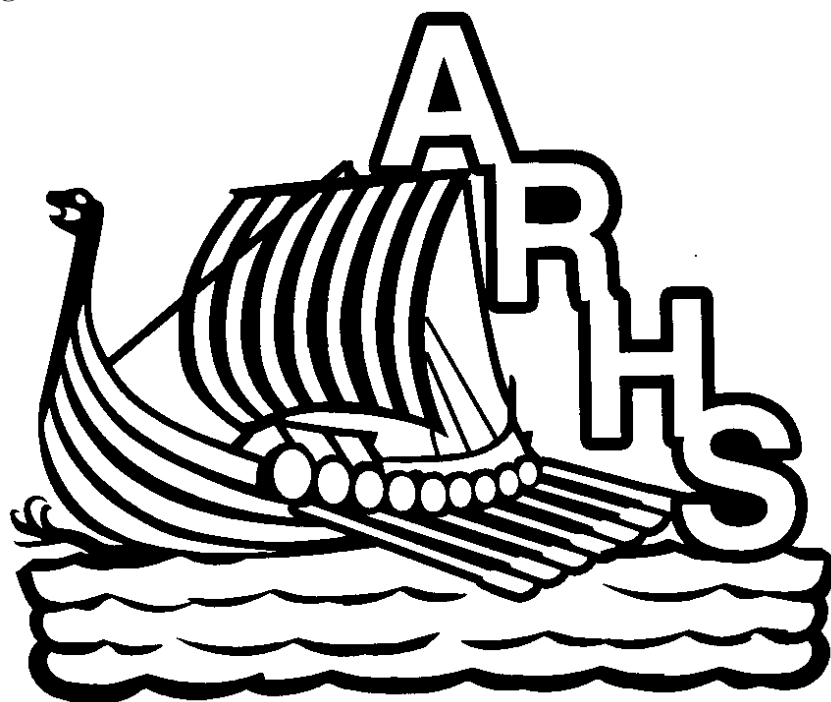


School Year

2017-2018

AMHERST REGIONAL HIGH SCHOOL

Chignecto-Central Regional School Board



Course Handbook

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GRADUATION REQUIREMENTS

- **Minimum** of 18 credits of which 13 are compulsory
 - No more than 7 of the 18 credits may be at the Grade 10 level
 - At least 5 credits must be at the Grade 12 level
 - 3 English Language Arts: (1 at each grade level)
 - 1 Fine Arts (Visual Arts, Drama, Music, Dance)
 - 1 Canadian Studies (Canadian History, African Canadian Studies, Histoire du Canada)
 - 1 Global Studies (Global History, Global Geography, or Géographie Planétaire)
 - 2 Mathematics (from two different grade levels)
 - 2 Science (including at least 1 from Science 10, Physics, Chemistry, or Biology)
 - 1 Physical Education
 - 2 other credits from technology, mathematics, or science.
- Note: only one credit will be given for a course in the same subject at the same grade level, although both will show on a transcript. For example, if a student completes Mathematics 10 and Math at Work 10, only one credit will count toward the 18 credits required for graduation.
 - Specific courses listed above are not exhaustive of the credits available to Nova Scotia students for said graduation requirement, but are the courses offered at ARHS for these graduation requirements.
 - Note: Dance 11 can be either a Fine Arts Credit or a Physical Education credit, but **NOT** both.

High School Credits

Definition of a Credit : A credit is awarded in recognition of the successful completion of an approved course that would normally be completed in 110 hours of scheduled instructional time.

In courses defined through curriculum outcomes statements, students are expected to have demonstrated achievement of the outcomes at an acceptable level of proficiency.

Types of Courses/Credits

Each course is defined as one of the following credit types:

Advanced – These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

Academic – These courses are designed for students who expect to enter college, university, or other post-secondary institutions.

Open – Although none of these courses is designed to meet the specific entrance requirements of any post-secondary institution, individual courses may meet entrance requirements of some institutions.

Graduation – These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected area of post-secondary study.

POST-SECONDARY ADMISSION REQUIREMENTS

Students are encouraged to consider university, community college and other institutions in view of their personal interests and career goals before making their post-secondary plans.

Specific university admission requirements vary depending on the institution and the different programs you may wish to enter. However, general admission requirements for university include Grade 12 diploma with academic or Advanced English and at least four more Grade 12 academic or advanced courses. Overall admissions average as well as minimum individual course grades must be considered and varies among the institutions. Students planning to attend university are advised to consult a guidance counsellor and the university's academic calendar to keep up to date on changing admission requirements. Meeting these minimum requirements does not guarantee admission.

Admission to Nova Scotia Community College programs or private colleges is generally high school graduation, but some programs will have specific course requirements. Again, consult a counsellor and the college's academic calendar before choosing your courses.

COURSE SELECTION GUIDE BY GRADE LEVEL

Students Entering Grade 10

Grade 10 students must take 8 credits (no free periods). Students entering Grade 10 for the first time should use the following guideline when selecting courses. For further information contact a guidance counsellor.

- All students must take English 10 *academic*
- Choose **one** fine arts credit from:
 - Drama 10 *academic*
 - Music 10 *academic* (band students only)
 - Visual Arts 10 *academic*
- All students must take one Mathematics course:
 - Mathematics 10 *academic* (full year course – 2 credits: one mathematics, one MST)
 - Math at Work 10 *grad*
 - Math Essentials 10 *grad*
- All students must take Science 10 *academic*
- All students must take (**at least one**) of the following:
 - Francais Immersion 10 *academic*
 - Integrated French 10 *academic*
 - Core French 10 *academic*
 - Geography 11 *academic*
 - History 11 *academic*
- All students who must take one Physical Education course:
 - Physical Education 10 *open*
 - Physically Active Living 11 *open*
 - Mode de vie actif 11 *open*
- Students may take as many of the following as necessary to complete their required 8 credits:
 - Communications Technology 11 *academic*
 - Exploring Technology 10 *open*
 - Food Technology 10 and Textile Production 10 *open*

Students Entering Grade 11

Students in grade 11 who were awarded 8 credits in grade 10 **must** take at least 7 credits and may take as many as 8.
Students in grade 11 who were awarded less than 8 credits in grade 10 **must** take a full course load of 8 credits.
Students in Grade 11 should use the following guideline when selecting courses. For further information contact a guidance counsellor. Please ensure that you have the necessary prerequisites for any course you select.

