI

For students who started high school prior to September 2017, please be advised that graduation requirements differ in the following areas:

- (a) 2 Math – One from grade 10 and grade 11
- (b) 2 extra from Math / Science / and (or) Technology*

Course Change Procedures

Course changes will only be considered in the following circumstances:

1. the scheduling process has resulted in an incomplete schedule
2. a course and its prerequisite are in reverse order on a student's schedule
3. a course is scheduled for which a credit has been granted
4. a potential graduate wishes to reduce the course load to three courses in a semester
5. a course change request is granted for the following prioritised reasons:
 - a potential graduate lacks a required course to complete grad requirements
 - a student is scheduled in a course without the recommended prerequisite

COURSES OFFERED

The courses listed are academic unless noted as follows:

Graduation *	Open Category **	Advanced ***	Diploma Prep
Subject Area	Grade 10	Grade 11	Grade 12
English	English 10 English 10 Diploma Prep	English/Communications 11* English 11 English 11 Creative Writing	English/Communications 12* English 12 English 12 African Heritage
Literacy			Journalism 12
Mathematics	Math Essentials 10* Math at Work 10* Math 10 / 10 FI (2 Credits) Math 10 / 10 FI Diploma Prep (2 credits)	Math Essentials 11* Math at Work 11* Math 11 Extended (2 credits) Math 11 Pre-Calculus 11	Math Essentials 12* Math at Work 12* Math 12 Pre-calculus 12*** Calculus 12***
Science	Science 10 Science 10 Diploma Prep Sciences 10 FI Sciences 10 FI Diploma Prep	Biology 11 Biologie 11 FI Human Biology 11* Oceans 11 Chemistry 11 Physics 11	Food Science 12 Biology 12 Chemistry 12 Physics 12
Social Studies	Geography 10 History 10 History 10 Diploma Prep Histoire Ancienne 10 FI	African Canadian Studies 11 Economics 11 History (Canadian) 11 Mi'kmaq Studies 11 Histoire Canadienne 11 FI	Comparative World Religions 12 Economics 12 Global Geography 12 Global History 12 Histoire Planétaire 12 FI Law 12 Sociology 12 Philosophy 12 Political Science 12
French/ Languages	French 10 - Core French 10 Diploma Prep Spanish 10 Français Immersion 10	French 11 – Core Français Immersion 11	Français Immersion 12
Fine Arts	Arts Dramatiques 10 FI Drama 10 Music 10 Music 10 Vocals Visual Art 10	Advanced Visual Art 11*** Dance 11 Drama 11 Music 11 Visual Art 11	Advanced Visual Art 12*** Drama 12 Music 12 Visual Art 12
Personal Development	Career Development 10 **	Child Studies 11** Co-op Education 11	Co-op Education 12 Leadership 12
Physical Education	Physical Education 10 (female)** Physical Education 10 (male)**	Dance 11 Physical Education 11 (female)** Physical Education 11 (male)** Physically Active Living 11** Martial Arts 11 Fitness Leadership 11 Yoga 11 Yoga 11 FI	
Business Education		Accounting 11** Economics 11	Accounting 12 Business Management 12 Economics 12 Entrepreneurship 12 Investment and Financing 12
Technology Construction Computer Education	Construction Technology 10 ** Exploring Technology 10	Business Technology 11 Communication Technology 11 Design 11 Electrotechnologies 11 Production Technology 11 *	Audio Production and Recording 12 Computer Programming 12 Film & Video Production 12 Home Trades Technology 12** Production Technology 12**

Nova Scotia Virtual High School

On-line courses are also available through the Nova Scotia Virtual High School

The following courses are expected to be offered during the 2019-2020 school year. Updated information is also posted on the Nova Scotia Virtual School website at <http://nsvs.ednet.ns.ca>

Grade	Semester 1	Semester 2
11	Advanced English 11 African Canadian Studies 11 Biology 11/Adv Biology 11 Career Development 11 (1/2 credit) Chemistry 11/Adv Chemistry 11 Fitness Leadership 11 IB Math Studies (2 Credits – IB Students Only) Mathematics 11 Oceans 11 Océans 11 (immersion) Physics 11 / Adv Physics 11 PreCalculus 11 Tourism 11 Workplace Health and Safety 11 (1/2 credit)	Biologie 11 / Biologie 11 Avancée Business Technology 11 Canadian History 11 Mathematics 11 Oceans 11 Océans 11 (immersion) Physics 11/ Adv Physics 11 PreCalculus 11 Visual Art 11 / Adv. Visual Art 11
12	Advanced English 12 Calculus 12 Entrepreneurship 12 Film and Video Production 12 Geology 12 Global Geography 12 / Adv. GG12 Global Politics 12 Law 12 Mathematics 12 Physics 12 / Adv Physics 12 Pre-Calculus 12 Sociology 12 AP Seminar / AP Biology (2 Credits – full year)	Arts Entrepreneurship 12 Biologie 12/ Biologie 12 Avancée Calculus 12 Canadian Families 12 Chemistry 12 / Adv Chemistry 12 Computer Programming 12 Entrepreneurship 12 Etudes Planétaires 12 (Géographie) Film and Video Production 12 Global Geography 12 Global Politics 12 Introduction a la littérature 12 Mathematics 12 Multimedia 12 Physics 12 / Adv Physics 12 Pre-Calculus 12 Sociology 12 AP Seminar / AP Biology (2 Credits – full year)

Note: These are the courses available at the time of the printing of this book and are subject to change. Updated information can be found on the NSVS website

French Immersion

To be eligible for the **Nova Scotia High School French Immersion Certificate**, students at the high school level must:

- Take Français Immersion 10, 11 and 12.
- A total of nine French Immersion courses are required.
- Junior High French Immersion students are not permitted to select core French courses.

Grade 10

Français-Immersion 10
Histoire Ancienne 10
Mathématiques 10 (2 crédits)
Sciences 10
Arts Dramatiques 10
Yoga 11 FI

Grade 11

Biologie 11
Histoire Canadienne 11
Français Immersion 11
Yoga 11 FI
Océans 11 FI (NSVS)
Biologie 11 (NSVS)
Biologie 11 Avancée (NSVS)

Grade 12

Français Immersion 12
Histoire Planétaire 12
Biologie 12 (NSVS)
Biologie 12 Avancée (NSVS)
Études Planétaires 12 (NSVS)

Please Note: Students must enroll and will be guaranteed placement in a minimum of 4 French Immersion credits for grade 10. In situations where the immersion credit is unavailable, the student will be placed in the English version of the course.

DELFL French Language Diplomas

The **DELFL** (*Diplôme d'études en langue française*) is the official French-language diploma awarded by France's Ministry of National Education. It is recognized around the world and is valid for life. The DELFL diplomas evaluate a student's ability to communicate, both orally and verbally. As an official certification of second-language proficiency, the DELFL tests the ability of students to use French in real-life situations. The DELFL examinations are an opportunity for high school students to demonstrate their French-language skills and to be rewarded for their hard work at school.

For more information on the DELFL, students can speak with one of the guidance counsellors or access the following website:

<https://delf-dalf.ambafrance-ca.org/>

International Baccalaureate Diploma Program

Diploma Preparation, Grade 10 (commonly referred to as the CPA Pre-IB program)

The IB Program does not begin until the Grade 11 year. However, the province of Nova Scotia has created five Diploma Preparation (DP) classes for students in Grade 10 who may be interested in taking IB. These classes follow provincial curriculum and explore concepts with enrichment in order to prepare students for the courses they will take in the IB program. Some IB style assessments are introduced in the DP classes. Students will develop skills in critical thinking, essay writing, commentary development for language courses and numerous other skills that will prepare them well as they continue on the IB path. A student who takes DP is expected to continue on the IB path through grade 11 and 12. Alternatively, a student who does not take DP is still able to enter the program in grade 11. A DP student chooses from a set list of classes which include:

- Diploma Preparation Math (Note: Academic math can be a choice for students who see the liberal arts as an area of strength.)
- Diploma Preparation English
- Diploma Preparation French (*Immersion students are not eligible*)
- Diploma Preparation History
- Diploma Preparation Science

Note: If a student is unsuccessful in either English 10/English 10 Diploma Prep or Math 10/Math 10 Diploma Prep they will not be eligible to enter the IB as they will be required to take these credits in their grade 11 year.

