

# Hants East Rural High School

2018 - 2019

## Course Selection Guide



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# Hants East Rural High School

## 2018 - 2019 Course Calendar

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### MESSAGE TO CURRENT H.E.R.H. STUDENTS:

Students are expected to review and discuss course selections with parents/guardians prior to submitting their course requests. Students will complete course selections electronically through the Student/Parent Portal of PowerSchool. Students will log on to PowerSchool (<https://sisccrsb.ednet.ns.ca/public/>) with their PowerSchool username and password. Online course requests must be completed by **Friday, April 6, 2018**. Instructions are available on our school website ([herh.ccrsb.ca](http://herh.ccrsb.ca)).

Students are advised to read this document carefully in order to make informed choices for their academic future. It is critical that all selections made by students reflect graduation requirements, personal interests and needs.

**Please keep this book for future reference.**

### COURSE CHANGES

**Course selections made in the spring for the next academic year are generally considered final.**

Course changes may not be made unless:

1. The scheduling process has resulted in an incomplete schedule
2. A course and its prerequisite are in reverse order on a student's schedule
3. A course is scheduled for which a credit has already been granted
4. A student did not pass a required course and must retake it.
5. Student request was not granted due to a conflict with other courses
6. A potential graduate lacks a required course to complete graduation requirements.
7. A student is scheduled in a course without the recommended prerequisite course
8. A potential graduate is able to complete graduation requirements in a single semester
9. Student's post-secondary plans have changed.

Course changes in September will not start until the third day of classes. **Please ensure you select your courses carefully to limit the need for course changes.**

## PLANNING YOUR PROGRAM

Prior to registration, you should carefully consider your post-high school goals and the educational requirements necessary to achieve them. Select the courses and level of difficulty that will enable you to achieve these objectives. Plan your program into the future as far as possible. Some subjects such as Math, Physics and French have prerequisites. If a course has a prerequisite, it is listed in the course description. Occasionally, it is necessary to cancel a proposed course due to insufficient enrollment. The school reserves the right to not offer the course as described in the booklet should unforeseen circumstances arise. Care should be taken in the choice of subjects to ensure that you meet the entrance requirements of the post-secondary or career path institution of your choice. If you are unsure of your course selection for next year, check with one of the school counsellors prior to registration. Course selection is also important for those going directly to work after graduation.

Students are encouraged to keep the course worksheet, and enter marks as courses are completed to keep track of their progress until graduation.

## POST-SECONDARY ENTRANCE REQUIREMENTS

Students must realize that requirements for universities/colleges and other educational institutions vary considerably and are subject to change. It is advisable to consult calendars frequently when making long-range plans. All universities require at least five Grade 12 academic or advanced courses, included academic or advanced English 12. Requirements for community college and other post-secondary institutions vary according to the institution and program. Students should check with university and college websites and Student Services on entrance requirements.

Averages required for entrance vary; however, students are advised that in many instances, achievement of minimum requirements in no way guarantees acceptance. This is particularly true for specialist diplomas such as Computer Science, Engineering, Nursing, etc. Be advised that Nova Scotia Community College accepts applications from students once they have completed grade 10.

Most universities do not accept "Open" or "Graduation" credit type courses. In addition, some Academic type credit courses are not acceptable. Acceptance of specific courses vary from one educational institution to another, and students should consult institution calendars carefully before making final course choices. When in doubt, email or call admissions of the university.

Choose courses according to your own abilities and need. A school counsellor is available for interviews with students and/or parents. Appointments can be arranged by phoning 758-4622 or by booking an appointment with Kari in the office.

## REQUIREMENTS FOR HIGH SCHOOL GRADUATION DIPLOMA

A total of **EIGHTEEN** credits are required to obtain a High School Graduation Diploma. The following 13 compulsory credits from the following subject groupings must be taken and **passed** for students to be eligible for graduation:

### Language, Communication, and Expression

- 3 **English Language Arts**, one at each grade level
- 1 **Fine Arts** (Art, Dance, Drama, or Music)

### Science, Mathematics, and Technology

- For students graduating in 2018-2019: 2 **Mathematics** (only one credit may be from the grade 10 level)
- For students graduating 2019-2020 or later: 3 **Mathematics** (three different grade levels)
- 2 **Science** (ONE from Biology, Chemistry, Science 10, or Physics, **and** one additional approved science course)
- 2 **others** from Mathematics, Science, or Technology

Note: Dance 11 may count as a fine arts credit or a physical education credit, but not both.

