



# 2018 - 2019 Course Selection Handbook

West Kings District High School

Proudly Meeting the Educational Needs of Students in  
Western Kings County Since 1956



# CONTENTS

<b>A</b>	<b>Page</b>	<b>F</b>	<b>Page</b>
Accounting 11	16	Film & Video Production 12	35
Advanced English 11 and 12	17	Food Science 12	31
Advanced Physics 11	30	Français Immersion 10	19
Advanced Physics 12	31	Français Immersion 11	19
Advanced Placement Biology 10	14	Français Immersion 12	19
Advanced Placement Calculus 10	14	French Immersion Course Chart	20
Advanced Placement Chemistry 10	14	French-Core 10	18
Advanced Placement English Literature & Composition 10	14	French-Core 11	18
Advanced Placement Human Geography, 10	14	French-Core 12	18
Advanced Placement Program	9		
African Canadian Studies 11	31		
Agriculture/Agrifood 11	29		
Art Dramatique	19		
AVRSB Virtual Advanced Placement Program	9		
		<b>G</b>	
<b>B</b>		Geographie Planétaire 12	19
Biology 11	29	Global Economics 12	32
Biology 12	30	Global Geography 12	32
Blueprint, My	13	Global History 12	32
		Graduation Diploma Requirements	37
		<b>H</b>	
<b>C</b>		Health and Human Services 12	27
Calculus 12	27	HISTOIRE Du CANADA 11	19
Canadian History 11	31	History 10	33
Career Access	13	History 11	33
Chemistry 11	30	Human Biology 11	29
Chemistry 12	30		
Child Studies 11	18	<b>I</b>	
Communications Technology 11	34	Investment and Finance 12	16
Communications Technology 12	35		
Construction Technology 10	34	<b>L</b>	
Co-operative Education 11&12	27	Law 12	33
Credit Checklist For Graduation	12		
<b>D</b>		<b>M</b>	
Drama 10	15	Mathematics - Paths in High School	23
Drama 11	15	Mathematics . . . "What Should I Take?"	21
Drama 12	15	Mathematics 10	24
Droit 12	19	Mathematics 11	25
Duke of Edinburgh Award High School Credit Program	10	Mathematics 12	26
		Mathematics At Work 10	24
<b>E</b>		Mathematics At Work 11	25
Economics 11	32	Mathematics At Work 12	26
Energy, Power & Transportation 11	34	Mathematics Essentials 10	23
English 10	17	Mathematics Essentials 11	24
English 10S (with support)	17	Mathematics Essentials 12	25
English 11	17	Mi'kmaw Studies 11	33
English 12	17	Mode De Vie Actif 11 Imm	19
English African Heritage	17	Multimedia 12	35
English Communications 11	17	Music 10, 11, 12	15
English Communications 12	18	My Blueprint	13
Exploring Technology 10	34		

<b>O</b>	<b>page</b>	<b>S</b>	<b>Page</b>
Oceans 11	31	Science 10	29
Options and Opportunities Program (O <sup>2</sup> )	13	Science 10 (with support)	29
<b>P</b>		Skilled Trades 10	34
Physical Education 10	28	Sociology 12	33
Physical Education Leadership 12	28	<b>T</b>	
Physical Education 12	28	Tourism 11	27
Physically Active Living 11	28	Tourism 12	27
Physics 11	30	<b>V</b>	
Physics 12	31	Visual Arts 10	16
Political Science 12	33	Visual Arts 11	16
Pre-Calculus 11	25	Visual Arts 12	16
Pre-Calculus 12	26	<b>Y</b>	
Production Technology 11	34	Yoga 11	28
Production Technology 12	35		

## Introduction

This handbook has been prepared to assist students to make wise decisions regarding their course selection. The privilege of increased choice of courses places responsibility upon each student.

A student must determine how beneficial the optional courses will be in satisfying the entrance requirements of future institutions or occupations.

Parents and students are encouraged to read this handbook thoroughly before completing the registration form. Please note that the registration form requires the signature of a parent of guardian. All students will register online at school. The signed registration form must be submitted to student services.

## General Information

<b>School Address:</b> West Kings District High School 1941 Hwy 1 PO Box 79 Auburn, NS B0P 1A0	<b>Contact Us:</b> Main Office: (902) 847-4440 Counselling/Student Services: (902) 847-4453 Facsimile: (902) 847-4444 E-mail Main Office: wkdhs@avrsb.ca E-mail Counselling Office: mhatt@gnsps.ca Web site: <a href="http://www.westkings.ednet.ns.ca">http://www.westkings.ednet.ns.ca</a>
<b>Administrative Assistants</b>  Mrs. Michelle Tupper, Main Office Mrs. Amanda Jefferies, Main Office Mrs. Mary Hatt, Student Services/Counselling Office	<b>School Counsellors</b>  Ms. Nancy Hennebery Ms. Deborah Briand
<b>Administrators:</b>  Ms. Donna Griffin, Principal Mr. Pete Gebhardt, Vice-Principal Mr. Peter Morse, Vice-Principal	

Dear Students,

West Kings is proud of their course offerings. Choosing one's courses is a process that needs to be taken very seriously. As a young adult, you have an opportunity to select courses that meet provincial requirements, as well as, your interests. You are encouraged to talk with your guidance counselors, teachers, administration, peers, parents and guardians. Be informed.

Make sure to attend the grade level assemblies, evening presentations, classroom work session and your designated registration day.

Next year is a new beginning.

Sincerely,

Ms. Griffin



**West Kings District High School**



# Registration Policies

## Important Information

Parents and students are encouraged to read this handbook thoroughly before completing the registration form. Please note that a registration confirmation form will require a signature from a parent of guardian at the end of the process. All students will register online at school. The registration form with course selection must be brought with all students when registering for courses.

## Student Services

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

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

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

Parents / guardians who feel that their student may need assistance are more than welcome to contact West Kings to discuss their student’s individual needs. Education is a partnership and we welcome parent / guardian involvement.

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

**Academic Support** - The Academic Support Department believes in a team approach in the teaching of students. Support is provided on both an individual and small group basis in all subject areas. Academic Support staff assists with the modification of programs and provides alternate testing/evaluation techniques. Parent and/or student consultations are always welcomed and encouraged. Our team approach encourages students to believe in themselves and provides confidence that they can achieve.

## Counselling Department

Students and parents are encouraged to become familiar with the many varied services offered by the Counselling Department. The School Counsellors are available to meet with students throughout the day. Appointments may be made by contacting the secretary in the Counselling Office.

Among the list of available services are: to assist students to make realistic career choices; to provide information on courses and programs available in the school and beyond secondary school at community colleges, universities, and other post-secondary institutions; to provide referral services; to coordinate testing programs and to administer and interpret results to students, parents and teachers; to provide personal counselling; to register and orientate new students to programs and facilities; to provide information to students who transfer to other schools.

## Selecting Your Courses

High school students in Grades 10, 11, and 12 could potentially be scheduled for both semestered and non-semestered courses in 2018-19. Exams will be written at the end of the course – in January or June for semestered courses. In grade 9 there will be both mid-year exams in January and finals in June for yearlong courses English, Math, Science, Social Studies.

Students registering for Grade 10 are required to register for the following subjects: English, Math, Science, Physical Education, and Fine Arts. It is also recommended that you consider a Social Studies credit. **All students in Grades 10 will take eight courses.** Grade 11 students may take 7 credits **with approval from WK Principal.** Grade 12 students at West Kings may take a **minimum of 5 credits** per year, but it is recommended they take 6. .

## Registration Procedure

Students enrolled at West Kings will register from Feb 29th -Mar 6th . All course registrations will be completed at school. These forms will be handed out at Grade Level Assemblies on Feb 26th . Course registration forms must be completed and brought to the computer lab when called down for registration. Please take the time to ensure proper course selection as course changes after the completion of the process is very difficult. Please fill out the registration form with a Parent/Guardian and fill it out according to any course specific recommendations. A course change may be required because of failure in a specific course. The Student Services staff will complete this transaction over the at the end of the 2017-18 school year or beginning of the next year. The student may request an additional course change based on extenuating circumstances (see policy below).

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

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

## Course Changes

Please understand that considerable effort has gone into course registration and timetable development. Due to limited course offering based on staffing allocation, course changes will only be considered in the case of:

1. Medical conditions or circumstances supported by documentation signed by a physician.
2. As required by an IPP or "Special Needs" student.
3. As required by a Grade 12 student who must have a specific course as a prerequisite for a program of studies in a post-secondary institution, and in this case **only if space is available.**
4. When the unanticipated failure of a particular course requires a modification to the selected courses for the following semester.

Every effort is made to ensure that students get the courses they prefer. However, we can only guarantee the courses required for graduation and special consideration for courses required for a program of studies in a post secondary institution. Those students who register during the regular course registration process in the spring will have a better opportunity of getting requested courses. However, restricted course offering and space in classes may make this impossible. If a course change occurs after the course has begun students will be responsible for any missed work.

## Dropping Courses

The following procedure shall be used when a student drops a course or if any changes to courses are made during the school year:

1. First Semester courses that students drop on or before September 21st, 2018 shall not be included on their official transcript.
2. Second semester courses that students drop on or before February 22nd, 2019 shall not be included on their official transcript.

3. Year-long courses that students drop on or before October 5th, 2018 shall not be included on their official transcript.
4. Students wishing to drop an Advanced Placement course after Nov 1st, 2018 will have a Withdrawal (WD) placed on their Transcript.

## Student Transferring from Another School

Students who transfer to West Kings from another school within or outside our Board during the term will normally be required to take the same courses as enrolled in at the previous school. Problems may arise in some cases due to differences in course offerings. Such problems will be dealt with individually.

## Unscheduled Class Time

Grade 12 students may have up to two preparation periods. When grade 12 students have an unscheduled class they may sign out of the school through the student supervisor, work in the library, or go to the cafeteria. Students may not be in the hallways.

## Semestering/Year-long Course Information

The majority of courses at West Kings are semestered with a selection of year-long courses as well. Students are advised to carefully plan and select their courses when registering. Factors such as class size, course selection conflicts, and availability are just some of the problems that may limit students' preference. Please consult with the school counsellor, administration and staff for assistance when registering for courses.

Tracking your course selection is very important to insure that you are meeting the requirements for a Nova Scotia Graduation Diploma. Further, it is the student's responsibility to investigate entrance requirements for post-secondary studies.

## REGISTRATION PROCESS & DEADLINES

The initial registration process will begin on **Tuesday, February 27th**. All students will attend an Information Session where guidance counsellors will explain the registration process, course registration, and recommendations. Course handbooks will be distributed. Students will have an opportunity the next morning in homeroom to fill in paper copies of the registration forms with the guidance of an administrator, teacher or school guidance counselor. From **Thurs, Mar 1<sup>st</sup> to March 7<sup>th</sup>** students will register on-line. YOU must be prepared to register when your homeroom is called to the computer lab.

## Course Categories

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

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

**Advanced (Adv)** - These courses are designed for students who have demonstrated an exceptional degree of academic ability or achievement in a particular subject area.

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



**Graduation (Grad)** - Designed for students who wish to obtain a graduation diploma with the goal of proceeding to employment. Many programs of study at Community College accept these courses. West Kings will offer a program in a few of its academic courses that allows for students to choose to take that course with a degree of SUPPORT. The SUPPORT option of an academic course is designed for students who may experience difficulty in an academic class. Individual student needs may be met through variations in pace, classroom organization, homework, and evaluation.

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

**Nova Scotia Virtual School (NSVS)** - The Nova Scotia Virtual School is a common provincial online learning platform created as a joint project between provincial school boards and the Department of Education & Early Childhood Development in Nova Scotia. It provides for the delivery of public school and correspondence courses (Distributed Learning). Distributed Learning is provided by the Nova Scotia Department of Education & Early Childhood Development and some school boards as an alternative to classroom study. The courses follow the Nova Scotia Public School Program curriculum outcomes and use textbooks and other materials from authorized learning resources. For a list of courses and more information, visit <http://nsvs.ednet.ns.ca/>. Some courses are offered in French and may be used to complete your French Immersion Certificate requirements.