Students should have successfully completed the following credits in grade 10. If not, they must complete them this year. The compulsory grade 10 credits include:

- English 10
- Mathematics 10 **or** Math at Work 10 **or** Mathematic Essentials 10
- Science 10
- Visual Arts 10 **or** Drama 10 **or** Music 10 **or** Dance 11
- It is recommended that you have a technology credit (or a plan that includes extra math and/or science credits)
- All students will be **recommended for** one of the following:
 - Advanced English 11 *advanced(must meet criteria as indicated under course description)*
 - English 11 *academic*
 - English Communications 11 *graduation*
- All students must **choose** one Canadian Studies course:
 - Canadian History 11 *academic*
 - African Canadian Studies 11 *academic*
- All students will be **recommended for** one of the following pathways:
 - Mathematics 11 *academic* **and** Pre-calculus Mathematics 11 *advanced* *(2 credits - see note)
 - Mathematics 11 *academic*
 - Math at Work 11 *graduation*
 - Math Essentials 11 *graduation*

*** A grade 11 student who plans on taking Calculus 12 in the following year will be required to take the following sequence of courses:**

➤ Mathematics 11	- Semester 1 – grade 11
➤ Extended Mathematics 11	- Full year (1 math credit and 1 M/S/T credit)
➤ Pre-calculus Mathematics 11	- Semester 2 – grade 11
➤ Pre-calculus Mathematics 12	- Semester 1 – grade 12
➤ Calculus 12	- Semester 2 – grade 12
- Students continuing in the Integrated French Program must **choose** both:
 - Histoire du Canada 11 *academic*
 - Integrated French 11 *academic*
- Students continuing in Le Programme Bilingue must **choose** both:
 - Français Immersion 11 *academic*
 - Histoire du Canada 11 *academic*
- Choose **at least one** of the following science credits
 - Biology 11 *academic*
 - Chemistry 11 *academic*
 - Physics 11 *academic*
 - Food Science 12 *academic*
 - Human Biology 11 *graduation*
- Choose enough electives to make up the 7 or 8 credits you are required to take.

Students Entering Grade 12

Grade 12 students are encouraged to enroll in at least seven courses. Full-time students must take **at least** six courses regardless of how many they need to graduate. Be sure that you have completed the requirements for grade 10 and grade 11. In order to be registered in grade 12, a student must be carrying enough courses to complete his/her graduation requirements. Students entering grade 12 for the first time should use the following guideline when selecting courses. For further information contact a Guidance Counsellor. Please ensure that you have the necessary prerequisites for any course you select.

- All students will be **recommended for** one of the following:
 - Advanced English 12 *advanced (must meet the criteria as indicated under course description)*
 - English 12 *academic*
 - English Communications 12 *graduation*
- All students must **choose** a global studies credit from:
 - Global History 12 *academic*
 - Global Geography 12 *academic*
 - Histoire du Canada 11 *academic (students in French Immersion and Integrated French)*
- Students continuing in the Integrated French Program must **choose** both:
 - Integrated French 12 *academic*
 - Histoire du Canada 11 *academic*
- Students continuing in Le Programme Bilingue must **choose** both:
 - Français Immersion 12 *academic*
 - Histoire du Canada 11 *academic*
- Students will be **recommended for** one of the following:
 - Math at Work 12 *graduation*
 - Mathematics 12 *academic*
 - Pre-calculus 12 *academic*
 - Calculus 12 *advanced* (students must also take Pre-calculus 12 if taking this course)
 - No Further Math
- Choose enough electives to make up the 6, 7 or 8 credits you are required to take.
- You must have a minimum of five Grade 12 credits to graduate including language arts and global studies.
- You must have a minimum of 18 credits to graduate (no more than 7 at the grade 10 level).
- You must fulfill other graduation requirements as listed on page 2.

MINIMUM STUDENT COURSE LOAD

Grade 10: 8 credits (4 per semester - no free periods)

Grade 11: If awarded 8 credits in grade 10, then 7 credits (4 one semester and 3 in the other semester or 3½ each semester). If awarded less than 8 credits in grade 10, then 8 credits (4 per semester – no free periods)

Grade 12: 7 credits are highly recommended - 6 credits is the minimum – students may choose to take 8 credits.

Students in grade 12 who plan to carry less than 6 credits must receive special permission from the principal.

This will happen only after the student's graduation eligibility has been determined following timetabling.

Grade 12: Part-time status may be approved, by the principal, for 2nd semester only.

NOTE: Course load is tied to **Eligibility Policy For NSSAF Sports and school activities** as noted on page 6.

NOVA SCOTIA VIRTUAL SCHOOL

Where courses may not be available at ARHS or where a course may not fit into a student's timetable and the student is motivated and self-directed, Nova Scotia Virtual School may be an option. If this applies to you, see a Guidance Counsellor for further details and to register for a Virtual School course. For information about available courses and registration deadlines, please go to: <http://nsvs.ednet.ns.ca>

COURSE CHANGES POLICY

Note: This policy is strictly enforced.

Requests to make any changes in a student's course selection will be considered:

1. Immediately following the student's receipt of course selection verification in the Spring;
 2. To Add or Switch a course within two weeks of **THE BEGINNING OF THE SCHOOL YEAR** (Applicable to the full year's timetable – not just for first semester.);
 3. To Add or Switch a course within two weeks of the beginning of 2nd Semester, BUT ONLY when the student:
 - needs to repeat a course because of failure or insufficient mark in a course that is necessary for graduation or entrance into a specific program **and if** the class is not fully enrolled (the student must be in grade 12.);
 - has developed a physical or medical condition that prohibits participation in a course such as Physical Education, Physically Active Living, or Dance (Medical excuse required.);
 - requests to **add** a course that is not fully enrolled;
- OR
4. Dropping a course is subject to the CCRSB Secondary School Reporting Calendar Guidelines which is published annually with specific drop dates and procedures for each semester. Where extenuating circumstances exist as determined by administration and guidance, a student can be permitted to drop a course as per CCRSB guidelines.

ELIGIBILITY POLICY FOR NSSAF SPORTS AND SCHOOL ACTIVITIES

Participation in extra-curricular activities at ARHS is a privilege rather than a right. Such activities are intended to provide opportunities for students to broaden their experience through healthy competitions and social interactions with other students. However, such activities are based on the assumption that participating students are devoting themselves to their academic responsibilities to the best of their abilities and not sacrificing academic performance by over-involvement in extra-curricular activities.

Although there are other rules of eligibility to play a NSSAF sport or be a member of a school group like Student Council, from a course selection perspective you must be a full-time student. To be considered full time, you must be enrolled in at least three courses per semester.

RECOGNITION OF ACADEMIC ACHIEVEMENT FOR GRADUATES

Honours with Distinction (Graduation)

A student will graduate from high school with honours with distinction standing if he/she has achieved an average of 90% in the mandatory eighteen credits as prescribed by the Department of Education. Only *open*, *academic* and *advanced* level courses may be used in computing the average (no *graduation* level courses permitted).

Honours (Graduation)

A student graduates from high school with honours standing if he/she has achieved an average of 80% in the mandatory eighteen credits prescribed by the Department of Education. Only *open*, *academic* and *advanced* level courses may be used in computing the average (no *graduation* level courses permitted).

Honours (Annual)

In addition to *graduating* with honours, students in grades 9 – 12 are recognized for their academic achievement each year by the awarding of an **Annual Honours Certificate**. Annual Honours is calculated by taking an average of all courses completed in a school year. An average of 80% and greater achieves Annual Honours.

PLACEMENT IN A GRADE LEVEL

Students who have successfully completed grade 9 will be registered in grade 10.

In order to be registered in grade 11 a student must have:

- finished 2 complete semesters of study at the grade 10 level and
- earned at least 4 high school credits.