### Personal Development and Society

- 1 **Physical Education High School Credit**
- 1 **Canadian History**: African Canadian Studies 11, Canadian History 11, and Mi'kmaw Studies 11 fulfill this requirement)
- 1 **Global Studies** (from Global History, Global Geography, or Global Economics)

At least Five (5) credits **must** be at the Grade 12 level, and no more than **SEVEN** (7) may be at the Grade 10 level. *Students are eligible to take all three Global Studies courses, if desired.*

Please Note: The above are minimum requirements for graduation, and may not be sufficient to allow a student to meet the entrance requirements for all post-secondary educational institutions.

## CREDIT SYSTEM

A credit is awarded to students who have successfully completed an approved course that would normally be completed in a minimum of 110 hours of scheduled class time (usually 1 semester). Some courses are compulsory in order to receive a High School Graduation Diploma, while others are optional. Sometimes a course requires a prerequisite course; this means there are courses which must be passed before another is attempted. Subjects having prerequisites are noted in the subject write up.

Within the 18 course requirements for a High School Graduation Diploma, no student may receive credit for two courses in the same subject at the same grade level. *For example, credit cannot be counted toward the 18 required credits from Mathematics 12 and Mathematics at Work 12.*

### TRANSFER CREDITS

Students transferring into HERH from independent schools or from outside of Nova Scotia will receive credit for courses taken at these institutions on an individual basis. Not every course offered at these schools necessarily qualifies as a valid Nova Scotia credit for graduation.

## TRANSCRIPTS

A transcript is an official school document listing your high school marks. Transcripts are required by colleges, universities and other post-secondary institutions, and will include all marks from your high school courses, including failures, withdrawals, and repeat courses. One transcript will be included with your graduation certificate when you graduate. Current students should see Kari in the office to request transcripts. Transcripts must be requested two days in advance.

## COURSE IDENTIFICATION:

Courses are identified by subject title and grade level. For example: Mathematics 11. In addition, each course is categorized as one of the following credit types:

- Graduation:** These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected areas of post-secondary study.
- Open:** These courses are generally not designed to meet the requirements for university programs. Although none of the open courses are designed to meet the specific requirements of any post-secondary institutions, individual courses may meet entrance requirements of some institutions.
- Academic:** These courses are designed for students who expect to enter college, university or other post-secondary institutions.
- Advanced:** These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

## COURSE LOAD

Students in grade 10 must enroll in a full course load of eight credits in order to earn as many credits as possible towards the eighteen required credits for graduation. Grade 11 students should enroll in a minimum of seven (7) courses.. It is recommended that grade 12 students enroll in 3 or 4 courses per semester.

Due to provincial class caps courses have a limitation on the number of students who can enroll in them. Due to these restrictions, students may have to make other selections. Students who may not be permitted to repeat these courses are as follows: 1) students who have already received credit for the course, 2) students who have failed any or all of these courses, 3) students who have withdrawn from these courses.

### ATHLETICS

Nova Scotia School Athletic Federation (NSSAF) regulations require student athletes to be regular students in order to participate in NSSAF competition. Any student who is registered as a regular student shall be eligible to compete. In semestered schools, a regular student is defined as one who is registered in a minimum of three courses in a semester at the school. Students enrolled in fewer than three courses are not considered full-time students and are ineligible for participation in NSSAF sanctioned athletics.

### FREE BLOCK

Students wishing to register for a free block must have scheduled the necessary course requirements to graduate. Please refer to the recommendations above for each grade when considering a free block.

## PROMOTION

Students are promoted in individual subjects by achieving a satisfactory level of performance. Students are assigned to a grade level based on the number of credits they have achieved.