**AVRSB Virtual Advanced Placement Courses** - AP courses provide the rigor and depth beyond the academic or advanced courses. Students, working virtually online with their AP teacher, cover a College Board approved curriculum and prepare to write external exams in May. Due to the nature of the curriculum and exam, most colleges and universities in Canada and the United States grant students credit, placement, or both for qualified AP exam grades. Students enrolling in AP courses must be highly motivated, have good time management skills and be capable of independent study. The online instruction takes place before or after regular school hours. The AVRSB Virtual Advanced Placement Program allows students in every school to choose from the following five courses. For more detailed information on the Virtual AP courses, please visit the AVRSB website at <http://www.avrsb.ca> and click on the Parents & Guardians link and follow the Advanced Placement link on the left. Please see course descriptions on page 14.

## Independent Study Credits

The NS Department of Education & Early Childhood Development recognizes the importance of giving students opportunities to work independently and accept responsibility for their own learning. Such experiences help students to develop the knowledge, skills, and attitudes necessary for lifelong learning. Independent study credits are intended to:

provide increased opportunity for individualization of programming; recognize and provide credit to students who initiate and develop with the advice of the teacher, courses tailored to their needs, abilities and interests; and provide opportunities for greater flexibility in the senior high program. Successful completion requires the approval of the supervising teacher, the school counsellor and the principal. Students should discuss this option with the school counsellor well in advance of making application for an independent study course. Initial application should begin in the spring with final arrangements being complete by mid-September.

## Challenge for Credit

Challenge for Credit gives students in Grades 10, 11 and 12 an opportunity to acquire a high school credit for knowledge, skills and attitudes which may already have been achieved. With acceptable documentation, students may receive a high school credit for work or activities already completed in Fine Arts (Music, Art, Drama), Languages (French, German, Spanish), Physical Education, and Mathematics. An application for Challenge for Credit must be completed by October 1st, 2018 for first semester courses and March 1st, 2019 for second semester courses. For further information students should check at Student Services.

## Personal Development Credits

High school students who have gained personal development credits from providers approved by Department of Education & Early Childhood Development can have these credits recognized on their high school transcripts. One of the student's five elective courses required for graduation can be a personal development credit, but the student can also have additional personal development credits recorded on his/her transcript as extra credits beyond the thirteen mandatory and five elective credits required for graduation. Please refer to the approved External Certification Programs listed on the Department of Education and Early Childhood Development website:

[https://pdc.ednet.ns.ca/sites/default/files/final\\_approved\\_provider\\_and\\_course\\_list\\_for\\_2017-2018.pdf](https://pdc.ednet.ns.ca/sites/default/files/final_approved_provider_and_course_list_for_2017-2018.pdf)

Students apply to have a personal development credit recorded on their high school transcript *after* they have completed all of the requirements for the arts, language or leadership course or program and received an official certificate or letter of completion. It is your responsibility to make sure all of the documents have been provided to your school on or before the deadlines outlined by the Department of Education & Early Childhood Development.

## Duke of Edinburgh Award High School Credit Program

The Duke of Edinburgh's Award is open to young people between the ages of 14 and 25. Participation is voluntary and participants must meet established criteria in four areas: volunteer community service, development of a hobby or skill, participation in physical fitness activities and camping expeditions.

The Duke of Edinburgh's Awards have been acknowledged by the Department of Education & Early Childhood Development as three (3) credits (Bronze, Silver, and Gold) since 2004. With the development and expansion of Personal Development Credits (see page 10), the Duke of Edinburgh's Awards will become a Personal Development Credit in September 2016. As a Personal Development Credit, the Duke of Edinburgh Award will provide students with the potential to earn three (3) credits (Grade 10, Bronze; Grade 11, Silver; Grade 12, Gold). As with all Personal Development Credits, a grade of "P" for Pass will be awarded for each credit.

## Choosing Your Program

Students are urged to discuss their future plans with their parents. The School Counsellor will assist in providing information regarding entrance qualifications for colleges and universities. Prerequisites exist for many courses, so it is essential to plan your courses well.

Each student should examine carefully all available information regarding educational and occupational areas of interest. Careful examination should be given to course options open to each student and possible consequences of choosing one course over another. Do not enroll in a course merely because a friend is taking that course. You and your friend might differ greatly in ability and future educational plans and occupational plans. Wisdom in course selection takes into consideration such personal factors as mental ability, special aptitudes, interests, and personality traits. All students should consult their School Counsellor regarding course selection.

## Post-secondary Education Requirements

Post-secondary institutions include universities, private colleges, technical schools, and community colleges. Entrance requirements for various programs differ from one institution to another. As well, acceptance into a university program is very competitive and usually an average of 70% or greater in five (5) Grade 12 Academic courses is required. It is the responsibility of the student and parents to examine the entrance requirements of institutions in which the student is interested. This information is available on each institutes website. Assistance in locating this information can be obtained in Student Services. Students who plan to attend university must be aware that English Communications 12 is not an acceptable credit for university entrance. Course coded as "open" may or may not be accepted by universities for admittance purposes. Students considering attending a post-secondary institute should check to ensure their courses are accepted at those institutions. The ultimate responsibility for course

selection rests with the students and the parents. Grade 9 is an ideal time for students to begin exploring future career pathways.

**Community College Entrance Requirements** - Grade 12 or equivalent (some programs have specific subject requirements, particularly in mathematics and science). Please check admission requirements at [nsc.ca](http://nsc.ca) for the Nova Scotia Community College.

## **Nova Scotia Schools Athletic Eligibility**

In order to be eligible to participate in an NSSAF (Nova Scotia Schools Athletic Federation) sponsored activity, a student must be taking at least three (3) courses during the semester in which the activity is taking place

## **Honours/Honours with Distinction**

The Honours standing is based on an average of the final, or term marks of **any six courses in Grades 9, 10, 11, or any five courses in Grade 12**, taken during the current school year or term (including courses taken by Nova Scotia Virtual School, AVRSB Virtual Advanced Placement Program, Correspondence, independent study, and/or Challenge for credit). Any marks for correspondence courses shall be included in the calculation of the average for the academic year the course was completed.

Students who are enrolled for one semester in any given year are eligible for honours standing by taking a minimum of three courses in that semester.

- For an average of 80% or higher, the student will receive an **Honours** standing.
- For an average of 90% or higher, the student will receive an **Honours with Distinction** standing.
- The student may not have a final failing grade in any course for the term or year, this includes withdraws (WD) and Credit Losses (CL) .

## Credit Check For Graduation

Requirement:	Subject:	Courses completed:
1 course at each grade level	English	☐ ☐ ☐
2 courses at 2 different grade levels* (1 at each grade level after Sept 2017 in gr 10)	Math	☐ ☐ ☐ (Gr 10, 2017)
1 from Science 10, Biology, Chemistry or Physics and 1 additional Science credit	Science	☐ ☐
1 Social Studies	Can. History or African Can. Studies, Mi'kmaw Studies	☐
PE 10, PE 12, PE LDR 12, PH AC LV 11, MVA 11, YOGA 11,	Physical Activity credit.	☐
1 Global Course	Global (History, Geography, Economics)	☐
1 course from Art, Dance, Drama, or Music	Fine Arts	☐
2 from Math, Science or Technology	Math/Science/Technology	☐ ☐

Additional or Elective Credits	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Maximum: 7 Grade 10 Credits	☐ ☐ ☐ ☐ ☐ ☐ ☐
Minimum: 5 Grade 12 Credits	☐ ☐ ☐ ☐ ☐

**\*Students in grade 10 after Sept 2017 must take three math courses**

- Math 10 and Extended Math 11 are two-credits, (1 compulsory math credit and 1 technology credit or an elective).
- Film and Video is not considered a Fine Arts credit.
- Only one credit towards Graduation can be given to a student who takes both Human Biology 11 and Biology 11
- Only one math course will be awarded credit toward graduation If two math courses are taken at the same grade level except for the combination of Math and Pre-Calculus/Calculus.

## Other Programs

**Career Access** - Career Access Program is a three-year individually modified program, for students in grades 10, 11, and 12. Students are enrolled in the core subject areas, taking classes Monday through Wednesday. In addition, students participate in Co-op education (Work Experience) with local businesses on Thursdays and Fridays, plus one full week in January and two full weeks in June. There is an interview as part of the application process. This school to work program is not designed for university entrance. Students may be eligible to apply to the Achieve program at NSCC. For more information visit [nsc.ca](http://nsc.ca).

**Learning Centre** - The Learning Center Program at West Kings District High School is intended to provide students with moderate to severe learning needs with an environment that is both rewarding and challenging. At the same time we give students an opportunity to develop academic, life and social skills to become effective members of the

workforce through supported employment. The Learning Center Program is designed as an alternative to the regular high school academic program. All course curriculum is modified to meet the educational needs of the individual student. The program duration is from 1 to 5 years, depending on the needs of each student.

**Options and Opportunities Program (O<sup>2</sup>)** - This program is designed for students who want practical experience and who want to explore and develop skills in a community setting, are serious about their learning, and want a path that leads to the workplace of a secondary institution. There is an application procedure for this program, which includes a reference from a teacher or staff member of West Kings District High School or previous school. Emphasis for acceptance will be placed on attendance, grades, the application, and references. Potential students will be interviewed and selected in the spring. All students in the O2 program will participate in the following courses

***Additional Compulsory Credits for Options and Opportunities Students only:***

Community Based Learning 10  
Career Development 10  
Career Development 11 (.5 credit)  
Workplace Health and Safety 11 (.5 credit)  
Co-op 11 (1 credit)  
Co-op 12 (2 credits)

## **Student-Parent Portal**

The Student-Parent Portal is a public website available to parents/guardians and students to view school related information (grades, assignments and attendance). Marks are updated approximately every two weeks. Our Student-Parent Portal website location is <https://sisavrsb.ednet.ns.ca/public>. Students will have received their username and password from their previous school if in the AVRSB district. If you are registering a new student at West Kings please come to the Counselling Office for the information required to create the account you will need to connect with your son/daughter in the Portal.

## **West Kings District High School's Website**

Please visit [www.westkings.ednet.ns.ca](http://www.westkings.ednet.ns.ca) for daily announcements, school calendars, and links for scholarships, bursaries, Parent/Student Portal.

## **My Blueprint Education Planner**

Career planning is a lifelong process. This is a good time to learn about yourself, reflect on your interests, discover the opportunities available to you, and make a plan to achieve your goals. MyBlueprint Education Planner is here to assist you in your career journey. Visit [app.myBlueprint.ca](http://app.myBlueprint.ca), click Sign Up and enter our school's activation key: **wkdhs**

## **DEECD Attendance and Engagement Policy**

The Nova Scotia Department of Education and Early Childhood Development has released a student attendance and engagement policy for schools across our province. The policy is designed to identify and address absenteeism before it becomes a problem for students through early and targeted interventions. Under the policy, students in grades 10 to 12 who miss more than 20% of their class time for a given course may lose the credit for that course based upon individual circumstance and the professional judgment of the school. A copy of the policy, operational plan and more information is available at [www.ednet.ns.ca/student-attendance-and-engagement-policy](http://www.ednet.ns.ca/student-attendance-and-engagement-policy).

## COURSE DESCRIPTIONS

### ~ AVRSB Virtual Advanced Placement Courses (AP) ~

**Advanced Placement Biology 12 (APBIO12) Advanced, 1 credit** - AP Biology is designed to offer students a solid foundation in introductory university-level biology. In this course, you will be held to high expectations and mature responsibilities just like a university freshman taking Intro Biology. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. This course will emphasize how scientists use their observations and readings to ask questions that can lead to new experiments. These experiments build on the work of others and eventually lead to additional evidence on different topics. This investigative process will be used throughout this AP Biology course. It is important for students to become excited with discovery as they ask and answer their own questions about natural/biological phenomena that they see, read about, or experience in the laboratory and field. Students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Biology exam in May. Also, students will be required to travel to the lab site for two full day labs along with four after-school (2:00-5:00) labs.