Grades 11 and 12 – The Diploma Program

Courses are offered in the IB program at the Higher Level and Standard Level. A student must be enrolled in at least three Higher Level courses (maximum of four), and enrolled in three Standard Level courses (minimum of two). Higher Level courses typically run over three semesters: while Standard Level courses run over two semesters. When a student successfully completes the requirements of the IB Diploma, they will be awarded a Nova Scotia High School Diploma and the IB Diploma. Similarly, a student enrolled in the IB Bilingual Diploma will be awarded the Nova Scotia Bilingual Graduation Diploma and the IB Bilingual Diploma. IB grades are awarded on a 1-7 scale (except TOK, CAS, and Extended Essay). As students are enrolled in six courses, the maximum overall point score is 42 (6 courses times 7 points). Students must complete the Core (TOK, CAS, EE) requirements (which can provide up to 3 additional points) for an overall total of 45 points awarded. To obtain the IB Diploma, a student must have at least 24 points overall (with a minimum of 12 points in the three HL courses). Other specific point values will be provided to students and parents on a regular basis. This information can be found on the CPA IB website.

Group #	Description	2019 - 2020 offerings at CP Allen
Core	The foundational components of the IB Program	Theory of Knowledge (TOK) Creativity, Activity, Service (CAS) Extended Essay (EE)
Group 1	A first language literature course that includes world literature sections	English Literature HL/SL English Language and Literature HL/SL Self-Taught HL in mother tongue*
Group 2	A foreign or second language program	French B HL (Immersion) French B SL (Non-Immersion) Spanish B SL <i>ab initio</i> (beginner)
Group 3	Humanities-based courses	Economics SL History HL/SL (English) History SL (French)
Group 4	Experimental sciences	Biology HL/SL Chemistry HL/SL Physics HL/SL Computer Science HL/SL Sports, Exercise and Health Science SL
Group 5	Mathematics	Mathematics Analysis and Approaches HL/SL Mathematics Application and Interpretation HL/SL
Group 6	A fine arts course or a second Group 3 or Group 6	Music HL/SL Visual Arts HL/SL Film SL Theatre HL/SL

Course availability is subject to course selection numbers.

***Self-taught is available to students who are fluent readers and writers in a language other than English.**

Core Group Requirements

Students are required to fulfil three additional requirements, which are core components of the IB program.

- Theory of Knowledge (TOK)** – An interdisciplinary course that encourages critical reflection on how we know. This course looks at epistemology and philosophy as it relates to the subjects taught in the IB program. The course challenges students to think and reflect and is assessed through written work and an oral presentation.
- Creativity, Activity and Service (CAS)** – Students conduct volunteer projects in the school, community and beyond that challenge them personally and as a group. By the end of the two-year program, a student will be able to demonstrate how his or her CAS program has helped to meet the 7 CAS outcomes.
- Extended Essay (EE)** – In the Extended Essay, each student has the opportunity to conduct independent research into a topic of special interest. Students are paired up with a teacher advisor, for support/guidance as they prepare and write the extended essay of approximately 4,000 words.

Course Descriptions: Listed in Alphabetical Order

Accounting 11 (open)

Topics covered in the introductory course: the accounting equation, business transactions, journalizing and posting, the processing of cash receipts and payments, financial statements, and the complete accounting cycle for merchandising firms. Aims of the courses are; develop in students an understanding of accounting principles and concepts encountered in business and personal activities; provide a sound foundation for additional study; help students become acquainted with the principles, applications, and importance of data processing in accounting procedures.

Accounting 12 (academic) Recommended Prerequisite: Accounting 11

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

African Canadian Studies 11 (academic)

This course highlights the experiences, struggles, and life stories of people of African descent who have contributed to world history. Course fills the compulsory Canadian History graduation requirement. Areas of study will be: 1) Ancient Kingdoms of Africa 2) Slavery: The Transcontinental Movement: 3) Major Immigration and Emigration Patterns of Black Settlers to and from Canada 4) The Pursuit of Economic and Political Empowerment 5) Modern Day Culture and Issues in North America and Africa.

Audio Production and Recording 12 (academic)

Audio and Production Recording 12 is a project-based course. Students work both individually and collaboratively to complete projects characterized by authentic products created for real purposes. Audio and Production Recording 12 consists of four modules: Principles of sound, technology and sound capture, audio production and manipulation, and collaborative project and personal portfolio.

Biology 11 FI (academic)

Course description is the same as Biology 11.

Biology 11 (academic)

There are four themes in Biology 11:

Matter and Energy for Life: Cells are the basic units of life. The roles of membranes and organelles in matter exchange and energy flow and production are studied.

Biodiversity: This unit investigates the diversity and universality of living things

Dynamic Equilibrium I: This unit investigates the role of various systems and the influence of disruptions to the systems on homeostasis.

Interactions among Living Things: This unit investigates Canadian ecology and the role of various factors on population dynamics and population change.

Biology 12 (academic) Recommended Prerequisite: Biology 11

Biology 12 consists of four units of study:

Dynamic Equilibrium II: the roles of the nervous system and endocrine system in maintaining equilibrium are studied.

Reproduction and Development: Cell division is studied as well as an examination of how genetic, hormonal, and environmental factors cause change during the reproduction and development of organisms.

Genetic Continuity: explores chromosomes, genes, and DNA and their responsibility for diversity and inheritance.

Evolution, Change and Diversity: explores the historical and modern perspectives of evolution as well as evolutionary implications.

Business Management 12 (academic)

Students will demonstrate a clear understanding of the business environment and identify complexities that affect managerial decision-making, as well as an understanding of the manager's role and recognize their own and others' management characteristics. Students will also demonstrate an understanding of the role of technology in management, communication and interpersonal skills required in the modern work environment, the application of management principles, and how to articulate the impact of change on management while identifying opportunities to apply management concepts to personal and career situations.

Business Technology 11 (academic)

Business Technology 11 provides a context in which students may become skilled, critical users of information and communication technology (ICT), become aware of and respect ethical/social and legal implications of document production, and apply the conventions and principles of document production. Students also construct documents that efficiently and effectively communicate information, ideas, and concepts, and become contributing and collaborative members of a work culture.

Business Technology 11 consists of five modules: touch keyboarding, document processing, spreadsheets, desktop publishing, and business technology fundamentals.

Career Development 10 (open)

Career Development 10 is a course designed to expose students to workplace cultures, career options, financial planning, workplace standards and personal awareness and development. This also includes the development of a portfolio to aid students in attaining and understanding their strengths and employability skills. This course provides a holistic approach to career education.

Chemistry 11 (academic) Recommended Prerequisite: Mathematics 10 / Science 10

Chemistry 11 builds on the fundamental attitudes, skills and knowledge acquired in Science 10. This course develops scientific literacy among students while providing them with a solid foundation in chemistry. Students learn the basic concepts and skills of chemistry such as atomic theory, the periodic table, bonding, stoichiometry, and organic chemistry, which develops skills of problem solving, critical thinking, inquiry, and decision-making.