In order to be enrolled in grade 12, a student must be carrying enough credits to complete his/her graduation requirements. Graduates who are returning for further education will be placed in grade RG (Returning Graduate).

GRADUATION CREDIT CHECK

Students enrolled in grade 12 will receive a copy of their Graduation Credit Check at the beginning of the school year, after their timetables have been set. Each student is responsible to make sure that they have chosen courses that will meet their graduation requirements.

TRANSCRIPTS

Current students may order official transcripts at the main office. The first 10 transcripts ordered are free. Additional transcripts will be charged a nominal fee of \$1.00. Students will also receive 2 additional official transcripts (free) with their graduation documents in June. Former students will be charged \$5.00 for the first transcript and \$1.00 for each additional copy per occasion.

Note: Only credits earned in Nova Scotia will appear on the Nova Scotia transcript. Students must make their own arrangements to have transcripts from outside the province forwarded to colleges and universities.

SCHOLARSHIP AND BURSARIES

There are two types of scholarships and bursaries that ARHS makes available to students: local scholarships and outside scholarships. Local Scholarships are those that are made available to ARHS graduating students only and are announced at the Graduation Ceremony. Outside Scholarships are those that are NOT specifically for ARHS students and are competed for on a national, provincial, or local level. All of this information can be found on the ARHS website (www.arhs.ccrsb.ca) under the GUIDANCE tab.

AMHERST REGIONAL HIGH SCHOOL COURSE SELECTION OPTIONS

2017 – 2018

Business Education

Business Management 12

Career/ Personal Development

Co-operative Education 12
Canadian Families 12

English Language Arts

Advanced English 11
Advanced English 12
English 10
English 11
English 12
English Communications 11
English Communications 12
ESL English 10
ESL English 11

Fine Arts

Drama 10
Music 10 (band)
Music 11 (band)
Visual Arts 10
Visual Arts 12

Core French

Core French 10
Core French 11
Core French 12

Integrated French

Integrated French 10
Integrated French 11
Integrated French 12
Histoire du Canada 11
Mode de vie actif 11

Mathematics

Calculus 12
Mathematics Essentials10
Mathematics Essentials 11
Math at Work 10
Math at Work 11
Math at Work 12
Mathematics 10
Mathematics 11
Extended Mathematics 11
Mathematics 12
Pre-calculus Math 11
Pre-calculus Math 12

Physical Education

Physical Education 10
Physical Education Leadership 12
Physically Active Living 11
Yoga 11

Sciences

Biology 11
Biology 12
Chemistry 11
Chemistry 12
Food Science 12
Human Biology 11
Physics 11
Physics 12
Science 10

Social Studies

African Canadian Studies 11
Canadian History 11
Geography 11
Global Geography 12
Global History 12
History 11
Law 12
Sociology 12

Technology Related

Business Technology 11
Exploring Technology 10
Film & Video Production 12
Food Technology 10 (0.5 credit)
Textile Production 10 (0.5 credit)
Home Trades Technology 12

Early French Immersion

Francais Immersion 10
Francais Immersion 11
Francais Immersion 12
Biologie 11
Sciences 10
Arts Visuels10
Mode de vie actif 11
Histoire du Canada 11

CAREER EXPLORATION PROGRAM

Students graduating from this 3 year program receive a Grade 12 Nova Scotia High School Graduation Diploma while having the opportunity to explore a variety of opportunities related to career. The key to the success of the program is the combination of academic courses, hands-on elective courses and Co-operative Education opportunities where students learn in a workplace setting. Students are who are fifteen years of age on or before September 30 of their Grade 10 year and who are eligible for Public School Program Grade 10 placement are eligible to apply.

The Career Exploration Program is a learning opportunity for students entering Grade 10 in the Chignecto-Central Regional School Board. Applications are available from Mr. Coleman, Technology Dept. Head and in the Guidance Office.

ACADEMIC SUPPORT/RESOURCE - GRADES 10,11,12

The programming and services provided at ARHS is intended to assist ALL students in maximizing their learning experience and achieving academic success. For those students experiencing difficulty in achieving the outcomes of the Public School Program, Academic Support offers further support in a setting where students are taught strategies aimed at promoting learning independence while at the same time offered one-on-one assistance to achieve outcomes in the other courses in which they are enrolled.

GRADUATION CREDIT CHECK

Use the chart below to keep track of your credits as part of your planning and to ensure that you are fulfilling all of the graduation requirements. Place a check or write the name of the course you have taken that fits each category. Remember, you can only use a maximum of 7 credits from Grade 10 and must have a minimum of 5 from Grade 12. **(French Immersion Diploma requires a minimum of 9 credits taken in French. Minimum two each year).**

Graduation Requirements

(Please check if you have completed the course and place "IP" if currently taking the course)

English 10 _____ English 11 _____ English 12 _____

Math _____ Math _____

Science _____ Science _____

Social Studies (Canadian History 11 or African Canadian Studies 11 or Histoire du Canada 11) _____

Physical Education/PAL 11/Dance 11/Yoga 11 _____

Fine Arts (Art/Music/Drama/Dance) _____

One Other (Science/Math/Tech) _____

One Other (Science/Math/Tech) _____

Global Geography 12 **OR** Global History 12 **OR** Géographie Planétaire 12 _____

Grade 12 _____ Additional Credit _____

Grade 12 _____ Additional Credit _____

Grade 12 _____

Total Credits _____ / 18

Total Grade 10 Credits _____ / 7

Total Grade 12 Credits _____ / 5

FRENCH IMMERSION/ LE PROGRAMME BILINGUE

A chaque année le cours de français fournit une situation d'apprentissage où l'élève sera porté à améliorer son expression et sa compréhension du français à l'écrit comme à l'oral. L'emploi du français dans les salles de classes garantit une situation de maintien même à l'intérieur d'une école à double voie.

At each grade level the French language arts course provides a learning opportunity for students to improve their expression and their comprehension, both in oral and written contexts. The exclusive use of French in the classroom guarantees maintenance of language skills in a dual track school.

REQUIREMENTS

The Nova Scotia Department of Education states that to be eligible for the French Immersion certificate students must:

- successfully complete the French Immersion language arts courses in Grades 10,11 and 12
- successfully complete, each year, a minimum of 2 courses in which the language of instruction is French (excluding core French or extended core French);
- successfully complete a total of 9 courses in which the language of instruction is French.

Grade 10	Grade 11	Grade 12
Arts Visuels 10 IMM		
Français 10 IMM	Français 11 IMM	Français 12 IMM
Sciences 10 IMM		
Biologie 11 IMM		
Mode de vie Actif 11 IMM	Histoire du Canada 11 IMM	Histoire du Canada 11 IMM

A PLAN FOR SUCCESS

We encourage you to complete the chart below, tentatively listing all the courses you plan to take in high school. Be sure you include prerequisites for future courses. Please check your graduation requirements on page 2 and requirements for any post-secondary programs that might interest you before you finalize your selections with your counsellor.

IMPORTANT NOTE: Pre-Calculus Math 12 will only be offered in Semester 1.