**Grade 12** students are those who are eligible to graduate that year if they successfully complete the courses for which they have registered.

**Grade 11** students are those students who can graduate within two years by successfully completing the required credits. All other students are considered to be in grade ten.

## RESOURCE

The Resource Centre is designed for students needing extra assistance in academic programs. The Resource Centre is a collaborative support system with teachers, parents and other personnel to support student success in learning.

Students requesting Resource assistance must be recommended by the school's Site-Base School Team, in collaboration with teachers and parents. The students who receive Resource support have been identified from previous school records and through recommendations from formal testing, previous school programs and/or from the Adaptations which have been in place. The Resource teachers work in collaboration with the school's Site-Base School Team to determine which students are priorities for support.

## SCHOLARSHIPS AND BURSARIES

HERH graduating students have received numerous scholarships and bursaries, in excess of \$1,000,000, from post-secondary institutions and local businesses and service clubs over the years. Application forms for many local bursaries are available from Student Services. Students should refer to university and scholarship websites for external-to-HERH scholarships and bursaries.

## ACADEMIC AWARDS

Hants East shall recognize and award outstanding achievement at an assembly in June. Grade 12 students who have qualified for Honours and Honours with Distinction shall be acknowledged during the Graduation exercises .

### Honours with Distinction Grades 10-12

Honours with Distinction are calculated based on the six highest academic or advanced courses. The student must have an average of 85 or greater with no mark below 80 in the courses used for this calculation. For their remaining courses, they will have no mark below 50. All courses must be taken in the current year.

### Honours Grades 10-12

Honours are calculated based on the six highest courses. The student must have an average of 80 or greater with no mark below 75 in the courses used for this calculation. For their remaining courses, they will have no mark below 50. All courses must be taken in the current year.

### Grade 9 Honours

Honours - must have an average of 80 or greater with no mark below 75

Honours with Distinction - must have an average of 85 or greater with no mark below 80

## ACADEMIC MEDALS

The **Governor-General's Academic Medal** will be awarded to the graduating student who has attained the highest average, which will include **ALL grade 11 & 12** courses based on final marks. If two or more students attain the same aggregate, the Principal shall determine to whom the Governor General's Medal shall be awarded.

The **Queen Elizabeth II Medal** will be awarded to the graduating student who: a) has demonstrated a superior achievement in school studies in all three years of high school, and b) has achieved an outstanding record in all aspects of school and community involvement.

The **Lieutenant Governor's Medal** will be awarded to one female and one male student in Grade 11 who has demonstrated qualities of leadership and service in the school and community, and has achieved commendable performance in the courses in which they are enrolled.



## CAREER EXPLORATION PROGRAM (CEP)

This three-year secondary school program allows students to earn a Nova Scotia High School Diploma while also acquiring occupational skills in small class settings and on-the-job training. The mandatory work placement component, completed each year, provides co-op credits towards graduation. Students must participate in all aspects of the program, both academic and the co-op work placement, in order to remain in good standing within the program

Students in CEP are required to take the CEP courses indicated by the \* or \*\* to remain in the Career Exploration Program. The CEP program allows room for student

choice in some courses.

Entry into CEP is through an application and interview process. Please see Mr. Casavechia (Chef) or one of the school counsellors to get an application package.

Students Entering CEP for 2018-2019		
Grade 10	Grade 11	Grade 12
*English 10 *Co-op 10A (½ credit) (Classroom & 2 week work term) *Food for Healthy Living 10 (½ credit) *Food Preparation Service 10 (½ credit) *Food Technology 10 (½ credit) *Science 10 *Skilled Trades 10 *Visual Arts 10  Math Essentials 10 or Math at Work 10 (based on Math Recommendations)  Physical Education at grade 11 level (Fitness Leadership 11, Physically Active Living 11, Physical Education Martial Arts 11, or Yoga 11)	*English Communications 11 *Co-op 11 (2 two week work terms) *Canadian History 11 *Dining Guest Services 11 *Food Science 12  Math Essentials 11, or Math at Work 11 (based on Math Recommendations)  Construction or Transportation Trades 11  Elective (student's choice)	English Communications 12 *Global Geography 12 *Dining Guest Service 12 *Food Studies Hospitality 12 *Co-op 12 (2 two week work terms)  Math Essentials 12, or Math at Work 12 (based on Math Recommendations)  3 Electives (student's choice)

\*CEP designated courses (\*) have a 16 person cap for trades classes and a 20 person cap for academic classes. If the section is not at capacity, non-CEP students can apply to take the course.