Chemistry 12 (academic) Recommended Prerequisite: Chemistry 11

The grade 12 program is an extension of the problem solving and inquiry skills learned in chemistry 11. It provides an in-depth exploration of various topics such as solutions, thermo-chemistry, equilibrium, acids and bases, and electrochemistry. This course is heavy in mathematics

Child Studies 11 (open)

The program is designed to help students acquire current information regarding reproduction, pregnancy, and childbirth; to explore significant issues of early childhood; and to apply child development theory to the care and guidance of children. The course is developed around four modules: 1) Decisions about Parenthood 2) The Beginning of Parenthood 3) Early Childhood Development 4) Special Concerns in Child Development

Communications Technology 11 (academic)

This hands-on course is designed to explore various concepts that deal with how we communicate in an ever-changing world of technology. Through hands on activities students explore electronic, print and web communication in a well-equipped media lab with equipment such as digital point and shoot and DSLR cameras, and a range of specialized and industry standard computer applications such as Adobe's Creative Suite CS6. The course emphasizes an appreciation for the origins and previous forms current means of communication are founded upon, as well as using current and emerging forms of communications technology for learning and collaboration. If creating a range of media products and learning about various forms of communication and their limitations and best applications, then this course will prove valuable to you! Students develop an electronic portfolio of their successes in the course that can be used as an entry point in applying to Post Secondary Schools. Technological experience is not necessary, as this course enables students to develop competence in using all required equipment and software.

Comparative World Religions 12 (academic)

This course deals with the role of religion in the development of human personality and community. Its aim is to familiarize students with the diverse religious heritage that has developed worldwide. Topics that are covered include Hinduism, Buddhism, Sikhism, Taoism, Confucianism, Judaism, Christianity, Islam, as well as units on sin and guilt, death and dying. Assigned readings, projects, discussion, research will be components of assessment.

Computer Programming 12 (academic)

Computer Programming 12 provides learning opportunities for students interested in extending their skills and understanding of computers and computer systems. Students work independently and collaboratively to formulate and solve real-world problems using structured problem solving approaches similar to those found in the workplace. Students implement solutions by creating programs using a programming language. Modules include; (a) Problem Solving in Computer Programming (b) Fundamentals of Programming (c) Applied Program solving (d) Project Development.

Construction Technology 10 (open)

This course is designed to develop an understanding of construction technology. This will be accomplished by exploring construction development, planning, tools, light construction, future developments and careers in a problem solving fashion. Activities will include Blue Print reading, surveying, foundations, building construction, finish carpentry.

Co-operative Education 11 / 12 (academic)

Co-operative Education is a career oriented instructional program designed to integrate classroom theory with practical experience in the workplace. Partnerships with the community are established so that, in addition to attending regular classes, students participate in a work placement.

The Co-op program has two components: one, in school and the other, at the workplace. The in-school component requires the students to attend and participate in approximately twenty-five hours of instruction and study time. Students learn career decision-making skills, job search strategies and are will be exposed to present issues in employment. Every student in the Co-op program must complete an employability skills portfolio.

Students select a career area they are interested in exploring and apply for the Co-op course. Each candidate for the Co-op Education program is required to fill out an application. From here, students are interviewed and notified of his/her acceptance.

Dance 11 (academic)

Dance 11 is designed for all students with or without previous formal dance training. 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. Students will have numerous opportunities to perform their original pieces to an audience. The course is comprised of four components: elements of movement, creation and composition, presentation and performance and dance and society.

Design 11 (academic) Visual Art 10 is the best preparation for this class

Design 11 is a Fine Arts course that requires the development of: drawing and art making skills, media skills, visual literacy, product development, creative idea development, individual work, and team work. The aim will be to understand and complete clear design concepts using organized visual ideas and the logic of invention. The Adobe Creative Suite will be utilized. Students will apply design strategies to plan, communicate, inquire and make design decisions.

Diploma Preparation Course Descriptions – For Students Moving into IB in Grade 11-12

Diploma Preparation Math 10 / Math 10 FI (academic)

This course is an enriched Mathematics 10 program designed for an academically driven student who demonstrates a strong work ethic and a keen interest in the study of mathematics. Students in this course should have had success in previous math courses and be willing to balance the demands placed upon them in an academically challenging environment. The course will cover the NS curriculum for Math 10 in addition to several topics from the NS Grade 11 and 12 curricula. **This course is under revision and will likely change for the upcoming 2019-20 academic year.**

Diploma Preparation English 10 (academic)

This course is an enriched English 10 program. Students wishing to take this course should be motivated learners with a desire to participate in literacy analysis and criticism beyond the scope of the regular English 10 course. Students who are, or are willing to become, avid readers and capable writers are recommended for this course. Diploma Prep English is taught with a focus on the international literary community. **This course is under revision and will likely change for the upcoming 2019-20 academic year.**

Diploma Preparation French 10 (Immersion students are not eligible) (academic)

This course is designed for the non-Immersion French students. All teaching is done in French, and as a result, students attain a high level of oral proficiency by the end of the course. Students interested in increasing their ability to speak and use the French language are recommended for this course. **This course is under revision and will likely change for the upcoming 2019-20 academic year.**

Diploma Preparation History 10 (academic)

This course is an enriched Ancient History program. Students wishing to take this course should have an interest in History, and a willingness to improve their knowledge through composition, analysis, and researching documents. **Please Note: Histoire Ancienne 10 FI is an appropriate preparatory course for the IB program. This course is under revision and will likely change for the upcoming 2019-20 academic year.**

Diploma Preparation Science 10 / Science 10 FI (academic)

This course is an enriched Science 10 program. Students wishing to take this course should be prepared for a study of Chemistry, Physics and sustainability beyond the scope of the regular Science 10 program. Students who are capable mathematicians and problem solvers, and who are highly interested in and motivated by the sciences, are recommended for this course. **This course is under revision and will likely change for the upcoming 2019-20 academic year.**

Drama 10 (academic)

Drama 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. Through extensive work in improvisation students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms, such as dramatic movement and mime, dramatization, choral speech and group drama. Opportunities for students to share and present their work are provided throughout the course. Drama 10 provides a foundation for future course work in drama and theatre.

Dramatique, Arts 10 (academic)

Course description is the same as Drama 10.

Drama 11 (academic) Recommended Prerequisite: Drama 10 or permission of teacher

Drama 11 builds on the learning experiences provided through the Drama 10 course and begins with foundation experiences to develop student confidence and capability, the course allows students to explore movement and speech and to combine these in a greater range of dramatic forms. Drama 11 emphasizes the process of bringing script to production. Students do one dinner theater in their semester. The course will also explore the elements of theatre production and the skills required for presentation or performance.

Drama 12 (academic) Recommended Prerequisite: Drama 11

In Drama 12, students will be required to participate in production work. This may involve acting, directing, writing and/or technical work. In addition, students will develop and execute a plan to provide some community groups (ex. elementary schools, senior citizens groups, etc.) with workshops and/or performances. The students will do three productions in a semester. In short, students will be required to mirror the work done by a production company.

Economics 11 (academic)

Economics 11 addresses a number of economic issues at the micro and macroeconomics levels, but this course focuses on microeconomics. Through the study of economic concepts, principles, and systems, students will develop an understanding of how economic decisions affect their lives as individuals and members of society. Some of the topics covered include: scarcity, opportunity cost, demand, supply, competition, role of government, production, Canada's mixed market economy, economic theorists, concepts of a market, equilibrium, pricing, government spending, sustainable development and business organizations. Students will create a business with a business plan either in small groups or as a class.

Economics 12 (academic) Recommended Prerequisite: Economics 11

Economics 12 addresses a number of economic issues at both the micro and macroeconomic levels, focusing on macroeconomics. This perspective will provide to students an economic education with a unique perspective to comprehend the dynamics of an economic system. Some of the topics covered include scarcity, opportunity cost, global economy, GDP, unemployment, consumer price index, business cycle, government budgets, trade agreements and money. Students will create a business with a business plan either in small groups or as a class.