**Advanced Placement Calculus 12 (APCAL12) Advanced, 1 credit** - AP Calculus 12 (Calculus AB) presents the rigor and depth comparative to introductory university calculus. The focus of this course includes both a study of differential calculus and integral calculus. As well, the AP Calculus course contains topics to develop rich problem-solving skills. Students meet virtually with the AP Calculus teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. AP Calculus is designed to have a prerequisite of Math 11 and Pre-Calculus 11 and a co-requisite of Pre-Calculus 12.

**Advanced Placement Chemistry 12 (APCHEM12) Advanced, 1 credit** - The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first university year. For some students, AP Chemistry enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Students who take AP Chemistry will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent university courses. Students meet with their instructor twice a week from the beginning of September until May in a synchronous online environment to examine the main concepts from each unit of study. Many resources (notes, videos, worksheet answer keys, etc.) are provided weekly to help students be successful! The AP Chemistry course requires the completion of 16 laboratories. Students will travel to Northeast Kings Education Centre for three full day and three half day laboratory sessions that will include engagement in a variety of hands-on inquiry-based experiments and chemistry demonstrations. Prerequisites: Chemistry 11; Mathematics 11

**Advanced Placement English Literature and Composition 12 (ENGLITAP12) Advanced, 1 credit** - This AP English Literature and Composition 12 course provides students with an enriched program of study on literature and writing, using a variety of texts as the means to achieving this goal. The course explores literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. It seeks to develop your writing skills as you express your ideas and analysis in expository, analytical, and argumentative essays. Course work is accelerated. Students meet virtually with the AP English teacher twice per week beginning in September, ending upon completion of the AP English exam in May. The AP English credit does satisfy the requirements as a third NS English credit. The AP English course is designed to have a prerequisite of Advanced English 11 or English 11.

**Advanced Placement Human Geography (APHUMGEO 12) Advanced, 1 credit** - The Human Geography course is designed to be the equivalent of an introductory human geography course usually taken by geography majors during their first year of university. This course is an in-depth, content-intensive study of geographic concepts/topics and models dealing with all aspects of human geography. Students meet virtually with the AP Human Geography teacher twice per week beginning in September, ending upon completion of the AP Human Geography exam in May. The AP Human Geography credit does satisfy the global studies requirements for Nova Scotia graduation. Having some

Geography background will be an asset but not required. Having a strong academic background, being self-motivated, outgoing and comfortable with completing work independently are ingredients for successful learning in the course.

For more detailed information on the Virtual AP courses, please visit the AVRSB website at <http://www.avrsbvap.myavrslb.ca> and click on the Families link and follow the Advanced Placement link on the left. Due to limited space there is an application process for AP courses.

## ~ Fine Arts ~ Music, Drama, Art

**DRAMA 10 (DRA10, Academic, 1 credit)** - Drama 10 is an elective credit course and does not fulfill the mandatory English requirement. It is an introductory course for students who are interested in drama and theatre arts, designed to enhance the physical, emotional and intellectual abilities of the student. There are four areas covered during the course:

Foundations (warm-up theatre exercises); Movement (mime exercises); Speech (acting out roles, improvisation); Theatre (writing and presenting of plays).

In this course, there will be a focus on personal communication, imagination, and concentration. This course permits teachers to give special emphasis to those areas in which they consider themselves most competent.

**DRAMA 11 (DRA11, Academic, 1 credit)** - Drama 11 offers students the opportunity to bring together all that they have learned about drama and theatre. It builds on the skills, attitudes, and knowledge focused on during Drama 10. In addition it explores a variety of dramatic forms (mime, monologue, improvisation, Readers Theatre, collective creation, etc.). This course encourages the process of writing and the production of script.

It may be that a collective creation (a play researched, developed, and performed by a group of students reflecting their experience, knowledge, and insights) will be the natural outgrowth of previous learning experiences.

**DRAMA 12 Theatre Arts (DRA12, Academic, 1 credit)** Drama 12 will allow students who have some background in Developmental Drama, and who may be interested in theatre-related careers, to develop skills in acting, directing, and stagecraft. In addition, they will learn how to approach the business of production (publicity, planning, etc.) and be exposed to new technology used in design and production. Through their work in DRA12, students will be using art forms and facilities within their own community. This will lead to a greater understanding of the local context and the impact of arts-based industries on the economy and the future. Students will be involved in creative problem solving on a daily basis, and will communicate their ideas and perceptions to their peers and local community through their work on production. This work will involve a variety of media and will result in the development of responsibility and independent learning.

The focus of Drama 12 will be on the theatre component of drama. Emphasis will be placed on production work and development of skills appropriate to work in the theatre.

The course is organized on a theatre company model. About half of the course will be spent developing skills necessary to mount a production. These will include acting, directing, writing, and technical skills. Approximately one-quarter of the course will be spent on refining, editing, and polishing the drama work. Finally, time will be spent presenting the work to an audience. It is recommended that students choose Drama 12 after they have taken the Drama 10 course. ***This course satisfies the compulsory Fine Arts credit requirement for high school.***

**MUSIC 10, 11, 12 (MUSIC 10,11,12, Academic, 1 credit)** - *MUSIC 10 is a recommended prerequisite for entrance to MUSIC 11, and MUSIC 11 is a recommended prerequisite for MUSIC 12.*

These are university preparatory courses designed for the student who is interested in music. It is also for the student who intends to enroll in music at a post-secondary institution. These courses are acceptable for entrance to most university programs. Students are advised to review university entrance requirements or check with the School Counsellor. The courses include instruction in music history, theory, composition, ear training, and harmony.

**Students wishing to take the Music 10, 11, or 12 must have at least one year's experience playing the instrument chosen for study. Choose among any standard band instrument, string instrument, piano or voice. Students are strongly encouraged to combine this academic course with an ensemble such as the school concert band, an orchestra, large choir ensemble or private lessons.**

**VISUAL ARTS 10 (VISART10, Academic, 1 credit)** - The first year high school art course concentrates on developing basic art skills and an understanding of the core content of drawing, colour, three dimensional art, reprographic art and art history. The studio experience makes up the greatest percentage of the course with art history and theory comprising the remainder. Drawing/design and history relate to each aspect of the year's work. Students are exposed to a variety of media. Studio supplies are provided by students and the school.

**VISUAL ARTS 11 (VISART11, Academic, 1 credit)** - This course is designed for students having already completed an introductory level of study of visual art. Students deepen their understanding of aesthetic expression in various media including multimedia, work on focused skill development, and further explore art theory including the impact of art on daily life, societies, and in historical and contemporary cultures. Studio production forms the basis of the course with a more self-directed and reflective approach to the portfolio collection and to the presentation of works of art. Originality, imagination, critical thinking, and problem-solving are emphasized as intent, process, and outcome are explored. Students work both collaboratively and independently, developing, perceiving, and responding to personal expression and to the works of others. Studio supplies are provided by students and the school.

**VISUAL ARTS 12 (VISARTS 12, Academic, 1 credit)** This course explores advanced drawing skills through the implementation of variety of media and techniques in the creation of a coherent body of work. The course explores art as a global pursuit with emphasis on art history/theory, drawing, and the organization of a portfolio that will expand on developing practical, culturally sensitive, and personally relevant artwork. During this course you will make use of pencil, pencil crayon, pastel, graphite, charcoal, watercolor, acrylic, clay, and multimedia. Personal creativity and development will be emphasized in a positive and supportive environment. Previous experience in Art 10/11 is recommended in order to successfully complete this course. Through lectures, readings, class activities, discussions, films, essays, group work, presentations and personal reflections students will work towards the successful completion of this course. Visual Art 12 satisfies the compulsory Fine Arts credit requirement for high school graduation.

## ~ BUSINESS EDUCATION ~

**ACCOUNTING 11 (ACC11, Academic, 1 credit)** - *(Next Offered in the 2019 - 20 School Year)* This is an introductory course for students considering a career in business, particularly one in accounting. It will focus on basic accounting principles. Course time will be spent learning about and practicing: the accounting cycle; general journals and journalizing; accounts, ledgers and posting; trial balances; adjusting and closing entries; six, eight, and 10 column worksheets; preparation of financial statements: balance sheets, income statements, statement of owner's equity; GAAP – Generally Accepted Accounting Practices. The course is one that can be used toward fulfilling the requirements leading to an AVRSB Business Education Certificate.

**\*INVESTMENT and FINANCE 12 (INFNAC12, Academic, 1 credit)** - *Recommended Prerequisite: Economics 11 and a strong Math background.* This course will introduce students to the fundamental concepts of financial planning and decision-making. Students will work to gain the knowledge and skills they need to make informed financial decisions, ask important questions, and to seek further financial advice when necessary. Students will have the opportunity to learn about budgeting, the difference between needs and wants, various methods of credit and the possible advantages and disadvantages of their use, types of insurance, the many methods of investing, and the many sources of financial advice. Topics will include: **Budgets; Financial Planning; Investing Basics; Credit; Taxes; Insurance.**

Once a student has completed this course they will have an understanding of the importance of managing money, the methods available, the advantages and disadvantages of each, and where to get answers to the important questions they will need to ask.

**\*Please note: Accounting 11 is on a yearly rotation with Investment and Finance 12 and will NOT be offered in 2018-2019 but will be offered in 2019/2020.**



## ~ ENGLISH ~

### **ENGLISH 10 (ENG10, Academic, 1 credit) - Prerequisite: English 9**

Emphasis will be placed on basic writing skills and sentence, paragraph and essay construction. Five areas of literature: drama, short story, novel, poetry and Shakespearean drama will be studied. Evaluation will be based on written work, tests, examinations and oral reports.

### **English 10S with Support (ENG10S, Academic, 1 credit) - Prerequisite: English 9**

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

### **ADVANCED ENGLISH 11 (ENG11ADV, Advanced, 1 credit) - Prerequisite: English 10**

This is a course not just for those students who may excel in English Language Arts, but also those who truly enjoy it. There will be opportunities to extend understanding and find meaning beyond a basic academic level. A rich variety of literature will be examined and explored. The emphasis is not on designing a course that is “more difficult” than English 11 (academic), but rather a more critical and independent experience will be offered. If you love English, or it has always come easily for you, then it might be time to challenge yourself with a great opportunity to take an advanced level course.

### **ENGLISH 11 (ENG11, Academic, 1 credit) - Prerequisite: English 10**

This course includes the study, for form and content, of a number of modern novels, a Shakespearean play (s), short plays, poetry, and short stories. Student writing practice covers a wide range, from simple descriptive paragraphs to formal, documented essays, and from expository to creative writing, in an effort to improve the writing skills of the students.

### **ENGLISH COMMUNICATIONS 11 (ECM11, Graduation, 1 credit) - Prerequisite: English 10**

Emphasis will be placed on developing the ability to communicate; that is, ease and effectiveness in using language for different purposes and in many different situations. A range of materials is provided to permit the selection of those books which seem most helpful and appropriate for the students concerned. Emphasis will be placed on the study of language through a variety of materials.

### **ADVANCED ENGLISH 12 (ENG12ADV, Advanced, 1 credit) - Prerequisite: English 11**

This course is designed for those who have a true passion for English by providing an opportunity to extend the student's understanding and experiences with literature and other texts. It focuses on a study of language, cultural literacy, critical literacy, and personal/creative communication. What makes Advanced English 12 different from academic English courses? It involves a more in-depth treatment of topics, focuses more on independent learning and reflection, and provides extended research and other activities. If you love English and thrive on challenge and insightful, meaningful language arts experiences, this is the place for you!

### **ENGLISH 12 (ENG12, Academic, 1 credit) - Prerequisite: English 11**

The emphasis in this course will be on reading and writing critically, to foster independent thinking, and on students becoming a community of learners. Through means of Shakespearean drama, novels, poetry, short stories and controversial articles, students will direct their attention to challenging the authority of print through reading, writing and discussion.