- **My future plans are:** _____
- **If college or university, program of study:** _____
- **Specific program requirements include:** _____

GRADE 10	GRADE 11	GRADE 12
Alternate Course	Alternate Course	Alternate Course
Alternate Course	Alternate Course	Alternate Course

Please choose 2 alternate courses in case some elective courses are cancelled.

ARTS EDUCATION

DANCE 11 *academic*

This course is designed for all students, with or without previous formal dance training, and builds on student experiences in dance throughout the physical education curriculum. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others. Students have opportunities to explore a range of dance styles through creating and presenting dance sequences; responding critically to their own dance works and those of others; and making connections with dance in local and global contexts, both past and present. Students also have opportunities to examine the connections between dance and other arts disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society. To complete these components, students must expect a high level of activity and be comfortable working as a partner and group. **This course satisfies the compulsory fine arts credit requirement OR the senior high physical education requirement.**

DRAMA 10 *academic*

Drama 10 is an introductory course in drama, which fulfills the mandatory Fine Arts requirement. It is an introductory course for students interested in drama and theatre arts designed to develop the physical, emotional, and intellectual resources for the individual students with emphasis on concentration, sense awareness, imagination, physical control, and social communication. The course content will include expressive movement, oral interpretation, improvisation, and scripted plays. The major focus of the course is on improvised or creative drama, although some attention will be given to introductory aspects of play production.

MUSIC 10 *academic* (band students)

Requirements for Admission to Music 10 and 11:

- Students must have taken and passed grade 7, 8 and 9 Instrumental Music;
- Students must have an excellent record of attendance, practice and cooperation.

An important aspect of Music 10 will also include the study of theory, ear-training, and music history. Music theory covered by this course includes the study of clefs, note durations, scales, intervals, and meters. Ear training will include intervallic, rhythmic and melodic dictations. The history of music studied will not only include that from the Baroque, Classical and Romantic eras, but will also include popular music of the 20th century.

MUSIC 11 *academic* (band students)

Music 11 builds on the work begun in Music 10.

MUSIC 12 *academic* (band students)

Music 12 builds on Music 11.

VISUAL ARTS 10 *academic*

The first year high school art course will concentrate on the development of basic art skills and an understanding of drawing, design, painting and art history. Experiences will involve both creating art, responding to art and understanding the place of visual arts in a cultural context. It is expected that students will enter the class with varying degrees of skill. Some of the materials introduced at this level are pencil, pen and ink, charcoal, tempera paint, coloured pencil, pastel, marking pen and mixed media.

VISUAL ARTS 12 *academic*

Recommended prerequisite: Successful completion of Visual Arts 10.

Visual Arts 12 is a continuation of Visual Arts 10.

BUSINESS EDUCATION & CAREER AND PERSONAL DEVELOPMENT

BUSINESS MANAGEMENT 12 *academic*

Business Management 12 comprises four units: The Management Environment, Managing Business, Managing Change, and Independent Research. Business Management 12 is designed to reflect change in economic and business environments and to develop students' analytical, problem solving, and communication skills through an understanding of how companies operate and are managed from both employer and employee perspectives. The course focusses on active, experiential learning and on developing the knowledge, skills, and attitudes required to identify opportunities and meet the challenges of the business environment.

CO-OPERATIVE EDUCATION 12 *academic*

Cooperative Education is a credit course designed to meet the needs of the students in this ever-changing world. The two central purposes of Cooperative Education is to assist students bound for post secondary education and / or the workplace to make informed decisions and to acquire relevant knowledge and skills. In this way, transitions from school to work and / or further education are made more successfully.

Cooperative Education is a method of learning which involves the school, the student and a community placement supervisor in a relationship where each shares responsibility for the student's learning experience. Students earn a high school credit by combining an in-school academic component and a 100 hour community placement.

Cooperative Education consists of three components:

1. Pre-placement and orientation
2. Community placement
3. Reflective learning experience

The community placement is monitored on a regular basis and carefully evaluated making use of the student's education training plan. Reflective sessions are held on a regular basis providing the students an opportunity to make specific connections between their community placement and their school courses. Students are required to complete a journal / log book, a career project, a reflective assignment and a portfolio. Each student and his or her parent / guardian must sign a training agreement before the placement begins.

Units of work include: community connections / learning through work experience; planning your future career; your career skills; quality of work life and the community placement. Students will be given a detailed course of outline, which outlines the specific learning outcomes, units of study, assessment and evaluation, the school expectations and the structure of the program. Parents are to sign this.

Students register for the course on the course selection form. The students are then contacted and given an application form to complete and return to the school. Upon receipt of the application, an interview is conducted with the student, and the student and parent/guardian are expected to attend an information meeting. This process must be followed for a student to be accepted into the program. Those students not accepted into the course will be notified. Students may obtain more than one credit in Co-operative Education. Co-operative Education is open to all students whether they are proceeding to University, Community College or work. Students who have a specific occupational interest and who are considering Community College for post secondary education will benefit greatly from the experience. By combining Co-operative Education with occupational related courses, the student can better prepare for work and / or enrollment in Community College or Apprenticeship Training.

ENGLISH LANGUAGE ARTS

The English program at the senior high level will emphasize the development of the essential processes of communication: speaking, listening, presenting, dramatizing, reading, writing, and especially thinking. Students will be expected to develop these skills to a level of sophistication and confidence.

All ARHS English courses attempt in various ways to teach students in accordance with the Department of Education's "Essential *Graduation* Learnings" which are: (1) aesthetic expression; (2) citizenship; (3) communication; (4) personal development; (5) problem solving; and, (6) technological competence.

ARHS English courses are semestered from grade 10 through 12. The English department strongly recommends that students develop sophisticated reading habits during semesters when they are not enrolled in an English course by

reading national newspapers, quality fiction, and nonfiction. Ask any English teacher or our librarian for advice (and books) in setting up a personal reading plan. Periodically course titles change and this can be confusing. English courses in grade 11 and 12 come in two varieties.

First: ENGLISH 11 and ENGLISH 12 are *academic* courses, and, as such, will allow entry to university. However, many universities will require more than the 50% passing grade required to graduate from high school. You should expect these courses to be a rigorous preparation, which will allow you to compete effectively with other students in university. ARHS offers an *advanced* section in each of these courses, and the extra work these sections require is outlined below.

Second: English Communications 11 and English Communications 12 are also English courses, which offer a range of instruction in writing and reading, but at a less intensive pace than English 11 and 12. These courses fulfill the high school *graduation* requirements, but will not allow entry to university. They will, however, allow entry to most programs offered at community college and private institutions.

Check post-secondary calendars or with your Guidance Counsellor for specific information.

There are many good reasons to take English 11 and 12 other than going to university. Nonetheless, you should decide carefully, now, whether you are ready to take on the extra sophistication in reading and writing that these courses will require.

ADVANCED ENGLISH COURSES

In addition to regular grade level English courses we are pleased to offer *Advanced* English.

In addition to the workload of the regular course, students taking the advanced level will have the opportunity to read and study the classics in literature. Articles of criticism on selected works will also be read and analyzed. Students in Advanced level English should have a love (passion) for reading and writing. Working in a self-directed environment and meeting required deadlines are essential to achieving success in these advanced level courses.