Electrotechnologies 11 (academic)

A strong interest in Science and Math is required for success in this course. Electrotechnologies 11 enables students to gain an understanding of electrical and electronic systems and sub-systems. Students explore a broad range of technology applications, for example, electric motors, appliances, audio and video devices, sensors, control devices, security systems, and control systems. Modules for this course include electro-assembly, power distribution and conversion, control systems, digital technology and design as team or independent projects.

English 10 (academic)

The writing process is a critical focus of the English 10 program. Students will be exposed to a variety of written work with emphasis on the essay, citations and MLA format, poetry and other written work from a range of genres. English 10 emphasizes proficiency in using oral language for a variety of purposes. Personal connection to literature develops both skill and pleasure in reading. Evaluation will be based on formative and summative assessments.

This course meets Grade 10 English Requirements and serves as a prerequisite for any grade 11 English course.

English 11 (academic)

English 11 is intended for students whose goals include post-secondary study. This course emphasizes the study of complex and sophisticated texts and builds on the skills acquired in English 10. Students will be expected to refine their skills in logical analysis and clear expression with particular attention to the formal essay. This course meets Grade 11 English Requirements and serves as a prerequisite for any grade 12 English course.

English 11 Creative Writing (academic)

This course gives students the opportunity to meet the required outcomes for Academic English 11 through an intensive focus on creative writing. Students work independently, with peers, and with the teacher to experience and create a variety of texts, explore new perspectives, build on strengths, and develop new skills, particularly in the areas of purposeful writing and speaking, reading fluency, and critical thinking. Classroom activities occur within the framework of a workshop environment and are designed to support students in becoming increasingly independent learners who are confident and proficient with all language processes. Students are expected to write in many different genres and to be committed to taking their writing through the challenging (and sometimes frustrating!) process of revision of many drafts before arriving at a final, best draft

English 12 (academic)

English 12 is intended for students whose goals include post-secondary study. This course continues the study of literature and close study of texts. The student is expected to achieve proficiency in the analysis and appreciation of the major genres and in understanding the possibility of multiple readings of particular text. Students will continue to develop written and oral fluency through a wide variety of assignments, which will enable them to communicate confidently and effectively.

English 12 African Heritage (academic)

This course is designed to prepare students to meet key stage outcomes for Grade 12: Speaking and Listening. This course will engage students in a critical and analytical response to numerous literary genres and texts, using an Afrocentric focus. 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.

Note: This course meets the Grade 12 English requirement and serves as a pre-requisite for post-secondary study at the university level.

English Communications 11 (graduation) Recommended for students who had difficulty in English 10

This is an open category course and is recommended for students who may require additional support. Students will explore ideas and opinions through various kinds of written and oral communication. The emphasis is more practical than literary and is designed to meet individual and diverse learning needs. This course is intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences.

Note: Meets Grade 11 English Requirement and serves as a prerequisite English Communications 12 course.

English Communications 12 (graduation) Recommended for students who had difficulty in English 10/11.

Communications 12 continues the work of Communications 11. It emphasizes many kinds of communication and practical purposes. For example, there will be more reading for information than in English 12. Film, video, newspapers and other forms of popular culture will be part of the curriculum. Written assignments will also tend to have practical purpose. This is an open category course. It is recommended for students who prefer a more practical approach to English Language Arts.

Entrepreneurship 12 (academic)

The course introduces entrepreneurship as a viable career option. Students learn to create their own entrepreneurship opportunities. The focus is on active, experiential learning, developing the attitudes/skills to meet opportunities and challenges. Course breakdown: theory, action, and business planning. Theory develops knowledge and uses peer group and mentoring. Action challenges students to apply concepts of entrepreneurship in a practical, way. Business planning: operate ventures to develop entrepreneurial skills.

Exploring Technology 10 (academic)

This course is based on an academic and practical approach to technological systems and problems. Students will complete four out of six modules including introduction to technology (mandatory), green technology, media design technology, control systems technology, engineering systems technology and exploring trades technology. The three themes of this course are design, innovation, and problem solving.

Film and Video Production 12 (academic)

The Film and Video Production 12 course provides students with the professional experience of a production team, acquiring working knowledge of the script-to-screen process, and managing technical and logistical aspects of filmmaking. Students will deconstruct film & video as a medium of communication and creative expression, demonstrating a critical awareness of the social and cultural impact of film and television on society. The course provides an opportunity to explore the various education career paths in film and television production available locally and nationally.

Fitness Leadership 11 (academic)

Fitness Leadership involves practical/academic experience in fitness instruction. At the end of the training students have an opportunity to become certified youth 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 the health sciences and fitness. Interested students will be required to fill out an application pertaining to why they wish to take this course.

Food Science 12 (academic) Recommended prerequisite - Science 10 with strength in the chemistry component

Food Science 12 offers students the opportunity to explore aspects of the food industry and the chemistry of food. Topics include: food constituents (physical and chemical properties of food); preservation factors (high temperature and low temperature preservation techniques are explored, including cooking, blanching, pasteurization, sterilization, chilling, freezing, and cold storage), food quality and commodities (exploration of methods to control quality of food during production) and food packaging (food ingredients, labels, and packaging; food product development through sensory analysis).

Français-Immersion 10 (academic)

This immersion course emphasizes using French for a variety of purposes. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a variety of texts, such as conversations, documentaries, articles, poems, short stories, and novels. Reading and literature include articles, poems, short stories, and novels. Students are engaged in written activities through which they present information, and express their feelings about different events and situations. The course also explores other forms of viewing and representing.

Français-Immersion 11 (academic)

In the grade 11 French Immersion course, students continue to develop their listening, oral, reading and writing skills. Reading and literature include newspaper ads and articles, tales and legends, poetic songs, documentaries, interviews, and novels. The course also explores other forms of viewing and representing.

Français-Immersion 12 (academic)

In grade 12, students continue to develop and refine their skills in listening, oral, reading and writing. Reading and literature include various articles, position papers, short stories, novels and drama. Students also analyze and compare the different types of texts such as expressive, informative, explicative and literary texts.

FRENCH-CORE PROGRAM

The senior high French program should develop comprehension, communication, interaction skills and strategies through experiential teaching materials that incorporate a variety of authentic documents. Topics, tasks, and final projects are aligned with students' experiences and interests. Areas to study include the future, career plans, the media, the arts, social and technological trends, as well as Francophone cultures and multiculturalism. The linguistic component is chosen according to the language needs of learners in relation to the tasks and projects. Emphasis continues to be placed on using language in meaningful communicative contexts. Evaluation must reflect these principles, with a maximum of 25 percent of time spent analyzing the form of the language.

French-Core 10 (academic) Recommended Prerequisite: Grade 9 French

French-Core 10 is primarily geared toward improvement of speaking and understanding, as well as developing reading and writing skills. Topics may include health and fitness, relationships among adolescents, school and school systems. Daily class activities will focus on typical everyday French conversations and situations through which students will practice newly acquired grammar structures. Beside their textbook, students will use other materials and resources such as magazine articles, songs, games, types, modules and films.

Notes: *Students are required to speak French only in class.*

Students will be given the option to purchase a workbook for this course.

French-Core 11 (academic) Recommended Prerequisite: French-Core 10

This course is a continuation of French-Core 10. Topics may include dramatic arts, recreational activities, travel, and adventure. Daily class activities will focus on the development of the four communicative skills: reading, listening, speaking and writing. Grammar is an important part of the language learning process and will be integrated in the lessons. Beside the textbook, students will use resources such as magazine articles, songs, games, tapes, modules and films.

Notes: *Students are required to speak French only in class.*

Students will be given the option to purchase a workbook for this course.

Geography 10 (academic)

This course will help students to understand physical geography through a thematic approach.

Units included in this course: Mapping: map skills using topographic maps (contour lines map scale conversions), Energy Systems: Relationship between moon, sun and stars, earth's seasons, The Lithosphere: building up the land. (plate tectonics, volcanoes, geological time scale), Gradational Processes: wearing down the land (water cycle, running water, glaciation, oceanography, desertification), Eco-systems: all living things (maritime ecosystems, rainforests, boreal forests, grasslands).