Students enrolled in Food Services courses will experience a wide range of learning opportunities related to the food preparation industry. These courses help students develop some of the skills and knowledge necessary to participate in the food service industry. In Dining Guest Service courses, students will focus on the aspects of front of house service such as set-up, safety, customer relations, menu design, venue management, marketing and business opportunities for serving.

**Please Note:** The CEP curriculum is ideal for students who benefit from hands-on learning and who may wish to take a trade in college, or apprentice after graduating. Students wishing to attend university will require academic English at the grade 12 level. If a student is interested in taking math and/or sciences at the university level, they may require academic math. Please refer to individual universities' websites for program requirements.

## CORRESPONDENCE STUDIES

Public school correspondence courses follow the Nova Scotia Public School Program curriculum and use textbooks and other resource materials from the Authorized Learning Resources. Correspondence Study is independent study. The coursework is marked by certified teachers who understand the special needs and circumstances of students who study at home. Courses are not taught.

### Who can enroll?

You can enroll in a correspondence course if you:

1. Live in Nova Scotia, are 16 years or older, and are not attending school.
2. Live in Nova Scotia, are under 16 years old, and are legally excused from attending school. In this case, the principal at your last school must sign your application form, giving his or her approval.
3. Are attending junior or senior high school (grades 7-12) and have the approval of your principal if:
  - the course is not offered in your school.
  - there are timetable conflicts.
  - you want to study a subject during the summer months, but the course is not offered then.
  - the principal recommends for some other reason that you take the course by correspondence.
  - you are a junior or senior high school student who previously attended school in Nova Scotia but are temporarily living out of the province or country (students living away from Canada should provide the name and address of a contact person in Nova Scotia)
  - you are an adult who normally lives in Nova Scotia, but you have been living out of the province or country for less than three years (applicants should provide the name and address of a contact person in Nova Scotia)
  - you are a non-resident of Nova Scotia interested in taking a secondary school level course for personal interest or credit

For additional information visit <http://csp.ednet.ns.ca/> or make an appointment to talk to a school counsellor.

## NOVA SCOTIA VIRTUAL SCHOOL (NSVS)



The NSVS online courses are available for high school students registered in a Nova Scotia Public School. Note that a maximum of one (1) online course is intended to be 1 of the 4 courses a student takes in each semester. For Virtual High course registrations, please speak to the HERH in-school coordinator, who will enter the student in the NSVS Online Student Registration Portal. For additional information on NSVS, please visit <http://nsvs.ednet.ns.ca/> or make an appointment to talk to a school counsellor.

## PERSONAL DEVELOPMENT CREDITS

Personal development credits will be awarded for approved courses or programs of a high school standard that contribute to the Atlantic Essential Graduation Learnings. The Personal Development Credit Policy will acknowledge the value of student learning outside the public school system by recognizing for high school credit, achievements and credentials earned in the community. In order for a Personal Development Credit to be granted, a student must complete and submit the necessary forms and supporting documentation, which can be obtained from Student Services. Personal development credits will be reflected on a student's high school transcript thereby enhancing the transcript for the student.

- Personal Development Credits may be granted in grades 10, 11 and 12.
- Personal Development Credits may be half or full credits.
- Personal Development Credits will not duplicate the courses or programs that are part of Nova Scotia's Public School Program.
- Within the 18 credits a high school student requires for graduation, one elective credit can be a personal development credit.
- A personal development credit may not be used to fulfill a student's requirement for the 13 mandatory credits required for graduation.
- A student may have an unlimited number of personal development credits entered on their transcript, beyond the 18 required for graduation.
- Students who have earned a personal development credit from an approved provider prior to entering grade 10 may be awarded that credit any time after they enter grade 10.