From an admissions perspective, universities make no distinction between the academic and advanced levels. As for scholarship offers, students taking Advanced English 12 need to be advised of the following scholarship practices: Advanced English 12 students receive more points toward the rating system used to determine scholarship value provided they perform well in the advanced English course. A lower mark in Advanced English 12 could reduce a student's overall admissions average (on which scholarship offers are first calculated) so that extra points given to it being an advanced course may be of no positive effect for scholarship purposes.

Prerequisite: Teacher Recommendation

ENGLISH 10 *academic*

Recommended prerequisite: Successful completion of Grade 9 English

This program is based upon current knowledge about the close association between language and learning, language and thinking, and language and personal growth. Students will explore through their reading and writing diverse forms of literature, media and other forms of communication. This course has a Provincial Exam worth 20%.

ENGLISH 11 *academic*

Prerequisite: Teacher Recommendation

The grade 11 course uses the 20th century as a focus for developing skill in the close reading of sophisticated literature and the clear composition of opinions about the ideas found there. Through a series of classics short stories, novels, and poems, students will work toward understanding the forces that have molded modern consciousness, as well as expand their understanding of what makes writing great. Drama study will include the study of Shakespeare. Oral

requirements might include discussion, group work, presentations, recitations, acting, and debate. This course will require increased sophistication in reading, writing, and thinking.

ENGLISH COMMUNICATIONS 11 *graduation*

Prerequisite: Teacher Recommendation

This course will continue the emphasis on clear and effective communication on a practical level, both orally and in writing as begun in English 10. Students will be encouraged to develop the habit of reading and writing not only for information but also for pleasure and personal satisfaction.

ENGLISH 12 *academic*

Prerequisite: Teacher Recommendation

This course will attempt much in a short semester, and will offer you opportunities to prepare for a successful university experience. However, whether you go on to university or not, the course seeks to convince you of the powerful possibilities of language. You will read works written at the highest level and consider ideas of universal importance. Come prepared to learn and participate in the following topics:

- Shakespearean tragedy;
- a review of the topics of essay, fiction and poetry with opportunities for composition and appreciation;
- oral presentation, discussion;
- the research essay: the use of critical readings and citations in the study of literature;
- the internet as a tool for English study.

At the end of each semester, Grade 12 English student will write a Regional Exam with 30%.

ENGLISH COMMUNICATIONS 12 *graduation*

Prerequisite: Teacher Recommendation

Emphasis will be on the essential communication skills with attention to effective use of oral and written language. Students' future career goals will influence the choice of many practical activities to develop increased ability and confidence in language use. Oral communication, an important strand of this course, will be given particular attention as it relates to students' future language needs. The reading of a variety of literatures, with an emphasis on students' responses to the ideas, feelings, characters and themes of the works will also be an important part of the course.

FRENCH

FRENCH CORE 10 *academic*

Prerequisite: Successful completion of French Core 9 or Integrated French in Grade 9.

The course continues the development of the four skills - listening, speaking, reading and writing. The study of language structures, composition skills and oral expression are integral parts of the course.

FRENCH CORE 11 *academic*

Prerequisite: Successful completion of French Core 10 or Integrated French 10.

This course is a continuation of French 10 and the level of study of language and its structure normally permits students to be competent to speak and write French in authentic patterns. Aural/oral expression as well as balanced writing and reading components are important at this level to prepare students who plan to continue their study of French at the post-secondary level.

FRENCH CORE 12 *academic*

Prerequisite: Successful completion of French Core 11 or Integrated French 11.

Note: All students in Grade 12 Core French will be required to provide their own Dictionary of Verbs, Bescherelle, l'Art de conjuguer as well as a French-English dictionary.

This course is a continuation of French Core 11 and it is the final year of the core French program. At this level, there is a strong emphasis on the program to enable students to use their French to communicate in authentic French settings and situations: to read for information and enjoyment as well as to do research on a given topic; to write appropriately in French; to acquire a sound basis of the structures of the language; to develop an understanding and appreciation of French culture. Mastery of certain verb tenses will be expected. French Core 12 fulfills the requirements for University entrance. Students will prepare for an oral proficiency interview given at the end of the course to attain a certificate indicating their level of oral proficiency from the province.

INTEGRATED FRENCH PROGRAM

Students who wish to continue their enrollment in the Integrated French Program must take the following courses:

- Integrated French 10, 11, and 12; Histoire du Canada 11; Mode de vie actif 11; and Géographie Planétaire 12
- All students in Integrated French will be required to provide their own Dictionary of Verbs, Bescherelle, l'Art de conjuguer as well as a French-English dictionary.

Students completing this combination of six credits will be eligible to receive an Integrated Program Completion Certificate.

INTEGRATED FRENCH 10 *academic*

Recommended prerequisite: Successful completion of Integrated French 9.

Co-requisite: Enrollment in Histoire du Canada 11.

The course maintains the same emphasis as French 10 core but challenges the students beyond this level through supplementary reading materials, class discussions, projects, presentations, literature, written compositions, use of the media. Students must be ready and willing to use French as a means of learning and communicating in the classroom setting.

INTEGRATED FRENCH 11 *academic*

Recommended prerequisite: Successful completion of Integrated French 10.

Co-requisite: Enrollment in Histoire du Canada 11.

This course maintains the same emphasis as French Core 11 with an added emphasis on challenging the students beyond this level through supplementary reading materials, resource books, class discussions, debates, public speaking, projects presentations, written compositions, newspapers, world events, films, TV, radio, plays.

INTEGRATED FRENCH 12 *academic*

Recommended prerequisite: Successful completion of Integrated French 11.

Co-requisite: Enrollment in Historie du Canada 11.

This course maintains the same emphasis as French Core 12 with an added emphasis on challenging the students beyond this level through the use of extensive supplementary materials and activities literature, poetry, drama, debates, public speaking, presentations, projects, newspapers, compositions, essays, book reviews, film critiques, media, films, etc. Students who have completed French 12 Extended Core should be well prepared to continue their French at the University setting. Students must be ready for the challenge of using French as the means of communicating in the classroom setting. Students will prepare for an oral proficiency interview given at the end of the course to attain a certificate indicating their level of bilingualism from the province.

MODE DE VIE ACTIF 11 *open*

Co-requisite: Enrollment in Integrated French 10.

Satisfies the compulsory senior high physical education credit requirement.

Physically Active Living is a full-credit course designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. This course encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

HISTOIRE DU CANADA 11 *academic*

Co-requisite: Enrollment in Integrated French 11 or 12.

Satisfies the compulsory global studies credit requirement.

This is a compulsory course that is offered to students in the Integrated French program. The course is offered on alternate years. This course is organized around 5 continuing or persistent questions in Canada's history. These are questions of current concerns that have deep historical roots that previous generations of Canadians have had to address. Their efforts have shaped the development of Canada and its identity. These questions form the basis for five of the six modules in the course: Globalization, Development, Sovereignty, Governance and justice. The sixth module, Independent Study, engages students in a specific piece of historical research. Key topics studied through this approach include, but not limited to: First Nations, Colonialism, Confederation, the World Wars, Free Trade,

Constitutional Issues, Canada’s Role in the Global Community, Industrialization, Human Rights Issues and Immigration/Migration.