Global Geography 12 (academic)

This course is an issue-based course to examine/explore the major themes associated with living in a global society. Emphasis on studying the world as one interdependent, interconnected system and learning about the impact human activities are having on Earth and all of its inhabitants. Students will examine: (a) The Global Geographer, (b) The Planet Earth (c) Population (d) Resources and Commodities (e) Urbanization (f) Culture and Politics.

Global History 12 (academic)

Post WWII era examination studying: 1) Background to the Cold War, 2) The Cold War 3) The Pursuit of Justice from three perspectives – social, political, economic. Focus questions: 1) “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?” 2) “How did the world arrive at its current state at the close of the twentieth century?”

Histoire 10 FI (Diploma Prep for French Immersion) (academic)

This course explores the ancient civilisations of Mesopotamia, Egypt, Greece, and Rome. Histoire 10 Pre-IB FI will extend students' understanding of emerging world civilisations through a multi-faceted approach with particular emphasis of research and critical thinking skills. Independent learning, reflection, and literacy will be fundamental to the course. The teaching of research skills (historiography) is integrated within the course content, and culminates in a historical investigation. A particular emphasis will be placed in analyzing primary and secondary sources by evaluating their origin, purpose, values, and limitations. Throughout Histoire 10 Pre-IB FI, students will begin to develop an understanding of international mindedness and cultural appreciation. While not specifically outlined in the curriculum outcomes, study and testing skills such as timed essays, organisation and time management will be addressed. **This course is under revision and will likely change for the upcoming 2019-20 academic year.**

Histoire Planetaire 12 FI (academic)

Course description is the same as Global History 12

History 10 (academic)

The goal of the course is to understand the chronological divisions that exist in our ancient past by highlighting the birth of civilizations, political structures, empires, religions & civilizations and revolutions. Students will examine these areas of study: Unit I: Historians & Archaeologists, The Origins of Early Man & Mesopotamia; Unit Two: Ancient Egypt; Unit Three: Ancient Greece, Unit Four: Ancient Rome.

History 11 (Canadian) (academic)

This course focuses on Canada's history from the First People's to the present.

Areas of study: 1) Globalization: What has been Canada's place in the community of nations? 2) Development: How has the Canadian economy evolved to meet the needs and wants of Canadian people? 3) Sovereignty: How have struggles for sovereignty defined Canada? 4) Governance: Have governments in Canada, been reflective of Canadian societies? 5) Justice: How has Canada struggled for a just and fair society?

Histoire (Canadienne) 11 FI (academic)

Course description is the same as History 11 (Canadian)

Home Trades Technology 12 (Open)

Home Trades Technology 12 provides a wide range of experiences and learning opportunities related to the trades. As a result of this course, students will develop some of the skills and knowledge necessary to participate in the home construction industry. Hands-on projects will focus on the areas of construction, electrical, and plumbing trades. In addition, the course will look at business and environmental practices related to these trades, while developing a focus on safety and employability skills. Topics include electrical, plumbing, framing, house design - interior and exterior, green technologies in the home, and contracting - skills in a business, inspecting, estimating, sub-contracting, budgeting.

It is recommended that students interested in taking this course should have taken at least one of Construction Technology 10 or Production Technology 11.

Human Biology 11 (graduation)

Human Biology 11 examines the systems of the human body (digestive, respiratory, circulatory, excretory, nervous and reproductive) in a way that allows the student to gain a personal understanding of his or her own body.

Note: Students cannot receive credit for both BIO11 and HBO11

International Baccalaureate Course Descriptions:

Group 1:

IB English Literature HL/SL

IB English (Language A1) is a two-year literature course for IB students. Through the study of literature (including texts in translation), the student gains a broad and international literary perspective by studying different historical periods, cultures, styles and social contexts. Opportunities are provided for practicing and developing oral and written communication in a variety of styles and for analyzing texts in a critical fashion. Fifteen works are selected according to a format set by IB, and these works will be the basis for the oral and written examinations administered to students in January and May of their grade 12 year.

IB English Language and Literature HL/SL

IB English Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and nonliterary genres. The course is organized into four parts, each focused on the study of either literary or non-literary texts. The course allows students to explore language through its cultural development and use its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas. The formal examination comprises two essay papers. Students also produce written tasks in a variety of genres, and perform two oral activities presenting their analysis of works read.

Group 2:

IB French SL

French IB SL is a one-year course intended for non-Immersion students who did Core French in grades 7, 8, and 9. The course focuses on a variety of French skills to allow for the development of writing skills and oral proficiency. French is the only language spoken in the classroom to prepare for an individual oral exam at the end of the course. Evaluation is based on reading tests, oral activities and presentations, writing assignments, and grammar quizzes.

IB French HL for French Immersion Students

French IB HL is a two-year course intended for students working toward the Nova Scotia French Immersion Certificate and/or the IB Bilingual Diploma. This language/literature course focuses on a variety of topics that allow for the reinforcement of writing skills and oral proficiency. Evaluation is based on reading tests, writing assignments, oral activities and presentations, and grammar quizzes.

IB Spanish Ab Initio SL

Spanish Ab Initio is designed to be followed over two years by students who have no previous experience of learning Spanish. The course develops language acquisition for purposes and situations in everyday social interaction. Through the student of topics such as the individual, education and work, transport, shopping, food and drink, and leisure, students will develop a variety of linguistic skills and an awareness of the culture.

Group 3:

IB History SL (French) / History IB HL/SL (English)

IB History SL is a one-year course offered to French Immersion students; IB History HL is a two-year course offered to English stream students. Topics include practices and effects of war, rise and rule of single-party states, nationalism in India and China, the Russian Revolution, decolonization in Africa, Asia, the Middle East, Latin America and the Caribbean, and East-West relations after 1945. Evaluation will be based on tests, papers, presentations and debates.

IB Economics HL/SL

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. The study of macroeconomics (national income, unemployment, and supply and demand policy), microeconomics (markets and market failure) and international economics are the main topics within the course. Although economics involves the formulation of theory, economic theories can be applied to real-world examples.

Group 4:

IB Biology HL/SL

IB Biology is a biology course for IB students who are planning on further study in life sciences, Nursing, Human Kinetics, or other health-related fields. Topics include: Cell biology, molecular biology, cell energetics, plant biology, genetics, human physiology, ecology, evolution and biodiversity.

IB Computer Programming HL/SL

IB Computer Science is a rigorous and practical problem-solving discipline. Computational thinking lies at the heart of the course and is integrated with other topics. This will be supported by practical activities including programming. Practical programming experience will be an essential element of developing higher-level thinking skills.

IB Chemistry HL/SL

IB Chemistry is a two-year chemistry course. Core topics include: measurement and data processing, quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and one extension unit determined by the teacher.

IB Physics HL/SL

IB Physics is a two-year physics course for students who are planning on enrolling in sciences and engineering in the course of post-secondary study. Topics include mechanics, waves, electricity and magnetism, molecular behavior, atomic and nuclear physics, graphical analysis, astrophysics and cosmology, and optics. It is recommended that students with a strong math background consider taking this course.

IB Sports, Exercise and Health Science HL/SL

IB Sports Exercise and Health Science (SEHS) is a combination of syllabus content and experimental work, which provides the opportunity for students to apply scientific principles and analysis of human performance. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

Group 5:

Mathematics: analysis and approaches (HL and SL)

Analytic methods with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods. This course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses.

Mathematics: applications and interpretation (HL and SL)

Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design.

Group 6:

IB Music HL/SL

IB Music HL/SL courses are two-year courses offered to students in the band program. Topics include playing technique, theory, harmony, composition, aural skills, musical style, counterpoint and musical analysis. Evaluation is based on written assignments and performance evaluation (instrument of students' choice). The HL course is strongly recommended for students who are planning to study music in university.