### **ENGLISH 12: AFRICAN HERITAGE (ENGAH12, Academic, 1 credit) - Prerequisite: English 11**

English 12: African Heritage is designed to prepare students to meet key stage outcomes for Grade 12: Speaking and Listening; Reading and Viewing, and Writing and Other Ways of Representing, through a variety of learning and teaching strategies, and assessment practices. This course will engage students in a critical and analytical response to numerous literary texts, with a major focus on African Heritage, including: short fiction, the novel, poetry, spoken word, and various elements of African oral traditions. Students are given increased opportunities to demonstrate their ability as thoughtful, critical readers/viewers of literary and other texts. Effective argument is emphasized in oral, written

forms and other ways of representing. English 12: African Heritage fulfills the English language arts requirements for graduation.

**ENGLISH COMMUNICATIONS 12 (ECM12, Graduation, 1 credit) - Prerequisite: English Communications 11**

Emphasis will be on consolidation of the essential communication skills, with continuing attention given to effective use of oral and written language. Students' present achievement levels and future career goals will influence the choice of many practical activities to develop increased ability and confidence in language use. Several literary genres will be given attention, but the focus will be on the effective use of language in everyday life situations.

**~ FAMILY STUDIES ~**

**CHILD STUDIES 11 (CHLDS11, Open, 1 credit)** - Child Studies 11 is designed to explore the meaning and implications of responsible parenthood, to acquire current information regarding reproduction, pregnancy and childbirth, to explore significant issues of early childhood, and to apply the understanding of child development to the care and guidance of children. This course is developed around five modules: Decisions about Parenthood; The Beginning of Parenthood; Early Childhood Development; Special Concerns in Child Development; and Practical Experiences with Children.

**~ FRENCH as SECOND LANGUAGE ~**

***FRENCH-CORE 10, 11, 12 Overview***

*Language learning is a gradual developmental process and is continually being re-evaluated to address a broad range of teaching and learning styles. Beyond theory, the success of any program is shown in its capacity to motivate students through high interest themes and open-ended communicative, experiential activities. In the senior high, students will be encouraged to move beyond reliance upon the teacher and course materials to the free expression of their own thoughts, feelings and beliefs.*

**FRENCH-CORE 10 (FR10, Academic, 1 credit)** - Using a combination of methodologies, students will be exposed to a variety of thematic units dealing with areas of interest to their age group - i.e. travel, sports, environmental issues, consumerism and Acadian and Francophone culture. Emphasis will be placed on pair and small group work, as well as on individual progress. Students' oral, aural, reading and writing skills will be evaluated regularly. As often as possible, authentic documents will be used, such as government, commercial and tourist publications, so as to lend as much realism to second language learning as possible.

**FRENCH-CORE 11 (FR11, Academic, 1 credit)** - This course is an extension of the program as described in the overview for this course. Some of the thematic units which are appealing include the arts, interpersonal relationships with friends, filmmaking, etc. The program is supplemented by more advanced discussion topics and theatrical situations, as well as audio and video resources. Students will be examining and exploring real-life situations, making the acquisition of French active and meaningful rather than passive and mechanical.

**FRENCH-CORE 12 (FR12, Academic, 1 credit)** - The emphasis of this course program is on the needs of a young person embarking on the transition from high school to post-secondary education, both in the focus of the themes and the increasing diversity of the language spoken and written. Topics include how to write your curriculum vitae and a cover letter to apply for a job and/or university entrance. Current topics of relevance to the more mature high school student such as peer pressure, decision-making, and other equally pertinent issues. The course is also supplemented by the use of magazines, newspapers, TV and radio, and video clips in French.

## French Immersion Program Requirements

Requirements for the French Immersion Certificate offered by the Nova Scotia Department of Education & Early Childhood Development include nine credits from an approved list of Immersion courses that must include Français Immersion 10, 11, and 12, and students must have completed the Immersion Program in grades 7 to 9. The following courses will be offered for the 2017/2018 Academic year. GRADE 10 YEAR: Français Immersion 10, Art Dramatique 10, Sciences 10, Histoire Canadienne 11; GRADE 11 YEAR: Français Immersion 11, Mode de Vie Actif 11 (MVA11), Géographie Planétaire 12; GRADE 12 YEAR: Droit 12, and Français Immersion 12.

**FRANÇAIS IMMERSION 10 (FR10IM, Academic, 1 credit)** - This course is open to those enrolled in the Immersion Program. It continues to further develop linguistic skills and enhance the student's communicative competence.

**FRANÇAIS IMMERSION 11 (FR11IM, Academic, 1 credit)** - The purpose of this course is to work on improving both oral and written communication. It is open to French Immersion students only. Students will be doing a novel study.

**FRANÇAIS IMMERSION 12 (FR12IM, Academic, 1 credit)** - The purpose of this course is to work on improving both oral and written communication. It is open to French Immersion students only.

**ART DRAMATIQUE 10 (Drama 10 French Immersion) (ARTDRA10IM, Academic, 1 credit)** - This course is open to those students enrolled in the *Immersion Program*. There are **four** main components. Students begin with **initiation**, confidence-building activities; progress to **mouvement**, which emphasizes such things as gestures and body language; continue with **voix**, the use of techniques such as volume, pitch, inflection, diction, pronunciation, pauses and expression of emotions, before arriving at **théâtre**, where Groups involve themselves with all aspects of a theatrical production. Classes are taught completely in French. Development of verbal and non-verbal communication is a major focus of the course.

*Information on the 2016/2017 French Immersion course rotation will be available to students during registration.*

**SCIENCES 10 (SCS10IM, Academic, 1 credit)** Le cours de sciences 10 offre une introduction aux sciences de la biologie, la chimie, la physique et la météorologie. This course is open to students in the Immersion and Integrated French Program and can be counted towards an Integrated French or Immersion certificate. (This course should be taken in your Grade 10 Year)

**HISTOIRE du CANADA 11 (Canadian History 11 French Immersion) (HC11INIM, Academic, 1 credit)** - In this course students will examine FIVE major themes. 1) Globalization (The role of Canada past and present), 2) Economic Development (past and present), 3) Political Development 4) Sovereignty (of Canada, of Québec), 5) Law and Justice. This class will be taught in French. Participation and presentations are essential components of the program. Students will be evaluated on their ability to discuss course content as well as their linguistic ability.

**MODE DE VIE ACTIF 11 IMM (MVA11, Open, 1 credit)** - This course deals with the same topics as Physically Active Living 11 (PH AC LV 11), but in French.

**GÉOGRAPHIE PLANÉTAIRE 12 (Global Geography 12 French Immersion) (GP12IM, Academic, 1 credit)** - This course examines the current challenges facing the planet. Five themes are approached in turn, themes which cut through major issues facing the planet: geopolitical exchanges, water, commodification, development and inequality, the environment, food and population growth. The course asks students to individually research facets of each of these vast problems using the geographical research method and the collectively organize and present the information to help all benefit from a deeper understanding of the issues and note patterns across global issues. ***If you take Géographie Planétaire 12 you will not receive an additional credit if you take Global Geography 12.***

**DROIT 12 (LAW 12 French Immersion) (DRT12IM, Academic, 1 credit)** - This course is considered by the province as a university preparatory course. Throughout the course, legal cases and questions will be opportunities to develop not only legal knowledge, but to think critically, develop good study habits, organize information, research, analyze and make reasoned decisions concerning that knowledge; and this, all the while taking into account the values and opinions of others with a view to compromise. You will be exploring the Canadian legal system with a general introduction to Canadian Law, public and private, its purpose and history. Next, we will enact new legislation through a mock parliament as an introduction to Canada's legislative process. Balancing the effects of legislation is *The*

*Canadian Charter of Rights and Freedoms*, part of our constitution. The *Charter* serves to guarantee our rights and freedoms against unjust public law. At the end of the first stage of the course we examine how disputes between private individuals are resolved through the use of *The Nova Scotia Human Rights Act*. The second stage of the course is an extensive look at public law and criminal procedures and an approach called Restorative Justice. We will also examine Tort, Contract and Environmental Law.

FRENCH IMMERSION COURSE CHART*		
Grade 10	Grade 11	Grade 12
Français Immersion 10 Art Dramatique 10 Sciences 10 Histoire Canadienne 11	Français Immersion 11 Mode de Vie Actif 11 Géographie Planétaire 12	Français Immersion 12 Droit 12
The French Immersion Certificate includes nine credits which must include Français Immersion 10, 11, and 12, and completion of the Immersion program in grades 7 – 9.		

\*see also Nova Scotia Virtual School Courses at [www.nsvs.ednet.ns.ca](http://www.nsvs.ednet.ns.ca)

### Recommended Three Year Course Selection Plan for Immersion Students

Route	Grade 10	Grade 11	Grade 12
<b>Immersion with University Prep</b>	<ol style="list-style-type: none"> <li>English 10</li> <li>Fra Imm 10</li> <li>Art dramatique 10</li> <li>His Can 11</li> <li>Sciences 10 Imm</li> <li>Math 10</li> <li>Math 10</li> <li>Elective (Gr 11)</li> </ol>	<ol style="list-style-type: none"> <li>English 11</li> <li>Fra Imm 11</li> <li>Mode de Vie Actif 11</li> <li>Geo Plan 12</li> <li>Math 11</li> <li>M/Sc/Tech credit</li> <li>Elective</li> <li>Elective</li> </ol>	<ol style="list-style-type: none"> <li>English 12</li> <li>Fra Imm 12</li> <li>Droit 12</li> <li>(Univ prep) 12</li> <li>(Univ prep) 12</li> <li>(Univ prep) 12</li> <li>Math 12 (suggested)</li> <li>Another course or study period</li> </ol>
<b>Immersion with Science/Math University Prep</b>	<ol style="list-style-type: none"> <li>English 10</li> <li>Fra Imm 10</li> <li>Art dramatique 10</li> <li>His Can 11</li> <li>Sciences 10</li> <li>Biology 11</li> <li>Math 10</li> <li>Math 10</li> </ol>	<ol style="list-style-type: none"> <li>English 11</li> <li>Math 11</li> <li>Fra Imm 11</li> <li>Mode de Vie Actif 11</li> <li>Geo Plan 12</li> <li>Biology 12 or Physics 11</li> <li>Chem 11</li> <li>Pre-Cal 11</li> </ol>	<ol style="list-style-type: none"> <li>English 12</li> <li>Fra Imm 12</li> <li>Droit 12</li> <li>Pre-Cal 12</li> <li>Chem 12</li> <li>Physics 11 or Biology 12</li> <li>Physics 12</li> <li>Calculus 12</li> </ol>

Due to scheduling constraints, there is a possibility that students may not be able to schedule the above recommended courses due to conflicts of single courses (ie: Physics 12, Calculus 12 and Chem 12).

## ~ MATHEMATICS ~

### High School Mathematics . . . "What Should I Take?"

The Nova Scotia Department of Education & Early Childhood Development has introduced changes in math pathways to ensure that students are selecting the best course that will meet their individual needs. Students must demonstrate that they have met the minimum outcomes prior to moving on to the next level of Mathematics. Students are asked to ensure that when they register for a Mathematics course that the mandatory prerequisites have been met. Please review the prerequisite for each course prior to registering for the next level of Mathematics.