MATHEMATICS

Important Information Concerning Mathematics Recommendations:

As students advance through high school, they are faced with several options in mathematics courses. In an effort to simplify the course selection process, the Chignecto-Central Regional School Board requires that mathematics teachers recommend the particular mathematics course a student should take the following year. Your child’s teacher recommends the course in which he/she believes your child has the best chance of being successful. The decision is not based solely on marks; all aspects of the student’s ability and performance are considered.

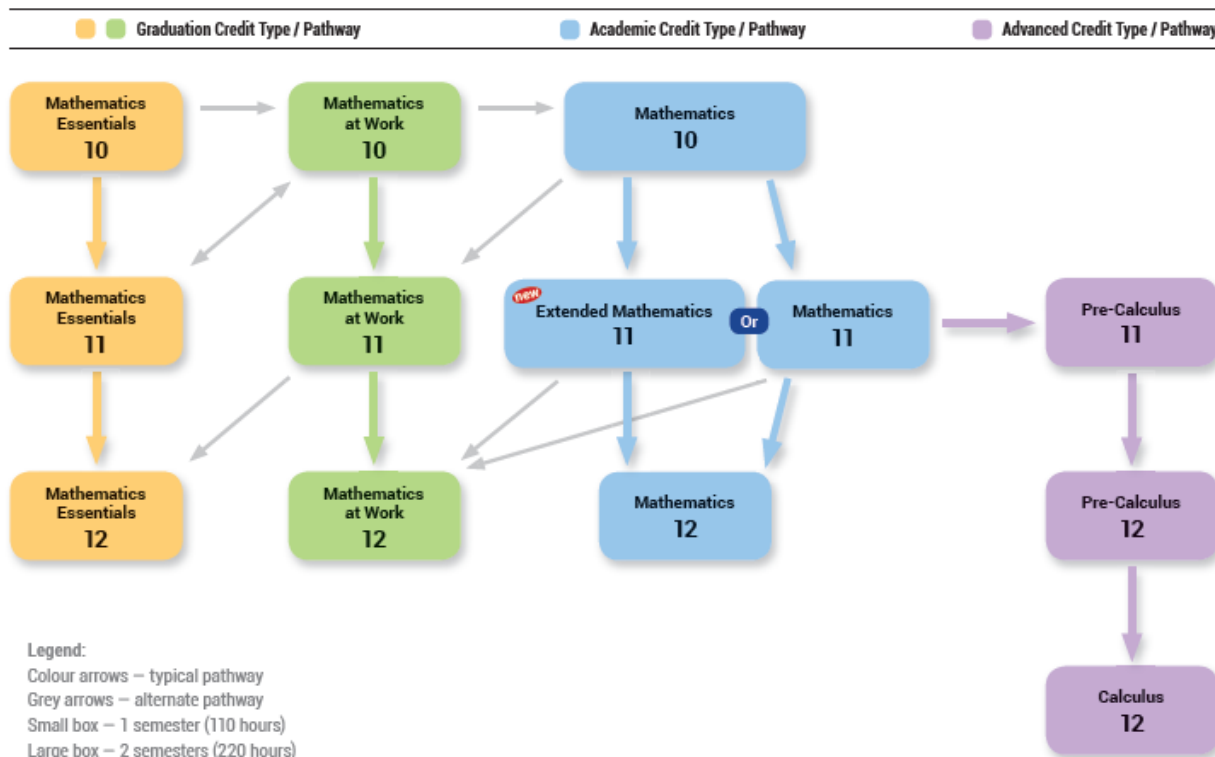
It is important to note that teacher recommendations are conditional. If a student performs differently than expected, teachers are permitted to change their recommendation later in the school year. Parents will be notified if there is a change in their child’s recommended math course.

If a student and his/her parent or guardian wish to appeal the school’s recommendation, a meeting must be scheduled with school personnel to outline a plan of action indicating what the student is willing to do to ensure his/her success in the course. The action plan will maintained in school records. Please contact your child’s math teacher at 661-2540 if you wish to appeal a recommendation.

Senior High Mathematics Course Pathways



Effective: 2017–18 School Year



PRE-CALCULUS MATHEMATICS 11 *advanced*

Prerequisite: Teacher Recommendation

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.)

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.

PRE-CALCULUS MATHEMATICS 12 *advanced*

Prerequisite: Teacher Recommendation

The Pre-Calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum. Students in Pre-calculus 12 will study the following topics: transformations, radical functions, polynomial functions, trigonometry, exponential and logarithmic functions, rational functions, function operations, permutations, combinations and the binomial theorem .

CALCULUS 12 *advanced*

Prerequisite: Successful completion of Pre-calculus 12.

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

MATHEMATICS 10 *academic*

Prerequisite: Successful Completion of Mathematics 9 and Teacher Recommendation

This course is presented as a 220-hour course. This means 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 solid understanding of mathematics from their junior high years. This means that students would have demonstrated satisfactory achievement of learning outcomes in grade 9 mathematics.

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

Alternatively, students who successfully complete Mathematics 10 may choose a graduation credit in grade 11.

Students in Mathematics 10 will explore the following subject areas:

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

MATHEMATICS 11 *academic*

Prerequisite: Successful Completion of Mathematics 10 and Teacher Recommendation

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 by 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 and Teacher Recommendation for Mathematics 11

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 and then decide to take Pre-calculus 11 followed by Pre-calculus 12 should contact their guidance counselor for scheduling options.*

MATHEMATICS 12 *academic*

Prerequisite: Successful Completion of Mathematics 11 and Teacher Recommendation

The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

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

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

Students in Mathematics 12 will study the following topics: borrowing money, investing money, set theory, logical reasoning, counting methods, probability, polynomial functions, exponential and logarithmic functions, and sinusoidal functions.

MATHEMATICS ESSENTIALS 10 graduation

Prerequisite: Teacher Recommendation

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 prerequisites. Mathematics Essentials courses are designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities. The typical pathway for students who successfully complete Mathematics Essentials 10 is Mathematics Essentials 11 followed by Mathematics for the Workplace 12.

Students in Mathematics Essentials 10 will explore the following topics:

Mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

MATHEMATICS ESSENTIALS 11 graduation

Prerequisite: Teacher Recommendation

This course will enable students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. The contexts used will focus on those that would be useful to people working in a variety of jobs. This course and, Mathematics Essentials 10, will fulfill the 2 math credits required to graduate.

MATHEMATICS AT WORK 10 graduation

Prerequisite: Teacher Recommendation

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 understanding 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

Prerequisite: Successful Completion of Mathematics 10 or Math at Work 10 and Teacher Recommendation

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

Prerequisite: Teacher Recommendation

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

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

Students in Mathematics at Work 12 will study the following topics: measurement and probability, measures of central tendency, scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations, trigonometry.