For a list of approved providers and courses, as well as more information about Personal Development Credits, please visit the Department of Education website <https://pdc.ednet.ns.ca/>

## Hants East Rural High 2018-2019 Course List

Field of Study	Grade 10	Grade 11	Grade 12
Arts Education	Drama 10 Music 10 Visual Arts 10	Dance 11 Drama 11 Visual Arts 11	Visual Arts 12
Co-operative Education			Co-operative Education 12
English Language Arts	English 10 English 10 Plus	Advanced English 11 English 11 English Communications 11	Advanced English 12 English 12 English Communications 12
Family Studies		Child Studies 11	
French Second Language	Core French 10 Integrated French 10 Français Immersion 10 Art Dramatique 10 INT Art Dramatique 10 IMM Sciences 10 IMM	Core French 11 Integrated French 11 Français Immersion 11 Biologie 11 IMM ( <i>taken in gr 10</i> ) Biologie Avancée 11 IMM ( <i>taken in gr 10</i> ) Histoire du Canada 11 IMM_INT	Integrated French 12 Français Immersion 12 Biologie 12 IMM Biologie Avancée 12 IMM Géographie Planétaire 12 INT Géographie Planétaire 12 IMM
Learning Strategies		Learning Strategies 11	
Mathematics	Math Essentials 10 Mathematics at Work 10 Mathematics 10 ( <i>2 credits, full year</i> )	Math Essentials 11 Mathematics at Work 11 Mathematics 11 ( <i>1 semester</i> ) Extended Mathematics 11 ( <i>2 credits, full year</i> ) Pre-Calculus Mathematics 11	Mathematics at Work 12 Mathematics 12 Pre-Calculus Mathematics 12 Calculus 12
Physical Education	Physical Education 10	Dance 11 Fitness Leadership 11 Physical Education – Martial Arts 11 Physically Active Living 11 Yoga 11	Physical Education 12 Physical Education Leadership 12
Science	Science 10	Biology 11 Advanced Biology 11 Chemistry 11 Advanced Chemistry 11 Human Biology 11 Oceans 11 Physics 11 Advanced Physics 11	Biology 12 Advanced Biology 12 Chemistry 12 Advanced Chemistry 12 Food Science 12 Physics 12 Advanced Physics 12
Social Studies	Geography 10 History 10	African Canadian Studies 11 <i>(2019-2020 &amp; every 2<sup>nd</sup> year)</i> Canadian History 11 Economics 11 <i>Geography 11</i> <i>(2018-2019 &amp; every 2<sup>nd</sup> year)</i> Mi'kmaw Studies 11 Tourism 11	Business Management 12 Global Economics 12 Global Geography 12 Advanced Global Geography 12 Global History 12 Advanced Global History 12 Law 12 Sociology 12 <i>(Open or Academic)</i>
Technology	Skilled Trades 10	Communications Technology 11 Construction Trades 11 Design 11 Electrotechnologies 11 Transportation Trades 11	Audio Recording Production 12 Film and Video Production 12 Housing and Design 12

# **COURSE DESCRIPTIONS**

## **ARTS EDUCATION**

Arts education, a critical component of a balanced program of studies, is fundamental to the aesthetic, physical, emotional, intellectual, and social growth of all students. It provides unique ways of knowing, doing, living, and belonging in the global community and plays a key role in the development of creativity and imagination.

The arts have been part of the human experience throughout history and are embedded in daily life. Dance, drama, music, and the visual arts are vehicles through which peoples make meaning of the complexities of life, and make connections among and between themselves and others. The arts offer enjoyment and stimulate imagination. They provide a common thread of understanding across generations. In short, the arts describe, define, and deepen human experience in ways that are both personal and global, real and imagined

## **Challenge for Credit in Arts Education**

### **Background**

The Nova Scotia Department of Education and Early Childhood Development recognizes that students may have already acquired the knowledge, skills and attitudes that an existing course seeks to develop. Challenge for credit provides a process for students to demonstrate that they have achieved learning outcomes as defined in the Public School Programs and the curriculum guide for a directly-related course.