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

Students enrolling in Math courses in September of 2018 should select courses according to the following:		
<ul style="list-style-type: none"> <li>- Mathematics 10 (Academic Level - 2 credits).</li> <li>- Mathematics At Work 10 (Graduation Level - 1 credit).</li> <li>- Math Essentials 10 (Graduation Level 1- credit).</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics 11 (Academic level – 1 credit).</li> <li>- Mathematics at Work 11 (Graduation Level – 1 credit).</li> <li>- Math Essentials 11 (Graduation Level – 1 credit).</li> <li>-Pre-Calculus 11 (Advanced Level- 1 credit).</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics 12 (Academic Level - 1 credit).</li> <li>- Mathematics at Work 12 (Graduation Level – 1 credit).</li> <li>- Math Essentials 12 (Elective Credit - 1 credit).</li> <li>- Pre-Calculus 12 (Advanced Level – 1 credit).</li> <li>- Calculus 12 (Advanced Level – 1 credit).</li> </ul>

### Mathematics Options – Grade 10

Use this table to help in your decisions. If you are ...	Grade 10	Grade 11	Grade 12
A student intending further study involving an intensive level of mathematics, <b>take</b> →	Mathematics 10 (Academic Level) It is a 2 credit course	Mathematics 11 Pre-Calculus 11	Pre-Calculus Mathematics 12 & Calculus 12
A student intending further study, (as required by many programs at universities and community colleges), <b>take</b> →	Mathematics 10 (Academic Level) It is a 2 credit course	Mathematics 11 (Academic Level)	Mathematics 12 (Academic Level)
A student intending to go to university and college to take non-science related degrees as well as students planning to go directly into workforce, or further study not requiring the university / college preparatory courses, and who have struggled with Math <b>take</b> → <b>*Note: Please check with Post-Secondary Institutions.</b>	Mathematics at Work 10 (Graduation Level)	Mathematics At Work 11 (Graduation Level )	Mathematics at Work 12 (Graduation Level)

A student intending to enter the job market, or further study not requiring the university preparatory courses, <b>AND</b> who has struggled with Math, or who has not passed one or more years of Grades 7 to 9 (even though they have been placed in grade 10), <b>take</b> →	Mathematics Essentials 10 (Graduation Level )	Mathematics Essentials 11 (Graduation Level)	Can take Math Essentials 12 (Not required to Graduate).
---	---	--	---

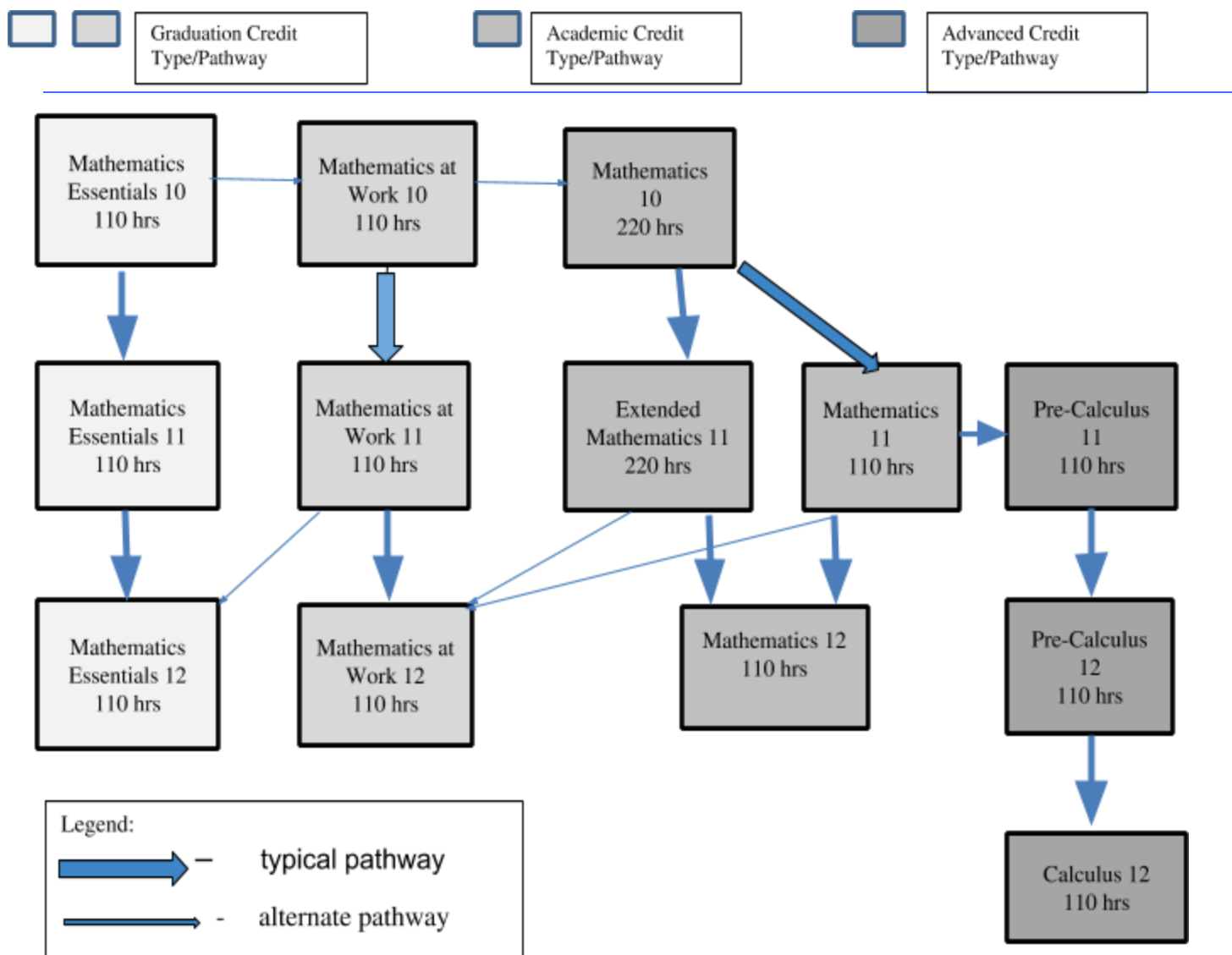
<b>* Recommended Minimum Requirements for Successful Math Placement</b>	
<b>Math Ess 10:</b>	Passed Grade 9 but encountered many obstacles in Math in the past.
<b>Math at Work 10</b>	Should Achieve above <b>50</b> in Grade 9 Math
<b>Math 10:</b>	Should Achieve above <b>70</b> in Grade 9 Math specifically on tests and exams.

<b>Math Ess 11:</b>	Successfully passed Math 10 Essentials
<b>Math at Work 11:</b>	Should Achieve above <b>50</b> in Math at Work 10
<b>Math 11:</b>	Should Achieve above <b>70</b> in Math 10
<b>Pre-Cal Math 11:</b>	Should Achieve above <b>80</b> in Math 10

<b>Math at Work 12:</b>	Should Achieve above <b>60</b> in Math at work 11
<b>Math 12:</b>	Should Achieve above <b>60</b> in Math 11
<b>Math-Essentials 12:</b>	Successful completion of Math E 11 or Mathematics at Work 11.
<b>Pre- Cal 12:</b>	Should Achieve above <b>70</b> in Pre Cal 12 or above <b>80</b> in Math 11

## ~ Pathways in High School Mathematics ~

This diagram illustrates course pathways for senior high mathematics courses (*Effective 2018-2019 School Year*).



**MATHEMATICS ESSENTIALS 10 (MTHE10, 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 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 AT WORK 10 (MTW10, 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 workforce 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 10 (MTH10, Academic, 2 credits)** - *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 prerequisite 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. Students who successfully complete this course will receive one grade 10 academic mathematics credit and one grade 10 technology credit. All students intending to follow the academic 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:

1. 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).
2. 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.

**MATHEMATICS ESSENTIALS 11 (MTHE11, Graduation, 1 credit)** *Prerequisite: Successful completion of Mathematics Essentials 10 or Mathematics at Work 10.* This course will be presented as a 110 hour course. 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 prerequisites.

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

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

Students in Mathematics Essentials 11 will explore the following topics:

- Mental mathematics, collecting, organizing and graphing data, borrowing money, renting or buying, household budgets, investing money, measuring, and 2-D and 3-D design, mathematics in content areas such as science and social studies
-



**MATHEMATICS AT WORK 11 (MTW11, Graduation, 1 credit)** *Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10.* This course will be presented as a 110 hour course. Mathematics at Work 11 demonstrates the application and importance of key mathematical skills. The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. (The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the workforce 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 11 (MTH11, 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 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 advance 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:

- Application 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.

**PRE-CALCULUS 11 (PCAL11, Advanced, 1 credit)** *Prerequisite: Successful completion of Mathematics 11.* Pre-calculus 11 is an advanced high school mathematics course. Students who select Pre-calculus 11. Should have a solid understanding 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 ESSENTIALS 12 (MTHE12, Graduation, 1 credit)** *Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11. The prerequisite for Mathematics Essentials 12 must be taken and successfully completed prior to starting Mathematics Essentials 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.*

The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community.

Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

Mathematics Essentials 12 is designed for students who either do not intend to pursue post-secondary study, or plan to enter post-secondary programs that do not have any mathematics prerequisites. 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 Essentials 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 12 (MTW 12, Graduation, 1 credit)** *This course will be presented as a 110-hour course. Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11. The prerequisite for Mathematics at Work 12 must be taken and successfully completed prior to starting Mathematics at Work 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.*

The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the workforce 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; Scatter plots; Linear relationships; Owning and operating a vehicle; Properties of polygons; Transformations; Trigonometry

**MATHEMATICS 12 (MT12, Academic, 1 credit)** *This course will be presented as a 110-hour course. Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11. The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.*

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

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

Students in Mathematics 12 will study the following topics:

Borrowing money, Investing money, Set theory, Logical reasoning, Counting methods, Probability, Polynomial functions, Exponential and logarithmic functions, Sinusoidal function.

**PRE-CALCULUS 12 (PCAL 12, Advanced Academic, 1 credit)** *This course will be presented as a 110-hour course. Prerequisite: Successful completion of Pre-calculus 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.*

The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.

Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.

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

Transformations; Radical functions; Polynomial functions; Trigonometry; Exponential and logarithmic functions; Rational functions; Function operations; Permutations, combinations and the binomial theorem

**CALCULUS 12 (CAL12, Advanced, 1 credit)** This course will be presented as a 110-hour course. Prerequisite: Successful completion of Pre-calculus 12. This course includes the following topics: the concept of a limit, simple derivatives, properties of derivatives, derivatives of trigonometric, exponential and logarithmic functions, applications of derivatives – tangents, rates of change, motion, curve sketching, antiderivatives, differential equations and applications of antiderivatives.

## ~ PERSONAL DEVELOPMENT and CAREER EDUCATION ~

**CO-OPERATIVE EDUCATION 11 and 12 (Academic, 1 credit)** Co-operative Education is a form of learning that combines in-school courses with related out of school work placements. This academic credit course is available to students in grade 11 or grade 12, and is designed to better prepare students for selecting a post-secondary educational program, or entering the workforce directly after high school. There is an application and interview process for the Co-op Program. Applications are available from the Co-op Education teacher. Successful applicants will be notified in writing of their acceptance into the program. Students must be prepared to develop their own independent work schedule without interrupting other in-school subject studies. Some universities may not accept this course for admission. For additional information students are asked to see the Co-op Education teacher.

**HEALTH & HUMAN SERVICES 12 (Academic)(HLHM12AC, 1 credit)** The Health & Human Services 12 course provides students with an introduction to the skills and knowledge involved in careers related to the health and human services domain. Students will explore human developments, ethics, helping process, interpersonal and personal development, wellness, written and verbal communications and related computer applications. Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community Based Education (volunteer and/or service learning) is a required component used to enhance the knowledge and skills developed in the classroom. This course is intended for students considering a program in the Health and Human Services Department at a Community College.

**TOURISM 11 (TOUR11, Academic, 1 credit)** This course is designed to introduce students to the five recognized sectors of tourism as well as help students apply and expand the knowledge and skills acquired in other disciplines. This course allows students to explore tourism trends and to investigate the impact of development and change in the tourism industry. Through classroom work, computer research, projects, job research or shadowing, and possible class trips, students will be able to experience many aspects of the tourism industry.

Tourism is the fastest growing industry in the world and job opportunities are plentiful. This course offers opportunities to develop essential skills needed to enter post-secondary tourism programs and the tourism industry. Students develop their skills in communicating, problem-solving, organizing and managing information, working with others and independently, and using and adapting to new technology. The program also offers the opportunity to get involved in the Canadian Academy of Travel and Tourism with its national certification programs. Students also have the chance to obtain accreditation certification with NSCC.