IB Visual Arts HL/SL

IB Visual Art HL is two-year course for students interested in studying Visual Art at an advanced level. Emphasis is placed on creativity, competency skills, independent research, and a sense of media understanding, persistence and originality. Students will explore a variety of art making materials, techniques and approaches to art making. Students will also work with visiting artists. Each student will be expected to research art concepts and philosophies and to bring critical thinking into their practice. Students are assessed on their Studio Work and Investigation Workbooks.

IB Theatre HL/SL

IB Theatre is a course of study that gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. Students experience the course from contrasting artistic perspectives. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre. Students are assessed externally through presentations of work as a director and as a performer. Internally, students create a piece of theatre that is presented on stage.

Investment and Finance 12 (academic)

This course will prepare students for the rigors of investment and financial security. Topics include financial planning (income tax, banking, budgeting); methods of investment (stocks, bonds, mutual funds, T-bills, RRSPs and RESPs), including competing in a stock market simulation; risk and return; life-stage investing; and investment math (yields, returns, fees and commissions). By the end of the course, students will have a solid foundation of investment strategies and will be well prepared to start their own investment portfolio.

Journalism 12 (academic)

This course is a preparation for students intending to professionally write or diversify writing skills in a public forum such as a school newspaper. The course will explore how to listen, design questions, research, interview, and quote subjects. Lead writing, news format, editing, and speaking with the public, forms the foundation of the course. Other topic areas to be explored include issues of ethics, credibility, language use, photography and layout. Mandatory writing assignments will include sports, feature, news, obituary, arts, entertainment, and the press conference.

Law 12 (academic)

This course has been developed for students who have a keen interest in Canadian law and wish to understand how it functions within our society. While engaging in this course, students will discover that the law is not necessarily black and white. Students will examine these areas of study: 1) An Introduction to Law 2) Rights, Freedom and Responsibilities 3) Criminal Law 4) Civil Law 5) Family Law 6) Contract and Business Law

Leadership 12 (academic) Grade 12 students only

This course is intended for students who have a keen interest in leadership development. The curriculum includes lessons that are both practical and theoretical. Classroom sessions emphasize an understanding of leadership concepts, group dynamics, effective communication, and fund raising. The practical aspects have students involved in planning, organizing and implementing activities within the school and community. Students will be placed in leadership roles that include the teaching of other students, delivering intramurals activities, and participating in volunteer service.

Learning Strategies 10 (open)

Learning Strategies 10 is an open course designed to assist students enhance and develop their learning skills and strategies. Learning Strategies 10 will assist students with the transition into the high school credit system and students will better understand themselves as a learner. Topics to be covered in this course include self-awareness, time management, organization, communication skills and test and examination preparation. Strategies will be explicitly taught and will then be re-enforced by integrating the curriculum from the student's other subject areas. Students will be encouraged to use appropriate technology to support their learning.

Enrollment in Learning Strategies 10 is through the program planning process; students wishing to enroll should speak with their guidance counsellor

Martial Arts 11 (academic)

Martial Arts 11 provides a unique high school learning opportunity. Approximately 80% of class time will be spent training in applied *karate*, *judo* and *jiu jitsu* for the purpose of self-defense. Students will learn *atemi waza* (striking techniques), *kansetsu waza* (joint locking techniques), *nage waza* (throwing techniques), *ne waza* (ground fighting techniques) and more. Much of this will be explored through the analysis of *kata*, solo routines. Students will test for their yellow belt in karate near the end of the semester. To balance the physical training in martial arts, students will learn philosophy and history as it relates to Japanese martial art.

MATHEMATICS PROGRAMS: SELECTING THE CORRECT COURSE

In 2019–20, four mathematics courses will be available at the grade 10 level:

- Mathematics Essentials 10: (110 hours), 1 graduation credit
- Mathematics at Work 10: (110 hours), 1 graduation credit
- Mathematics 10 / Mathématiques 10 FI: (220 hours), 2 academic credits
- Math 10 DP / Mathématiques 10 DP (220 hours), 2 academic credits

The Mathematics 10 course will be 220-hour year-long course. Successful completion will result in *two* Mathematics credits—one of these is an eligible credit for the three mathematics credits required for graduation. The other credit is an eligible credit for the “one other from mathematics, science, and/or technology.”
 NOTE: Students enrolled in Mathematics 10/ Mathematiques 10 FI will be required to write the Nova Scotia Provincial Math exam

Please read the following Learner Profiles to help you determine the appropriate choice of course.

Math Essentials 10 (graduation) Student Learner Profile

Thomas is entering Grade 10 this September. He has little confidence in his math ability as a result of his experience with math in junior high. Thomas had difficulty with the junior high math concepts, particularly with algebraic procedural manipulation. He failed his grade 9 math but decided not to ruin his summer vacation by taking math in summer school. “What do I need Math for anyway?” he asked his parents. “I plan on going to work for Dad’s construction company when I finish high school.” Thomas frequently questioned his junior high math teachers about when he would ever use the math concepts they tried to teach him. Math was never a subject he enjoyed, but by grade 8 Thomas found the concepts and procedures very abstract and unrelated to the real world. Thomas barely passed grade 8 math. Thomas knows that he needs two math credits to graduate high school and is afraid that he will struggle to get them.

Mathematics at Work 10 (graduation) Student Learner Profile

Harriet is entering grade 10 this coming September. Harriet found her last year of junior high math to be somewhat challenging but managed to pass grade 9 math with many help from her teacher. In grade 7 she changed schools several times. As a result, there are gaps in her math background that have affected her math performance and have shaken her confidence in her math abilities. Harriet wants to get her two math requirements for graduation before she makes any decisions about her future. She knows that she has experienced some difficulty with math in the past and that she will have to work hard to achieve this goal. Harriet is unsure what she wants to do after high school graduation but enjoys working with her hands and writing and thinks she may pursue a career in a related field.

Mathematics 10 (academic) Student Learner Profile

Donna is a highly motivated student who was extremely successful in junior high mathematics. She is an independent learner who does homework on a nightly basis and works well under pressure. Donna likes math as a subject and quickly learns new math concepts. She particularly enjoys mathematical problem solving activities. Donna easily understands abstract concepts in mathematics. She is very competent with algebraic procedural skills and symbolic manipulation. When other students are absent from class they ask to borrow Donna’s notes to get caught up. She is known as the “go to person” for math help. Donna is a highly organized and successful math student.

Mathematic 10 Diploma Prep (academic) Student Learner Profile

Mohammed is planning to enter the IB program in his grade 11 year – please see the IB section.

Senior High Mathematics Course Pathways



Effective: 2017–18 School Year



Mathematics 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 Essentials 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.

Mathematics 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 Essentials 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 Essentials 12 (graduation, 1 credit)

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

Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11. The prerequisite for Mathematics Essentials 12 must be taken and successfully completed prior to starting Mathematics Essentials 12.

Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

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

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

Students in Mathematics Essential 12 will do the following modules.

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

Mathematics at Work 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.

Mathematics 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.

Mathematics at Work 12 (graduation, 1 credit)

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

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

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

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

Mathematics 10 (academic, 2 credits)

Prerequisite: Grade 9 Mathematics

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.

Note: Mathematics 10 is a 220-hour, two-credit course.

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

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 grade 11.

Students in Mathematics 10 will explore the following topics:

measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

NOTE: Students who select Math 10 and wish to come out if it after first semester will have to wait until grade 11 to enroll in another grade 10 math course.

Mathematiques 10 FI (Academic 2 crédits) Pre-requisite: Grade 9 Mathematics

Course description is the same as Mathematics 10 (academic)

Mathematics 11 (academic, 1 credit)

Prerequisite: Successful completion of Mathematics 10.

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

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.