PHYSICAL EDUCATION

PHYSICAL EDUCATION: LEADERSHIP 12 *academic*

This course is designed to involve students in the pedagogy of youth leadership development that will enable them to understand and demonstrate the necessary skills and characteristics to aid in their development of leaders, particular to the provision of physically active experiences within the school and/or surrounding community. Students will explore various leadership styles; analyze the responsibilities and characteristics of effective leaders; demonstrate an understanding of group dynamics and its connection to effective leadership; and provide students with authentic environments for students to serve and further develop as youth leaders. Students will work through the process and complete a service learning project.

PHYSICAL EDUCATION 10 *open*

Recommended prerequisite: Successful completion of Grade 9 Physical Education.

Physical Education 10 is a highly demanding course, both physically and mentally. By the end of the course, students will be able to develop and evaluate their own fitness as well as others while applying the principles of training including the concepts of fitness improvement and nutrition. Students will also learn the basics of anatomy and physiology, be introduced to the care and prevention of athletic injuries, engage in a variety of outdoor wilderness adventures and develop leadership characteristics through group and sport experiences.

The course involves not only a demanding physical component but also a demanding theoretical component. A combination of skills and fitness testing, written tests, projects and assignments as well as several leadership opportunities are involved in the evaluation of the course. This course is best suited for students looking at pursuing a career in Kinesiology, nursing or law enforcement.

PHYSICALLY ACTIVE LIVING 11 *open*

Physically Active Living is a full-credit course designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. This course encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

YOGA 11 *academic*

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

SCIENCE

BIOLOGY 11 *academic*

Recommended prerequisite: Successful completion of Science 10. Teacher will make a recommendation.

Note: Biology 11 is open to grade 10 students only when their (3) year plan includes the following course selections:

- **Integrated French**
- **Music 10 & 11**
- **Pre-calculus 12 (and its prerequisites)**
- **Biology 12, Chemistry 11 & 12, and Physics 11 & 12**

This introductory course in Biology explores the unity and diversity of living things. The underlying concepts provide connections between units of study, fostering an awareness of the tremendous impact of biology and technology on society. Four units include:

- i. Matter and Energy for Life –Cell Study;
- ii. Biodiversity;
- iii. Maintaining Dynamic Equilibrium I. Homeostasis in mammals involving the excretory, circulatory, respiratory, and/or digestive systems;
- iv. Interactions Among Living Things.

BIOLOGY 12 *academic*

Recommended prerequisite: Successful completion of Biology 11. Teacher will make a recommendation.

This course expands upon the skills, concepts and attitudes developed in Biology 11. There will be a final exam worth 30% of the final grade which may or may not be a Nova Scotia Exam (NSE).

Four units are included:

- i. Maintaining Dynamic Equilibrium II. Homeostasis involving the nervous (electrochemical) system and the endocrine (chemical) system;
- ii. Reproduction and Development: emphasis on mammalian systems;
- iii. Genetic Continuity: Mendelian, Modern and Molecular Genetics including the structure and function of DNA;
- iv. Evolution, Change and Diversity: connection between genetics and the variety of organisms.

CHEMISTRY 11 *academic*

Prerequisite: Successful completion of Science 10. Teacher will make a recommendation.

Chemistry is the study of the composition, properties, and interactions of matter. This first course in the chemistry program emphasizes the science themes: chemical change, diversity, and matter. Chemistry 11 builds on the fundamental attitudes, skills, and knowledge acquired in Science 10.

The course is divided into three units of study:

- i. Stoichiometry – the quantitative aspect;
- ii. From Structure to Properties – chemical bonding, nomenclature;
- iii. Organic Chemistry – the carbon-based compounds.

Chemistry 11 combines both theory and mathematical calculations with laboratory experience to investigate the three units. This course encourages students to participate in lifelong learning about chemistry and to appreciate chemistry as a scientific endeavour with practical impact on their lives and on society as a whole.

CHEMISTRY 12 *academic*

Prerequisite: Successful completion of Chemistry 11.

Chemistry 12 provides a more in-depth exploration of various topics intended for students pursuing post-secondary chemistry. There will be a final exam worth 30% of the final grade which may or may not be a Nova Scotia Exam (NSE). This second course in the chemistry program emphasizes the science themes: change, energy, equilibrium, matter and systems.

The course is divided into four units of study:

- i. Thermochemistry – energy changes in physical and chemical processes;
- ii. From Solutions to Kinetics to Equilibrium – solubility, rates of reactions, dynamic equilibria (qualitative and quantitative);
- iii. Acids and Bases – study of hydrogen ion transfer in aqueous solutions, neutralization;

- iv. Electrochemistry – electron transfer, electrochemical cells (i.e. batteries).

Chemistry 12 combines both theory and mathematical calculations with laboratory experience to investigate the four units. This course encourages students to participate in lifelong learning about chemistry and to appreciate chemistry as a scientific endeavour with practical impact on their lives (as a possible career path) and on society as a whole.

FOOD SCIENCE 12 *academic*

Covers the scientific principles used in the processing, preparation, preservation, packaging evaluating and use of food. Other aspects include the science of food and its component parts as it relates to human nutrition and food safety, microbiology, commodities, labeling, development and quality assurance. This counts as a second science credit.

HUMAN BIOLOGY 11 *graduation*

Human Biology 11 provides a second science credit. The course concentrates on the study of the human body and its interactions with the environment. Topics covered include: Skin, Bones and Muscles: Diet and Nutrition, Living With Your Digestive System, Cardiovascular Health, Healthy Lungs - Healthy Breathing, The Immune System, The Nervous System, and The Reproductive System. Each topic begins at the biological level and then looks at the personal level. It then expands to include relevance within society as a whole.

PHYSICS 11 *academic*

Prerequisite: Mathematics 10 and Science 10.

Recommendation: It is recommended that students have successful completion of Mathematics 10 with an outstanding performance in relation to the curriculum outcomes prescribed for Mathematics 10. (A minimum of 80% in Mathematics 10 academic). Teacher will make a recommendation.

Physics is the science, which sets out to develop an understanding of the processes and structures of the natural world at the most fundamental level. It attempts to describe phenomena in terms of an underlying simplicity of principals and structures. Physics provides a foundation for the other scientific disciplines, both in its fundamental concepts and in the instrumental techniques that it has developed. Physics is widely applied to the disciplines of engineering, technology and computer studies. It is a quantitative science both in its applications in the real world and in theoretical research. Mathematics, computing and measurement are intimately involved in the development and application of physics. Physics 11 is an introductory course, which focuses on these main topics: mechanics, which is the study of how and why bodies move as they do; waves, sound and light.

PHYSICS 12 *academic*

Prerequisite: Physics 11.

Physics 12 covers topics that are fundamental to further study in most science courses. It focuses on Mechanics, which is the study of how and why bodies move and behave as they do. There will be a final exam worth 30% of the final grade which may or may not be a Nova Scotia Exam (NSE). Topics include Linear, Circular and Rotational motion; Projectile theory; Forces; Impulse and Momentum; Work and Energy relationships. Electricity and Magnetism (including static and current electricity, magnetism and electromagnetism) and The Atom (including atomic models and nuclear fission and fusion).