**TOURISM 12 (TOUR12, Academic, 1 credit)** Tourism 12 builds upon the knowledge and skills developed in Tourism 11. This course will be helpful for students considering post-secondary studies in tourism as a career. Students will acquire the knowledge and develop skills found in the tourism workplace. Modules included in the course are: The Tourism Industry, The Tourism Professional, Effective Communication, Career Exploration, Tourism Sales and Services, and The Tourist or Traveler. Students will also look at issues in specific tourism sectors. In addition to the modules mentioned above, students will complete an in-depth study in a particular aspect of tourism that interests them.

As with Tourism 11, students will have the opportunity to get involved with the Canadian Academy of Travel and Tourism with its national certification programs. Students also have the chance to obtain accreditation certification with NSCC.

- Also see the O<sup>2</sup> Program description for additional courses.

## ~ PHYSICAL EDUCATION ~

**PHYSICAL EDUCATION 10 (PHE10, Open, 1 credit)** This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 10 includes some theory components, coupled with predominantly active experiences whereby students will have the opportunity to participate in a variety of indoor and outdoor fitness, sport, and recreational experiences. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life.

The course is divided into four (4) modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

**PHYSICALLY ACTIVE LIVING 11 (PHEAL11, Open, 1 credit)** Physically Active Living 11 is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity.

The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

Physically Active Living 11 comprises four modules: Outdoor Recreation, Community, Service Learning, and Healthy Living.

**YOGA 11 (YOGA11, Open, 1 credit)** 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. *Preference will be given to grade 11 and 12 students.*

**PHYSICAL EDUCATION LEADERSHIP 12 (PEL12, Academic, 1 credit)** This course is for those students who have an interest in careers in physical education (kinesiology), sport administration, athletic therapy, recreation, etc. Course time will be divided between theory sessions in the classroom and activity labs in the gymnasium. Students will work on skill development in various activities, improve fitness levels, develop leadership skills and learn how to successfully organize athletic/activity events. Students will also be exposed to such topics as responsibilities of a leader, athletic therapy, sport nutrition, and sport sciences.

**PHYSICAL EDUCATION 12 (PHE12, Open, 1 credit)** This is a course for any student who has a definite interest in leadership development, personal fitness and nutrition, social issues related to sport, and the science of physical education (anatomy, kinesiology, physiology, etc.). Athletic skill or involvement in sport is not a necessity, but the attitude to want to be physically active and work to achieve a healthy level of fitness is required. You will learn through participation in activity, homework theory modules, discussion in theory classes and leadership roles. This course satisfies the compulsory Phys. Ed. credit requirement for high school graduation.

**The courses listed above meet the requirements for a physical education credit. There are no prerequisites for these courses.**

## ~ SCIENCE ~

**SCIENCE 10 (SCI10, Academic, 1 credit)** Science 10 is the recommended course as a first science credit for graduation requirements. Because Science 10 is the foundation course for Chemistry 11, Physics 11, and Biology 11, it is highly recommended that the Science 10 credit is obtained before pursuing credits in those courses.

The aim of science education in the Atlantic Provinces is to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge students need to develop inquiry, problem solving, and decision-making abilities to become lifelong learners and to maintain a sense of wonder about the world.

Throughout the year, students will be working towards an understanding of the processes involved in scientific inquiry while relating science to technology, society, and the environment (STSE). Science 10 consists of four primary units:

- Sustainability of ecosystems.
- Chemical reactions.
- Weather dynamics.
- Physics of motion.

Throughout these four units, there will be many opportunities for students to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect not only their personal lives but quite possibly their choices of careers. Student progress is assessed by a wide variety of methods, including group work and simulations, experimental lab work, opportunities to display creativity and critical thinking, problem solving, class participation, projects, assignments, quizzes, tests, and a formal examination.

**SCIENCE 10 with Support (Sci10S, Academic, 1 credit)** Science 10 Support mirrors the content taught in Science 10. It is designed to provide SUPPORT so that the individual student needs may be met through variations in pace, classroom organization, homework and evaluation. Students will receive a recommendation to register for this class.

**AGRICULTURE/AGRIFOOD 11 (AGRICC11, Academic, 1 credit)** This course will give students an introduction to the agriculture and agrifood industry. It is open to students in any high school grade. Agriculture / Agrifood 11 offers students opportunities to explore the processes of agriculture and agrifood in provincial and global contexts. Students will gain an understanding of the role of technology, science, and government in the production of primary agricultural products, the role of systems which support production, agriculture and agrifood-related activity beyond the farm gate.

Learning experiences generally have a strong applied focus with an emphasis on integrating, applying, and extending learning, making connections with learning in other courses, and exploring career opportunities. Specific topics of study include (but are not limited to): the history of agriculture, plant anatomy and physiology, supply and demand, biotechnology, crop production, pest control, soil, and sustainability (a common theme throughout the course). ***This course satisfies the second science requirement for high school graduation.***

**BIOLOGY 11 (BIOL11, Academic, 1 credit)** *Recommended Prerequisite: Science 10. Fulfills one required core Science credit or fulfills one required optional Science credit or fulfills one Tech/Science/Math credit*

Biology 11 is a university preparatory course and prospective students should realize that considerable effort and a strong work ethic is required since this course lays the foundation of knowledge and skill required for those who will be taking Biology at the post-secondary level. Students will be expected to develop the ability to use thinking processes associated with problem solving and decision-making. It will increase their understanding of science knowledge and process, and the connections between biology, technology and society.

Biology 11 comprises four units of study:

- Unit 1: Matter and Energy for Life
- Unit 2: Biodiversity
- Unit 3: Maintaining Dynamic Equilibrium homeostasis.
- Unit 4: Interactions among Living Things

**HUMAN BIOLOGY 11\* (BIOHUM11, Graduation, 1 credit)** Human Biology 11 fulfills a second science credit requirement for high school graduation. This course introduces students to the biology of the human body while concentrating on both anatomy and physiology. Students explore the human systems and the inter-relationship among them, while gaining a personal understanding of their own body. The program focuses on the individual but

also examines how society affects personal decision-making as it relates to health issues. Students will learn the importance of making healthy and responsible lifestyle choices. Opportunities will be provided to explore socially pertinent ethical issues, as well. Some of the major systems covered will include: integumentary (skin), digestive (including food and nutrition), circulatory, respiratory, muscular, and skeletal.

**Please note: \*Only one credit can be given to students who take both Biology 11 and Human Biology 11.**

**BIOLOGY 12 (BIOL12, Academic, 1 credit)** Recommended Prerequisite: Biology 11 and Chemistry 11. The Biology 12 program is distinctly different from the Biology 11 course as it tends to deal with more of a molecular and theoretical approach to biology. Biology 12 is based on four units of study. The principle emphasis is on change, diversity, equilibrium and systems. The course consists of the following units of study as prescribed by the Department of Education & Early Childhood Development:

- Systems Regulating Change in Humans (Human Anatomy and Physiology)
- Energy and Matter Exchange in Humans (Human Anatomy and Physiology)
- Chromosomes, Genes and DNA (Genetics)
- Change in Population, Communities and Species (Evolution)

**CHEMISTRY 11 (CHE11, Academic, 1 credit)** Recommended Prerequisite: *Mathematics 10, Science 10.* Through participation in co-operative labs, independent research, and other classroom experiences, students will acquire knowledge, skills, and attitudes that will include safe handling of materials, careful observation and measurement, effective problem solving and precise communication. Approximately 20 hours of laboratory activity are integrated throughout the program. Some of these require students to design and conduct their own investigations. Many of these investigations will be performed at the microscale level to maintain a clean, odorless, comfortable work environment.

Topics covered in Chemistry 11 include: the mole, chemical reactions, chemical stoichiometry, gas laws and organic chemistry. It is the foundation for Chemistry 12. A strong mathematical background and success at writing, naming and balancing equations is required as a starting point for this course.

Laboratory work counts for 20% of this course.

**CHEMISTRY 12 (CHE12, Academic, 1 credit)** Recommended Prerequisite: Pre Calculus 11 or Mathematics 11, Chemistry 11. Chemistry 12 is an extension of Chemistry 11 that expands on the concepts and skills introduced at the Chemistry 11 level. Chemistry 11 is therefore a strongly suggested prerequisite. Math 11 is also considered a strongly suggested prerequisite for this course.

Chemistry 12 helps students to: comprehend the natural environment, employ a variety of technological processes and recognize the potential consequences of their use, understand various other pure and applied sciences, as well as the nature of scientific inquiry. Topics include: Solutions and Equilibrium, Acids and Bases, Thermochemistry and Electrochemistry. One quarter of the course time will involve lab work. A strong mathematical background is required as a starting point for this course.

**PHYSICS 11 (PHY11, Academic, 1 credit)** Recommended Prerequisite: *Mathematics 10 and Science 10.* A university preparatory, first year Physics course which continues from the motion unit introduced in Science 10. This introductory course strives to relate real world experiences through application of learned concepts in Physics. It is orientated towards students pursuing a scientific/technological program at the post-secondary level. Labs parallel work done in class. A strong background in mathematics is recommended.

Topics include: kinematics, dynamics, energy, all dealing with moving objects. Waves are also studied.

**ADVANCED PHYSICS 11 (PHY11AD, Academic, 1 credit)** Recommended Prerequisite: *Mathematics 10 and Science 10; 75% recommended minimum mark, upon approval of administration.*

Advanced courses will balance learning experiences in three required areas:

- a) In-depth treatment of selected topics
- b) Independent learning and reflection
- c) Extended research projects/case studies and related activities

This is an honours level course for the serious student who has a keen interest in science and who has demonstrated an exceptional degree of academic ability or achievement.

**PHYSICS 12 (PHY12, Academic, 1 credit)** *Prerequisite: Physics 11 and Mathematics 11 (Pre Cal 11 recommended)*

This course is offered as the next level after successful completion of Physics 11. It is a university preparatory program with a strong correlation to technology and society. A continuation of the PHY 11 courses and includes 2-dimensional mechanics (motion, impulse and momentum, work, energy), field theory, electricity and magnetism, modern physics and nuclear physics topics. Labs parallel work done in class.

**ADVANCED PHYSICS 12 (PHY12AD, Academic, 1 credit)** *Prerequisite: Advanced Physics 11 (or permission of administration) and Pre-Cal 11*

Advanced courses will balance learning experiences in three required areas:

- a) In-depth treatment of selected topics
- b) Independent learning and reflection
- c) Extended research projects/case studies and related activities

This course is offered after successful completion of Advanced Physics 11. This is an honours level course for the serious student who has a keen interest in science and who has demonstrated an exceptional degree of academic ability or achievement.

A continuation of the PHY11AD courses and includes 2-dimensional mechanics (motion, forces, impulse and momentum, energy), field theory, electricity and magnetism, modern physics and nuclear physics topics. Labs parallel work done in class. A major project will be required.

**OCEANS 11 (OCNS11, Academic, 1 credit)** Oceans 11 is a high school science credit course designed in a modular format that interconnects the oceans with many perspectives. Two compulsory modules are the marine biome and motion and structure of the ocean. Two additional modules are required from the following: ocean chemistry, aquaculture, coastal zone management, and fisheries and technology. This course is activity/assignment based which requires consistent class attendance and in-class effort.

**FOOD SCIENCE 12 (Biochemistry 12) (FDSC12, Academic, 1 credit)** *Recommended Prerequisite: Chemistry 11.*

Food Science 12 is the study of the biochemistry of food molecules. It includes units of Nutrition, Chemistry of Food, Microbiology of Food, and Food Processing. Individual topics include food carbohydrates, lipids, and protein.

**~ SOCIAL STUDIES ~**

**AFRICAN CANADIAN STUDIES 11 (ACS11, Academic, 1 credit)** African Canadian Studies offers students the opportunity to examine and explore the important contribution of Africans and people of African descent to world history. The course takes students on a journey, spanning the origins of humanity to the 20<sup>th</sup> century, from Nubia to Nova Scotia. The history of African Canadians is examined, analyzed and interpreted to acknowledge and appreciate their proud heritage.

The contributions of African Canadians to Canadian culture are explored. The course also includes current issues and challenges confronted by African Nova Scotians.