Extended Mathematics 11 (academic, 2 credits)

Prerequisite: Successful completion of Mathematics 10.

Extended Mathematics 11 is a 220-hour course that is scheduled over the duration of the school year, September to June. Students who successfully complete this course will receive one grade 11 academic mathematics credit and one grade 11 technology credit. Extended Mathematics 11 is an academic high school mathematics course. Students who select Extended Mathematics 11 will complete the curriculum outcomes for the semestered Mathematics 11 course and additional concepts in Statistics and Data Analytics. They will have extra time to explore concepts using a variety of learning experiences and use technology to enhance their learning. The typical pathway for students who successfully complete Extended Mathematics 11 will be to take Mathematics 12. Alternatively, students who successfully complete Extended Mathematics 11 may choose to select either Mathematics at Work 12 or Mathematics Essentials 12. *While not the typical pathway, Extended Mathematics 11 can also be used as a pre-requisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.** Students in Extended Mathematics 11 will explore the following topics: linear programming, 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, inference making from statistical summaries, analyzing and presenting data and how to extract meaning from data.

**Note: Students who complete Extended Mathematics 11 should note that Pre-Cal 11 is only offered in semester 2 of their grade 12 year.*

Mathematics 12 (academic) Recommended Prerequisite: Mathematics 11 or Advanced Mathematics 11

Prerequisite: Successful completion of Mathematics 11.

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

Mathematics Pre-calculus 11 (advanced, 1 credit – offered semester two only)

Prerequisite: Successful completion of Mathematics 11.

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

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 grade 12.

Students in Pre-calculus 11 will explore the following topics:

- absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

Mathematics Pre-Calculus 12 (*advanced – offered semester one only*)

Prerequisite: Successful completion of Pre-Calculus Mathematics 11.

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

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

Calculus 12 (*advanced–offered semester two only*) *Recommended Prerequisite: 70% in Mathematics Pre-Calculus 12*

This course is recommended for all students intending to pursue a career in science or engineering. Topics will include limits, continuity, differentiation of polynomial, algebraic, exponential, log and trig functions with applications, and an introduction of antiderivatives.

Mi'kmaq Studies 11 (*academic*)

This course provides students with an understanding of historical and contemporary issues of Mi'kmaq society. The course will consider the cultural, social, spiritual, and political events, trends and traditions in the history of the Mi'kmaq. It meets the requirements of the compulsory Canadian History graduation requirement. Areas of study: 1) Language and Culture, 2) Religion and Spirituality, 3) Ancient Times – Historiography 4) Arts and Crafts 5) Governance (The Land and Colonial Relations).

Music Program

The intent of the high school music program is to provide for students' acquisition of musical literacy and their development as musical amateurs, composers, performers, and discriminating consumers. Although all music courses are open to all students, it should be noted that certain skills – especially performance and perceptual skills – are cumulative. The music teacher and/or the school administration, the student, and the student's parents/guardians should confer before the student enrolls in a music courses. All music courses include performance (either instrumental or vocal), theory (harmony-ear-training) and history (including contemporary styles). Opportunities to explore music composition (often with the use of computers) are available. Every attempt is made to include multicultural content and Canadian authors.

NOTE: Students enrolled in the Music program will be required to attend at least one after school practice per week.

Music 10 (*academic*)

The Music 10 course is designed to develop performance and interpretation skills, and explore the function and role of music in society. Students are required to perform in the Grade 10 Concert Band and small chamber ensembles. They continue to develop technique through the preparation of scales and studies, and explore their artistry through the preparation of solos. Students also study music theory, music history and utilize music technology to create basic compositions. Students, through participation in music also are encouraged to develop concepts of teamwork, self-discipline and goal setting.

Music 11 (*academic*)

The Music 11 course is designed to continue to develop and expand upon performance and interpretation skills, and further explore the function and role of music in society. Students perform in the Wind Ensemble and small chamber ensembles. They continue to develop technique through the preparation of scales and studies, and explore their artistry through the preparation of solos. Students also study music theory up to and including basic triads, rhythmic and melodic dictation, and music history and utilize music technology to create basic compositions. Students, through participation in music also are encouraged to develop concepts of teamwork, self-discipline and goal setting. Through the preparation of a four-concert season, students experience the satisfaction of setting long and short-term goals, and seeing them through to excellent performances.

Music 12 (academic)

The Music 12 course is designed to continue to develop and expand upon performance and interpretation skills, and further explore the function and role of music in society. Students are also encouraged to take a leadership role within the ensembles in which they perform. Students perform in the Wind Ensemble and small chamber ensembles. They continue to develop technique through the preparation of scales and studies, and explore their artistry through the preparation of solos. Students also study music theory up to and including transposition and ensemble arrangements. Students, through participation in music also are encouraged to develop concepts of teamwork, self-discipline and goal setting.

Music Vocal 10 (academic)

Music Vocal 10 is the first level of music study at CPA and is intended for students with an interest in singing and music. Although the course is divided between theory, history and performance, the emphasis of the course will be on performance. Performance skills will be developed through ear training, solfege, technical skills, solos, small ensemble and large ensemble literature. The theory portion of the course will consist of the rudiments of music. A basic overview of the history of western music will be introduced through listening to music, study and research. All students will be required to participate in all class performances (some of which will be outside of the school day).

Music Vocal 11 (academic)

Music Vocal 11 is the second level of music study at CPA; a continuation of the material covered in the first level (see Music 10 Vocal). Although the course is divided between theory, history and performance, the emphasis of the course will be on performance. Performance skills will be developed even further through ear training, solfege, technical skills, solos, small ensemble and large ensemble literature. The theory portion of the course is a continuation of the skills learned in Music 10, chords, transposition, and basic chordal structures. The history component will include a basic overview of the history of jazz through listening to music, study, and research. All students will be required to participate in all class performances (some that will be outside of the school day).

Music Vocal 12 (academic)

Music Vocal 12 is the third level of music study at CPA; a continuation of the material covered in the second level (see Music 11 Vocal). Although the course is divided between theory, history and performance, the emphasis of the course will be on performance. Performance skills will be developed even further through ear training, solfege, technical skills, solos, small ensemble and large ensemble literature. The theory portion of the course is a continuation of the skills learned in Music 11, with emphasis on analysis of music and basic composition. The history component of the course will deal with a more in depth look in to the history of music, Canadian music and careers in music through guest speakers, study and research. All students will be required to participate in all class performances (some that are outside of the school day).

Oceans 11 (academic) Recommended Prerequisite: Science 10

Oceans11 is the study of the waters of the ocean, structure of the ocean floor, and the life in the ocean. The course offers students the opportunity to explore many aspects of global oceanography, but emphasis is placed on the local level (the Maritimes) and Canada's role in ocean studies. Topics include the structure and motion of the earth's crust, currents, waves, tides, marine biology, and fisheries.

Philosophy 12 (academic)

This course will introduce students to philosophical ideas and concepts and theories and from both eastern and western philosophical movements that have been shaped by their times and cultures, and in turn have influenced thinkers belonging to subsequent eras and other cultures. Philosophy attempts to sort out what is, what might be, and to what extent the human mind is equipped to establish certainties about the human condition and its relationship to the universe. Units of study will include: *Epistemology, Metaphysics, Human Nature, Ethics, Social and Political Philosophy.*

PHYSICAL EDUCATION PROGRAM

Physical Education concentrates on developing in students the need to pursue an active, healthy lifestyle. Active participation on a daily basis is a requirement. Students who participate in the physical education program will be expected to exercise at an intensity level that promotes physical improvement. Students will be evaluated theoretically and practically. Field trips to community facilities are included in the program. There is a fee for field trip experiences and guest instructors.

Physical Education 10 for Females/ Physical Education 10 for Males (open)

Note: A separate physical education 10 class will be offered for both females and males.