### **Policy**

1. All students currently enrolled in a public school in Nova Scotia may challenge for credit.
2. Challenge for credit is applicable only to designated Nova Scotia senior high school courses.
3. Students may challenge for any number of credits, but no more than two credits at each grade level for a total of six will count towards a High School Graduation Diploma.
4. Courses for which students have already received credit are not eligible for challenge for credit. Challenge for credit is not intended as a way to improve a course mark. Similarly, challenge for credit is not intended as a process by which a student can challenge a lower level course in the same subject at the same grade level as another course which the student has not completed successfully.
5. Successful challenges for credit will be given a mark.
- 6.

For information on challenging for credit, please see a school counsellor.

## **Grade 10**

### **DRAMA 10**

(Academic, Fine Arts Credit)

This is an introductory course for students interested in drama and theatre arts. Drama 10 provides a foundation for future course work in drama and theatre. Through extensive work in improvisation, in both small and large groups, students gain confidence as they explore and communicate ideas, experiences and feelings in a range of dramatic forms, such as dramatic movement and mime, dramatization, choral speech, choric drama, group drams, and Readers' Theatre.

The program consists of four strands, the first of which is "foundation", which is the platform upon which all good drama work begins. The remaining three strands are movement, speech and theatre. Using foundational activities, improvisation, scripted plays, etc., the course is designed to develop the physical, emotional and intellectual resources of students.

## **MUSIC 10**

(Academic, Fine Arts Credit)

**Music 10** is an introductory course in music that fulfills the Fine Arts requirement to graduate. No previous experience is required. Music 10 is designed to foster the learning of students of varying abilities, from beginner to more advanced.

Throughout history, music has provided processes that nurture personal growth and celebration of the universal connections among individuals, communities and cultures. Music enables learners to know themselves, experience the natural and created worlds, and create dynamic new worlds in ways that are both personal and global, real and magical. The development of aesthetic awareness is intrinsically related to learning in, through, and about music. Music also nurtures the development of a broad range of cognitive, language, personal, and social skills.

The Music 10 curriculum focuses on:

- expanding each student's knowledge base
- building skills in music to provide students with the necessary tools for self-expression
- extending the range of music strategies each student uses to construct meaning

## **Grade 11**

### **DANCE 11**

(Academic, Fine Art Credit **OR** Physical Education Credit)

Dance 11 is designed for all students, with or without formal dance training. It emphasizes creativity, movement, composition and presentation/performance. The course explores a range of dance styles with specific work on focused genres.

As an academic credit, Dance 11 explores creative movement, the history of dance of different cultures, some social dances such as Latin and Swing, and involves a lot of participation in group choreography and presentation within the class. The curriculum embodies the social skills of communication, co-operation and presentation as students learn the importance of good health and posture as it relates to them and to dance itself. Dance 11 does not emphasize any one style of dance, but rather learning to express through movement. No dance experience is required. Evaluation is comprised of testing, group choreography, self-evaluations, daily participation, a journal and a public presentation or exam.

- extending the range of situations that each student can create, interpret, and respond to
- providing consistent challenge and support to enable students to grow beyond their current level of creativity to one of increasing experience and maturity

### **VISUAL ARTS 10**

(Academic, Fine Arts Credit)

This course was developed within the framework of Foundations for the Atlantic Canada Arts Education Curriculum. It is rooted in creative exploration and problem-solving, using a range of visual technologies and processes that include traditional media such as drawing, painting and sculpture, as well as options in contemporary media such as digital art, video and performance art. This course also includes studies in Art Appreciation and Art History.

### **DRAMA 11**

(Academic, Fine Arts Credit)

Drama 11 builds on learning experiences provided in Drama 10 and focuses on the students' personal development. Beginning with foundation experiences to develop student confidence and capability, the course allows students to explore movement and speech, combining these in a greater range of dramatic forms. Selected dramatic forms and skills are explored in-depth for presentation and performance, including script interpretation and development, improvisation, stage movement and blocking, and the elements of theatre production.