SCIENCE 10 *academic*

Recommended prerequisite: Successful completion of Science 09.

The aim of this course is to heighten students' awareness and understanding of the relationships among science, technology and society. The course is designed to provide students with the tools necessary to become scientifically and technologically literate. Core topics include: weather dynamics, motion, chemical reactions, and sustainable ecosystems. The course is designed to be a foundational science program that reflects the integration of biology, chemistry and physics with critical thinking, technological literacy, communication and numeracy as well as personal and social values and skills.

SOCIAL STUDIES

AFRICAN CANADIAN STUDIES 11 *academic*

This course is an introduction to the historical experience of African peoples. This course provides an overview of African history and the African Diaspora (dispersal) to the “New World” with particular emphasis on the African

Nova Scotia experience. The course will equip students with a sound understanding of the experiences, local achievements and contributions of people of African descent. Students will discuss the geographical, historical, economic, political, and social experiences, struggles and life stories of a people who have made a significant contribution to world history.

CANADIAN HISTORY 11 *academic*

This course is organized around 5 continuing or persistent questions in Canada's history. These are questions of current concerns that have deep historical roots that previous generations of Canadians have had to address. Their efforts have shaped the development of Canada and its identity. These questions form the basis for five of the six modules in the course: Globalization, Development, Sovereignty, Governance and justice. The sixth module, Independent Study, engages students in a specific piece of historical research. Key topics studied through this approach include, but not limited to: First Nations, Colonialism, Confederation, the World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues and Immigration/Migration.

GEOGRAPHY 11 *academic*

This course covers contemporary Canadian Geography with its many regional and cultural diversities, and includes a systematic examination of such general characteristics as Canada's vast area, its northern character, limitations imposed by the climate, potential economic development, and Canadianism. In the first half of the course, Canada is studied both in the context of its continental North American setting and through its component regions and sub-regions. The second half will provide a thematic treatment of such topics as pollution, urbanization, resource development, changing technology and rural life. A prior knowledge of the physical environment of Canada will greatly help students taking this course.

GLOBAL GEOGRAPHY 12 *academic*

This course fulfills the global studies requirement.

Open only to students who will be registered in grade 12.

This course, which focuses on global geography, explores major themes that help us to understand the nature and origins of complex humanity/ environment relationships in the contemporary world. Guided by the fundamental themes and skills of modern geography, students pursue this exploration through eight compulsory units: Our Fragile Planet: A Geographical Perspective; Perilous Processes: Our Planet at Risk; The Peopled Planet: Standing Room Only?; Feeding the Planet: Food for Thought; Global Resources: The Good Earth; Global Factory: For Whose Benefit? Urbanization: A Mixed Blessing; and The Future Planet: Under New Management. By using geographic skills and techniques, learning and applying a body of skills and techniques, learning and applying a body of geographic knowledge, and developing their own planet management awareness, students become informed global geography students. The process of becoming informed enables students to propose reasonable answers to the question upon which Nova Scotia's global studies courses are built—"How did the world arrive at its current state at the close of the twentieth century?"

GLOBAL HISTORY 12 *academic*

This course fulfills the global studies requirement.

Open only to students who will be registered in grade 12.

This course examines major themes in the history of the post-World War II era. Students will examine these themes in five compulsory units: East-West: The Role of Super Power in the Post-World War II; North-South: The Origins and Consequences of Economic Disparity; The Pursuit of Justice; Societal and Technological Change; Acknowledging Global Interdependence: The Legacy of the Twentieth Century.

This course fulfills the Global Studies *graduation* requirement.

HISTORY 11 *academic*

This course focuses on the history of Western Europe and examines the emergence of Europe on the international scene. Starting with the age of European exploration and discovery, students trace the rise and fall of European powers from the 16th century to World War II. All of these emerge from the examination of key events and individuals whose impact was significant in the emergence of the modern western world. PowerPoint presentations, videos, and a course website are used to enhance the lessons given in class.

LAW 12 academic

Recommended prerequisite: Grade 11 English.

This course is designed to provide students with: (1) a knowledge of the law and its function in society and with (2) the attainment of skills and attitudes that will enable students to understand the process of law. Course content includes the Canadian legal system, crimes and crime control, injuries and wrongs, human rights, property rights, promises and agreements, business relations, family relations, courts and trials.

SOCIOLOGY 12 academic

This course is designed to give an understanding of the basic aspects of sociology. It allows students to examine topics such as culture, socialization, society and structure, groups and organizations, sex and gender, and crime and deviance. Canadian sociological issues will include family, poverty, homelessness, minorities, women in society, conflict as well as labour and management.

TECHNOLOGY EDUCATION

BUSINESS TECHNOLOGY 11 academic

Constant change in our social and economic environments imposes increasing demands on the individual. As the pace of technological change accelerates, employers' need for workers who are comfortable with technology will continue to grow. Most students will experience at least four or five career changes during their working years. They will require flexibility, positive attitudes, strong communication, problem solving, and decision-making skills and aptitudes for lifelong learning. Business Technology 11 consists of five modules: Module 1: Touch Keyboarding, Module 2: Document Processing, Module 3: Spreadsheets, Module 4: Desktop Publishing, and Module 5: Business Technology Fundamentals.

EXPLORING TECHNOLOGY 10 academic

This technology course provides students with hands on activities in a broad range of technological contexts. Students will explore how technology affects society and will use technology in a variety of problems solving situations. Examples of activities include:

- Use computers to design building plans, structures and shapes;
- Write programs for robots and/or computer numerical control machines;
- Design and test forces and loads on different structures;
- Design and construct mechanisms that solve real world problems using principles of hydraulics or pneumatics;
- Design and make personal web page;
- Create a multimedia presentation using inputs from the Internet, digital photography and scanners.

FOOD TECHNOLOGY/TEXTILE PRODUCTION 10 open

This course meets the requirements of a technology credit by combining Food Preparation/Service and Textile Production. In Food Preparation/Service, students are provided practical experiences in food preparation and service. They look at the impact of technology on the preparation of food in the home and in the workplace. Topics include Meal Planning and Preparation, Food Service and Hospitality, Food Handling Procedures, Health and Safety in the Food Industry, and Food Marketing. In Textile Production, students are provided extensive hands-on experience to ensure that students will develop and practice skills in working with textiles with the goal of creating personalized items. Students examine the impact of technology on the clothing consumer and the fashion industry. Technology will be used to produce textile projects and to help students develop basic skills in textile and clothing maintenance. Remodeling, redesigning, and recycling textiles encourage individual creativity and environmental consciousness.

HOME TRADES TECHNOLOGY 12 graduation

This course 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. The course is designed to meet the needs of a great range of learners, including those who may proceed to post-secondary education in this and other fields as well as those who will be seeking direct entry into the work force following high school graduation. The main purpose of the Homes Trades Technology course is the development of employability skills in an interesting and meaningful context while allowing students to earn credits

toward a high school graduation diploma. In particular, aspects of organization, preparing quotations, and budgeting become integral aspects of the course. Students may participate in a small-trades business venture.

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