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, including classroom instruction, 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. This course requires students to commit to daily exercise at an intensity level high enough to reach their individual target heart rate. This involves aerobic exercise, including running, on a daily basis. Students registering for this course must understand that working to improve all components of

fitness is a daily expectation. 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. This course is divided into four modules: outdoor pursuits, exercise science, personal fitness, and leadership.

Physical Education 11 for Females/ Physical Education 11 for Males (open)

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. The course challenges students to assess their personal fitness and skill levels by participating in numerous indoor and outdoor fitness, traditional and nontraditional sport, and recreational activities. This activity-based course includes some theory concepts including sport rules and regulations, team strategies and fitness concepts. There are classroom instructions in these areas. This course requires students to commit to daily exercise at an intensity level high enough to reach their individual target heart rate. This involves aerobic exercise, including running, on a daily basis. Students registering for this course must understand that working to improve all components of fitness is a daily expectation. Be prepared to be active in a friendly competitive atmosphere.

Physically Active Living 11 (open)

This course requires students to engage in a variety of healthful, physically active experiences and to have sound knowledge of the health benefits of these activities. PAL balances theory components and activity components. The six theory components are: active living, fair, and safe play, personal fitness, nutrition, consumer issues and stress. The five activity components are the following: lifetime activities, team games, fitness activities, low organized games, and co-operative games. This course requires students to commit to exercise three or more time per week at an intensity level high enough to promote personal improvement. This will sometimes involve aerobic exercise, including running, as a course requirement. The course provides the opportunity to participate in athletic and recreational activities regardless of skill or fitness level.

Physics 11 (academic) Prerequisites: Mathematics 10 and Science 10

Physics is the branch of knowledge that studies the processes and structures of the natural world. Physics 11 looks at the physics of everyday life. This course focuses on Newtonian physics and the relationships between motion, force, work, and energy. Students will also explore common characteristics of wave behavior.

Physics 12 (academic) Prerequisite: Physics 11

This course explores the fundamentals behind electric and magnetic fields. This leads to an understanding of light and to the exploration of the quantum world. From there, radioactivity is studied. These topics are relevant to today's world as they explain some medical procedures, the workings (and findings) of the LHC and the reasons behind the cellular network. Newtonian physics will be covered as well by studying torques, along with circular and simple harmonic motions.

Political Science 12 (academic)

The Canadian political system is analysed and compared to various countries. Specific study units: *Ideals of democracy *Democratic institutions in Canada and the U.S. *Role of political parties in democracies *Individual freedom versus group welfare *Media, Pressure Groups and Lobbyists *Authoritarian Forms of Government *The Rise and Fall of the Soviet Union *Achieving Power: Mussolini, Castro and Mao *Maintaining Power: Adolph Hitler and Nazi Germany* Nationalism in the contemporary world *Political Systems and World Development.

Production Technology 11 (open)

Production Technology 11 emphasizes custom production in the wood working lab. The intention of the course is to give students a firm foundation in the principles of proper design, tool use, safety and machine maintenance. Projects in the course will be based on the design, planning, finishing of the project, as well as sound construction techniques. Each of the projects will attempt to teach a different type of production and its associated techniques. Since this is a hands-on course, attendance is very important in achieving the goals of the program. Topics include AutoCAD, Blue Print Basics, Measuring tapes, squares, Furniture design basics, Joinery techniques, Material preparation, as well as a final project.

Production Technology 12 (open) Recommended Prerequisite: Production Technology 11

Production Technology 12 looks at the entire manufacturing process from a company standpoint. Students will look at all of the steps companies take to produce a product. These steps include topics such as budget, design, prototyping, testing, construction, resource management, and marketing. Projects will consist of students working both in teams and individually to complete all steps in the manufacturing process and will involve both theory and hands on work. Students will be asked to not only explain their work, but to defend the choices they made in producing their products and to describe how their product will affect the environment.

1. Working with hardwood – small woodworking project
2. Working with plastics – 3D printer design Challenge
3. Structure – designing to custom specifications using AutoCAD and raw materials
4. Cabinetry – nightstand
5. Project Budgeting and estimating

Science 10 (academic)

Science 10 is designed to be a foundational science course that reflects the integration of ecology, chemistry, physics, and meteorology while emphasizing critical thinking, technological literacy, communication, and numeracy as well as personal and social values and skills. Science 10 explores the following four themes: sustainability of ecosystems, chemical reactions, describing motion, and weather dynamics.

Sciences 10 FI (academic)

Course description is the same as for Science 10.

Sociology 12 (academic)

This course is designed to explore many interesting and though provoking topics about human behavior. It gives the student a greater understanding of society and how an individual impacts society and society influences individuals. Students will examine these areas of study: Sociology as a Social Science; Culture; Socialization; Social Organization; and Social Behavior: Social Control and Deviance.

Visual Arts 10 (academic)

Visual Arts 10 is the foundation course for Visual Arts at Charles P. Allen High School. Students will learn fundamental drawing and painting techniques explore color theory and apply their abilities to analyzing and constructing artworks. Visual Arts 10 alternates between small skill-building assignments and longer, 2-3 week artworks such as the shading project, a self-portrait, and a painting based on an art historical work. Students who are pursuing creative careers are recommended to continue with Visual Art 11 or Advanced Visual Art 11.

Visual Arts 11 (academic) Recommended Prerequisite: Visual Arts 10

Visual Arts 10 is the best preparation for this class. In Visual Arts 11 you will substantially improve the core technical skills learned in Visual Arts 10, you will also be introduced to a variety of media, a range of artists, styles, and concepts surrounding contemporary issues in art making and criticism. Projects are balanced between creative work and careful observation. You will be expected to maintain a sketchbook and produce a portfolio of strong artwork by the end of the semester.

Visual Arts 11 Advanced (advanced)

This course is for students who maintained an 85% or higher in Visual Arts 10 and are ready for a more in-depth art making and thinking experience. In this course, you will learn competency skills in drawing, painting, conceptual thinking and sketchbook creation. This course is a serious exploration of visual arts and is an important step toward university preparation in a creative field of study. Students should be prepared to spend hours on their assignments beyond scheduled classroom time. In this course, you will benefit from enrichment projects and workshops with practicing artists. You will develop a proficient portfolio of sustained artworks and emerge with a more complex understanding of issues in art making. Students are expected to participate in a public art show as a requirement of this course.

Visual Arts 12 (academic) Recommended Prerequisite: Visual Arts 11 or consent of the instructor

Visual Arts 12 is a course designed for students to increase their technical and creative abilities, as well as develop their understanding of the role of visual arts in culture. Students will build a competent portfolio in a range of media; will develop their drawing and painting skills and produce statements about their own working styles and intentions behind work. Art history and criticism is also a component of this course.

Visual Arts 12 Advanced (advanced)

Advanced Visual Arts 11 or a mark of 85% or higher in Visual Arts 11 is recommended for this course. This course is designed to be an intensive study of art. It is often considered necessary in preparation for university portfolios or for those who want to develop their art skills and thinking as much as possible before leaving high school. Students will be involved in enrichment projects and artist workshops as well as participate in a public art show of their work.

Yoga 11 (academic)

This course 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.

Yoga 11 FI (academic)

Course description same as Yoga 11.

HIGH SCHOOL COURSE PLANNING CHART

The chart below will assist you in planning the courses you intend to take in high school. Please check updated graduation requirements outlined in this book, as well as mandatory courses and required for any post- secondary programs you may be considering.

Grade 10	Grade 11	Grade 12
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	
8.		
Alternate:	Alternate:	Alternate:
Alternate:	Alternate:	Alternate:

Please note:

The information contained in this publication is as accurate as possible at the time of printing. Please be aware that changes to the information contained herein may occur due to the number of students selecting courses, staffing considerations and any changes dictated by the Halifax Regional Centre for Education / Department of Education.

Notes

Notes