**CANADIAN HISTORY 11 (CHS11, Academic, 1 credit)** *Please Note: Canadian History 11 is one of the three course options that fulfill the Canadian history graduation requirement.* Canada has a rich and complex history, in many ways because of its people, their perspectives, and our geography. Canadian History 11 offers students a general overview of the country's history from the First Nations to the present. Material is addressed from a variety of perspectives to help students understand the experiences and achievements of previous generations of Canadians and the historical roots of present-day concerns.

This course examines major themes in the history of Canada. Students will examine these themes in five compulsory units: Globalization: What has been Canada's place in the community of nations and what should Canada's role be? Development: Has the Canadian economy evolved to meet the needs and wants of all Canada's peoples? Governance: Have governments, past and present, in Canada been reflective of Canadian societies? Sovereignty:

How have and are struggles for sovereignty defined and continue to define Canada? Justice: How has Canada struggled for a just and fair society? Students will be expected to identify and describe persistent / continuing questions that have deep roots in Canada's history. Students will also identify those Canadians and events that they believe have contributed to the development of Canada and explain their historical significance.

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

**ECONOMICS 11 (ECON11, Academic, 1 credit)** This course is an introduction to the study of economic theory, and the economies of Canada, Nova Scotia, and the Annapolis Valley. Through the use of the text, newspaper, the internet, government publications, and other sources, the student will examine how various economies work and what role we play in them. Topics will include production, distribution, supply and demand, business organization, personal income tax, stock exchanges, and the role of government in the economy.

**GLOBAL ECONOMICS 12\* (GLOECO12, Academic, 1 credit)** *(Will be offered in 2018-2019, but will not be offered in 2019-2020). Recommended Prerequisite: Economics 11.* Nova Scotia's Global Studies courses are designed to enable students to answer the questions "How did the world arrive at its current state at the beginning of the 21<sup>st</sup> century? Developing an understanding of economic decision making in the global economy will enable students to address this essential question. Economic education can provide students with a unique perspective to comprehend the dynamics of the global economy of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries.

Economically, the world is now more interdependent than at any time in its history. The emergence of trade blocs, trans-nationals, currency fluctuations, North-South, and many other issues bring economic concerns and decisions to every citizen. Economic study will provide the student, as a responsible citizen, with the knowledge and skills necessary to make personal economic decisions and to participate in the process of social economic decision making in a global context. Through the study of economic concepts, principles and systems, students will develop an understanding of how economic decisions at the global level affect their lives as individuals and as members of society. Topics of Study: Foundation for Global Economic Study, Market, Trade Production and Distribution, Development, and Ideology.

**PLEASE NOTE: \*Global Economics 12 (Academic) is on yearly rotation with Political Science 12 (Academic)**

**GLOBAL HISTORY 12 (HGS12, Academic, 1 credit)** *Recommended Prerequisite: History 11.* Global History examines major themes in the history of the post-World War II Era; North/South – The Origins and Consequences of Economic Disparity; the Pursuit of Justice; Societal and Technological Change; Acknowledging Global Interdependence; and the Legacy of the Twentieth Century. In their study of these units, students will examine history from three perspectives: social, economic, and political, and in doing so, they will use the research and inquiry skills of the historian.

The study required by each unit will contribute to an understanding of major historical developments following 1945. The question which unifies the studies, and towards which each must contribute, is "Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?" Likewise, students will be able to propose reasonable answers to the question upon which Nova Scotia's global studies course are built, "How did the world arrive at its current state at the close of the twentieth century?" The concept of power and the role it has played in the social, economic, and political history of the period is foundational to studying this question.

**GLOBAL GEOGRAPHY 12 (GGS12, Academic, 1 credit)** Global Geography 12 aims to develop an understanding of the complex human and environmental relationships in our increasingly urbanized, globalized and interdependent world. It attempts to answer the question, "How did our world arrive at its current state?" As humans have so used and misused the planet that serious questions are now being raised about Earth's ability to maintain the quality and diversity of its systems. The course consists of five thematic units: The Global Geographer, The Planet Earth,



Population, Resources and Commodities, and Urbanization. This course fulfills the Grade 12 Global Studies requirement for graduation and is open to grade 11 and 12 students, with preference being given to those in grade 12.

**HISTORY 10 (HIST10, Academic, 1 credit)** History 10 covers a variety of topics in Archeology and the Ancient and Medieval Worlds. Things such as social history, religion, architecture, rulers and art are just a few of the topics which will be examined. Through this course students will develop an appreciation of the world's greatest civilizations and the contributions made by these societies. Students will also become aware of how people, events, and circumstances have changed the course of history.

**HISTORY 11 (HIST11, Academic, 1 credit)** This Modern European history course will survey the major events, personalities, ideas and conditions that have shaped the modern world. This course covers the major developments in technology, political systems, rights and knowledge from the Middle Ages to modern times. Its focus is on European events and trends, revolution, ideology, conquests and growth of various empires.

Major topics in this course include the Renaissance, Reformation, France during the 17th Century, the French Revolution, the Napoleonic Era, the Russian Revolution, the Industrial Revolution, Communism, The Rise of Totalitarianism, The Two World Wars, and the Holocaust.

**LAW 12 (LAW12, Academic, 1 credit)** Throughout the course, legal cases and questions will be opportunities to develop not only legal knowledge, but to think critically, develop good study habits, organize information, research, analyze and make reasoned decisions concerning that knowledge; and this, all the while taking into account the values and opinions of others with a view to compromise. You will be exploring the Canadian legal system with a general introduction to Canadian Law, public and private, its purpose and history. Next, we will enact new legislation through a mock parliament as an introduction to Canada's legislative process. Balancing the effects of legislation is *The Canadian Charter of Rights and Freedoms*, part of our constitution. The *Charter* serves to guarantee our rights and freedoms against unjust public law. At the end of the first stage of the course we examine how disputes between private individuals are resolved through the use of *The Nova Scotia Human Rights Act*. The second stage of the course is an extensive look at public law and criminal procedures and an approach called Restorative Justice. We will also examine Tort, Contract and Environmental Law.

**MI'KMAW STUDIES 11 (MKS11, Academic, 1 credit)** Mi'kmaw Studies 11 is a course that serves not only to highlight the Mi'kmaw experience, but also to provide opportunities for learners to gain an understanding of how they are connected to the history and culture of the First Peoples of the Maritimes. The course incorporates an inquiry-based approach and examines broad concepts such as governance, culture, justice, spirituality, and education. Students will analyse historical and contemporary Mi'kmaw issues, which enables them to achieve a greater understanding of, and respect for, both Mi'kmaw society and Mi'kmaw contributions to Canadian society.

**POLITICAL SCIENCE 12 (POLSCI12, Academic, 1 credit)** *(Will be offered in 2019-20, but will not be offered in 2018-19)* This course is designed to familiarize students with the basic political institutions and issues of modern-day Canada. The course begins with an overview of general political theory and concept, examining such topics as the state, political parties, public opinion, and constitutions. This is followed by an intensive examination of Canadian politics and, if time permits, a brief comparison of the Canadian system with other Western Democratic systems including the United States and Great Britain. Ample opportunity will be provided for students to channel their interests and ideas into individual projects, presentations, and direct involvement in a number of scheduled panel discussions with representatives from all levels of government and all political parties. The course provides an excellent background for those intent on pursuing careers in the Social Sciences or Law.

**SOCIOLOGY 12 (SOC12, Academic, 1 credit)** Sociology helps us see the complex connections between our own lives and the larger, recurring patterns of the society and the world in which we live. Sociology provides important insights on pressing social issues such as homelessness, racism and violence. In this course the relationship between individual experience and the larger society are examined. The relationship between personal troubles and public issues is explored.

Sociology is the study of human relations and how individuals are influenced by the society in which they live. This course will cover such areas as sociological theory, research methods, socialization, human behavior, mass media, culture, deviance, social control and current social issues. Discussion of the issues covered in this course requires a

mature and respectful approach. Students will be expected to apply the knowledge they gain to real life situations. As well, students will conduct at least one major research project focusing on Canadian sociological issues. Examples include but are not limited to topics such as poverty, minority groups, family, women in society, prejudice & discrimination, crime & punishment, human rights, etc.

## ~ TECHNOLOGY ~

**CONSTRUCTION TECHNOLOGY 10 (CNT10, Open, 1 credit)** Construction Technology is an exploratory course where students will gain knowledge about basic construction, materials, tools, machines, processes, and standards. The course is not intended to produce professional trades people, but will allow students to discover vocational or leisure-time interests. Topics explored will include Architectural Design and Drawing, Architectural Model Building, House Design, Building Construction, Cabinet Construction, and Careers in Construction.

**EXPLORING TECHNOLOGY 10 (EXT10, Open, 1 credit)** Exploring Technology 10 is a course that combines lab based activities and computer literacy. The purpose of this course is to provide students with the opportunity to use production lab tools to create solutions to problems and then present their prototypes and solutions with communications technology. Students can expect to spend their class time with hands-on activities in the I.A. Tech. Lab and the computer lab. Students will be investigating the evolution of and uses of technology through completion of class assignments. Students will participate in individual and team based problem solving tech lab projects culminating in prototypes, class discussions and powerpoint presentations. Students can expect to apply the skills and knowledge gained in this course in cross-curricular use with other registered courses.

*Modules of Study: Introduction to Technology; Green Technology; Media Design; Control Technology; Engineering; Exploring Trades in Technology.*

**SKILLED TRADES 10 (STR10, Open, 1 credit)** Skilled Trades 10 is a career exploration course suitable for all students in grade 10 or 11. The course provides students with a unique mixture of classroom and workplace activities. These activities enable students to learn about and directly experience what life in the skilled trades has to offer. Students work with the same set of hand tools used by professional trades people in the construction industry to complete real construction tasks and building projects. Within the Skilled Trade course, students will focus on four topical areas: Skills Trades Living, Safety, Measurement and Calculation for Trades, and Tools and Materials of the Skilled Trades.

**ENERGY 11 (ENERGY POWER AND TRANSPORTATION 11 - EPT11, Open, 1 credit)** This course examines the various sources of energy in the world and how to convert and control these resources to meet human needs. EPT11 students will be required to demonstrate an understanding of how energy was used historically, how it is used presently, and how it may be used in the future through hands-on activities and theory based learning.

*The course offers many hands-on modules such as: Mousetrap powered cars, taking apart, examining, cleaning and reassembling motors, building model rockets, Vex robotics, and Building soapbox derby push cars*

*Units of study include: Nature and Sources of Energy; Power generation, transfer control and conservation; Mechanics, compare and contrast different types of engines, including their historical development under the following categories: internal, external, intermittent, continuous, reciprocating, rotary and describe the working principles; Environmental impacts of energy, power and transportation and our need to develop alternative 'green' energy solutions.*

**PRODUCTION TECHNOLOGY 11 (PDT11, Open, 1 credit)** Production Technology is a SKILLS course that will have students involved in extensive use of the equipment, tools, and machinery found in a Production facility. Students will design and produce various products using one main material or a combination of materials. Products will be produced using both Mass Production and Custom Built practices.

**COMMUNICATIONS TECHNOLOGY 11 (CMT 11, Academic, 1 credit)** Communications Technology 11 is an Academic Credit in the area of Technology Education. It involves using a hands-on approach to electronic, print and web communication concepts, in both areas of traditional media and new media. By the end of the course, students

are able to use a range of technological tools, processes and applications, integrate communication technology with other academic disciplines, design and create communication materials that solve technological problems, and explain the consequences of technology and how it *affects society*. Students will have the opportunity to work independently and collaboratively, and will develop skills to adapt and continuous change, not only as it relates to technology, but as it relates to society.

**COMMUNICATIONS TECHNOLOGY 12 (CMT12, Academic, 1 credit)** *Recommended prerequisite: Communications Technology 11.* Students will have the opportunity to work independently and collaboratively, and will develop skills to adapt and continuous change, not only as it relates to technology, but as it relates to society.

This course consists of four Modules (subject to change/modification):

1. Fundamentals of Communications Technology (offered as integrated components of the subsequent Modules listed below); 2. Broadcasting; 3. Photography & Film; 4. Animation.

**FILM & VIDEO PRODUCTION 12 (FVP12, Academic, 1 credit)** This course consists of four modules: Fundamentals, Production Team Skills, Film Industry Careers, and Film Development and Production. Students work from pre-production to post-production to create a series of short films and related individual assignments. From story idea to script to “action”, students practice working both collaboratively and individually in production roles towards a common goal. Students work in small groups to produce short films, film appreciation, and develop technical abilities with cameras, editing software, etc.

**Please note:** *This course can be used as either a technology credit or as a Fine Arts credit for the AVRSB Arts certificate, but **may not be used as the Fine Arts credit required to graduate.***

**MULTIMEDIA 12 (MM12, Academic, 1 credit)** In a society awash with images and messages, high school graduates need a foundation to understand this barrage of multimedia content. This course has been designed to give students the opportunity to explore and design their own multimedia works. Through this process they will begin to understand the cultural and ethical implications of sharing their ideas and beliefs in multimedia within the public domain. Students will be exposed to a variety of software and their uses in the multimedia world.

Multimedia 12 will also give students a chance to explore careers in advertising, marketing, film, music, web content and development and production. The study of multimedia can lead to a broad range of occupations within the arts and communications disciplines.

**PRODUCTION TECHNOLOGY 12 (PDT12, Open, 1 credit)** *Recommended prerequisite: Production Technology 11.* This course is intended to provide students with a further opportunity to study in the field of production. Students will be given hands-on opportunities to manufacture a variety of products in the wood lab using both traditional and modern manufacturing techniques. Students will study and practice safety in the workplace and use modern production tools and equipment used in industry to manufacture products using the principles of custom and mass production. Students will study and participate in company organization, product development and design to mass produce a marketable product. Students taking the course must have a mature respect for working with machines and be willing to undertake the challenges that come with good design and quality workmanship.

## Available Courses 2018-2019

Grade 10	Grade 11	Grade 12
<p><b>ARTS (Fine Arts)</b> Art Dramatique (<i>Drama 10 FI</i>) Drama 10 Music 10 Visual Arts 10</p> <p><b>ENGLISH</b> English 10 English 10 with Support</p> <p><b>FRENCH</b> Français Immersion 10 French-Core 10</p> <p><b>MATHEMATICS</b> Mathematics 10 Mathematics Essentials 10 Math at Work 10</p> <p><b>PHYSICAL EDUCATION</b> Physical Education 10</p> <p><b>SCIENCE</b> Science 10 Science 10 with Support</p> <p><b>SOCIAL STUDIES</b> History 10</p> <p><b>TECHNOLOGY</b> Construction Technology 10 Exploring Technology 10 Skills Trades 10</p> <p><b>Please Note:</b> <b>While students may enroll in more than 7 Grade 10 courses, only 7 credits may be used for high school completion.</b></p> <p><b>O2</b> Community Based Learning 10 Career Development 10</p>	<p><b>BUSINESS</b> Economics 11</p> <p><b>ARTS (Fine Arts)</b> Drama 11 Music 11 Visual Arts 11</p> <p><b>ENGLISH</b> Advanced English 11 English 11 English Communications 11</p> <p><b>FAMILY STUDIES</b> Child Studies 11</p> <p><b>FRENCH</b> Français Immersion 11 French-Core 11</p> <p><b>MATHEMATICS</b> Math at Work 11 Mathematics Essentials 11 Mathematics 11 Pre-calculus 11</p> <p><b>PERSONAL DEVELOPMENT &amp; CAREER</b> Tourism 11</p> <p><b>PHYSICAL EDUCATION</b> Mode de Vie Actif 11 Physically Active Living 11 Yoga 11</p> <p><b>SCIENCE</b> Advanced Physics 11 Biology 11 Chemistry 11 Human Biology 11 Oceans 11 Physics 11 Agriculture/Agrifood 11</p> <p><b>SOCIAL STUDIES</b> African Canadian Studies 11 Canadian History 11 Economics 11 Histoire Canadienne 11 (<i>Canadian History 11 FI</i>) History 11 Mi'kmaw Studies 11</p> <p><b>TECHNOLOGY</b> Communications Technology 11 Energy, Power &amp; Transportation 11 Production Technology 11</p> <p><b>O2</b> Career Development 11 (.5 credit) Workplace Health &amp; Safety 11 (.5 credit) Co-operative Education 11</p>	<p><b>BUSINESS</b> Investment &amp; Finance 12 (available 2018-2019)</p> <p><b>ARTS (Fine Arts)</b> Music 12 Drama 12 Visual Arts 12</p> <p><b>ENGLISH</b> Advanced English 12 English 12 English 12: African Heritage English Communication 12</p> <p><b>FRENCH</b> Français Immersion 12 French-Core 12</p> <p><b>MATHEMATICS</b> Calculus 12 Mathematics 12 Mathematics Essentials 12 Math at Work 12 Pre-calculus Mathematics 12</p> <p><b>PERSONAL DEVELOPMENT &amp; CAREER</b> Co-operative Education 12 Tourism 12 Health &amp; Human Services 12</p> <p><b>PHYSICAL EDUCATION</b> Physical Education Leadership 12 Physical Education 12</p> <p><b>SCIENCE</b> Advanced Physics 12 Biology 12 Chemistry 12 Food Science 12 Physics 12</p> <p><b>SOCIAL STUDIES</b> Droit 12 (<i>Law 12 FI</i>) Géographie Planétaire 12 (<i>Global Geography 12 FI</i>) Global Economics 12 (available 2018-2019) Global Geography 12 Global History 12 Law 12 Sociology 12</p> <p><b>TECHNOLOGY</b> Communications Technology 12 Film &amp; Video Production 12 Multimedia 12 Production Technology 12</p>

## Nova Scotia Graduation Diploma Requirements

COURSE CATEGORIES	COURSE REQUIREMENTS	NUMBER of COURSES	COURSE OPTIONS AT WK
ENGLISH	1 course at each grade level	3	Grade 10 – ENGLISH 10 Grade 11 – ENG/COM 11, ENGLISH 11, ADV ENG 11 Grade 12 – ENG/COM 12, ENGLISH 12, ENG 12: AFRICAN HERITAGE, ADV ENG 12
MATHEMATICS	2 courses at 2 different grade levels <b>3 courses at 3 different grade levels if enrolled in grade 10 in the 2017-18 or later school year.</b>	2  3*	MAT ESSENTIALS 10, MATH AT WORK 10, MATH 10, MAT ESSENTIALS 11, MATH AT WORK 11, MATH 11, EXTENDED MATH 11, PRE-CAL 11, MATH ESSENTIALS 12, MATH AT WORK 12, MATH 12, PRE-CAL 12, CALCULUS 12
SCIENCE	1 from SCIENCE 10, BIOLOGY (NOT HUM BIO 11), CHEM, PHYSICS, <b>AND</b> 1 other approved Science course	2	SCIENCE 10, BIOLOGY 11, BIOLOGY 12, CHEM 11, CHEM 12, PHYSICS 11, ADV. PHYSICS 11, PHYSICS 12, ADV. PHYSICS 12 <b>OTHER CATEGORY:</b> ONE FROM THE ABOVE <b>or</b> HUM BIO 11, FOOD SCIENCE 12, OCEANS 11, Agri 11
TECHNOLOGY	2 from MATH or SCIENCE (beyond the above requirements), or TECHNOLOGY (All Computer Related Studies and Technology Education courses are eligible)	2	See SCIENCE and MATH above in addition to the following: TECHNOLOGY: CON TEC 10, ENERGY 11, EXP TEC 10, SKILLED TRADES 10, COM TEC 11, PRO TEC 11, PRO TEC 12, COM TEC 12, FLM VID 12, MULTIMEDIA 12
SOCIAL STUDIES	MI'KMAW STUDIES 11 <b>OR</b> CANADIAN HISTORY 11, <b>OR</b> HISTOIRE CANADIENNE 11, <b>OR</b> AFRICAN CANADIAN STUDIES 11 <b>AND</b> 1 GLOBAL COURSE	2	<b>CANADIAN HISTORY:</b> AFR CAN 11, CAN HIS 11, HISTOIRE CANADIENNE 11. MI'KMAW STUDIES 11 <b>GLOBAL:</b> GEO PLA 12, GL GEO 12, GL HIS 12, GL ECO 12
PHYSICAL ED.	1 Physical Education credit	1	PHYSICALLY ACTIVE LIVING (PH AC LV 11) <b>OR</b> MODE DE VIE ACTIF 11 (MVA 11) <b>OR</b> PHYSICAL EDUCATION 10 (PE 10), <b>OR</b> YOGA 11 <b>OR</b> PHYSICAL EDUCATION LEADERSHIP 12 (PEL 12) <b>OR</b> Phys Ed 12 (PE 12)
FINE ARTS	1 Course from VISUAL ARTS, DRAMA, and MUSIC	1	VISUAL ARTS 10, VISUAL ARTS 11, VISUAL ARTS 12 ART DRA 10, DRAMA 10, DRAMA 11, DRAMA 12, MUSIC 10, MUSIC 11, MUSIC 12.
ELECTIVES		5 4*	Electives include any courses not previously used to fulfill graduation requirements. (*if enrolled in grade 10 during the 2017-18 school year as 3 math credits are required)
LIMITS	No more than 7 Grade 10 level No less than 5 Grade 12 level	18 or more credits in total	

### Additional Courses

BUSINESS ED.	CO-OP ED.	FAMILY STUDIES	LANGUAGES	SOCIAL STUDIES	PERSONAL DEV. & CAREER ED.
ACCOUNTING 11  INVESTMENT & FINANCE 12 (next offered 2018-2019)	CO-OP ED 11 (O2) CO-OP ED 12	CHLD ST. 11	FRE CORE 10, 11, 12 FRA IMM 10, 11, 12  (See also Social Studies)	HIS 10, ECON 11, LAW 12, HIS ANC 10. DROIT 12, HIS 11, SOCIOLOGY 12, GLOBAL ECONOMICS 12 (Next offered 2018-2019) POL SCI 12	TOURISM 11, TOURISM 12 Health and Human Services 12

# Planning Chart

Name: \_\_\_\_\_

Career Goal: \_\_\_\_\_

Educational Program after Completion of High School: \_\_\_\_\_

Entry Requirements: \_\_\_\_\_

1. Select the courses you would like to take for the upcoming years, keeping in mind:
  - graduation requirements based on the year you plan to graduate
  - courses available
  - course requirements for education and career goals
  - the Recommended Prerequisite courses
  
2. Write in courses that you are certain about, followed by the more tentative choices. Place a question mark (?) beside the least certain choices.

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

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

---



---

## West Kings District High School - *Three Year Plan*

The students are encouraged to develop a three year plan to ensure that they are able to complete all the courses that are required, not only for high school completion, but for entrance to post-secondary programs as well. ***French is suggested at all grade levels.***

Grade 10	Grade 11	Grade 12
English	English	English
Mathematics*	Mathematics	Mathematics
Science (Please refer to Graduation Requirements).	Science	Science
Social Studies Social Studies may be an elective or a compulsory Social Studies (see Grade 11).	<u>Compulsory Social Studies</u> (Please refer to graduation requirements) Canadian History 11, African Canadian Studies 11, or Histoire Canadien 11. Mi'kmaw Studies 11	Global History 12, Global Geography 12, Global Economics 12, Geographie Planétaire 12
Visual Arts/Music/Drama AND a Phys. Ed. credit	Technology/Science Course (2 required) Please refer to list of courses.	Technology/Science Course (2 required) Please refer to list of courses.
Grade 11 Course	3 Additional courses	At least 1 to 3 Additional courses
One Additional* * Or NO additional course if enrolled in Math 10 Academic		
Maximum 7 Grade 10 credits can be counted for High School Completion credits		
Minimum 5 Grade 12 credits required for High School Completion credits. Recommended to register in six (6) Grade 12 courses. See page 5 for additional information.		