### **VISUAL ARTS 11**

(Academic, Fine Arts Credit)

Visual Arts 11 continues the concentration on drawing, design and art history, and further develops skills and abilities in other core components of painting, printmaking and sculpture.

## Grade 12

### **VISUAL ARTS 12**

(Academic, Fine Arts Credit)

**Recommendation:** Visual Arts 10 and Visual Arts 11, or other significant prior experience in art.

This course continues the exploration of how the visual arts play a role in everyday life. It is a critical exploration of issues relating to society, both past and present, and how they affect culture. Work will focus on the creation of both two and three

dimensional works, with an emphasis on mixed media. During the course each student will produce an original body of artwork, culminating in an end-of-semester piece for the class exhibition. Students in this course must be organized, independent workers interested in exploring their own art-making process, with prior experience working with various art media.

## CO-OPERATIVE EDUCATION



### Co-operative Education – What is it?

- In-school component
  - 25 hours of in-class time
  - Career exploration, self-evaluation, and goal setting
  - Resumes, cover letters and interview techniques
  - Workplace practices and workplace health and safety
- Co-op placement
  - 100 hours – can be completed during the school day, in the evenings and/or on weekends, PD days, holidays, depending on the placement

### Why take co-op?

- Real world experience
- Learn about different careers so you can decide what is right for you
- Contacts in the working world

### How do you sign up for co-op?

- You must be 16 or older in September
- **Select co-op 12 during online course selection**
- Co-op requires an application, community and teacher references, plus an interview
  - Application forms are available from Ms. Farrell, the school counsellors and in the main office.
  - Interviews will be scheduled after applications have been received.

## CO-OPERATIVE EDUCATION 12

(Academic)

This course allows students to participate in educational and career planning that helps prepare the student for the next pathway in his or her life. Students in this course must be self-motivated, mature and organized. They must be at least 16 years of age, have access to transportation to get to and from their work placement, and must go through an interview as part of the selection process for the program.

Co-operative Education enables the student to explore a career area, gain valuable knowledge and experience and develop necessary employment skills and attitudes while earning a high school credit recognized by some post-secondary institutions. Students should check with the university of their choice to ensure that the Co-operative Education credit will be used in an admission average.

Students are required to complete 25 hours in the classroom at the beginning of the course. During this time students engage in self-assessment exercises, career exploration, and workplace preparation including; resume, cover letter and interview skills. Students will also gain certifications in St John Ambulance First Aid, WHMIS and Safe@myjob. Students must complete all requirements of the in-school component of Co-operative Education before beginning work placements. During the 100 hours of community based on-site training, students must participate fully by showing interest

and having a positive attitude. Students must also complete daily logs, time sheets, and reflective assignments during their placement. Failure to meet the requirement of 100 hours of work will result in loss of credit.

The co-op teacher will assist students in finding an appropriate work placement. The student's placement is supported and agreed upon by the student, co-op teacher, community placement and parent/ guardians.

Students who wish to enroll in Co-operative Education must complete an application. Once accepted into the Co-op program, the student is making a commitment to this course for the following school year. To obtain or submit an application, or if you have questions regarding Co-operative Education credits, please see Ms. Farrell, the HERH Co-op teacher. Ms. Farrell can be reached in her office in Student Services, by email at [FarrellLE@ccrsb.ca](mailto:FarrellLE@ccrsb.ca) or by phone at 902-758-4624.

## ENGLISH LANGUAGE ARTS - (ELA)

At all levels, English Language Arts follows an outcomes-based structure. This means that all program content contributes toward student achievement of the General and Specific Outcomes, as defined by the Department of Education and Early Childhood Development, required to attain the Essential Graduation Learnings required for high school completion. Students enrolled in English and English Communications work toward achievement of the same grade level outcomes. The courses however, differ in pace, scope, emphases and source texts.

Students are placed into English courses based upon the recommendation of their English teacher. If a student or parent/guardian takes issue with the English teacher's recommendation, the decision can be discussed with the classroom teacher and/or the English Department Head. Students may move from support/communications level English to academic if they have demonstrated the ability to successfully do so.

**Note:** Students interested in attending university must successfully complete academic grade 12 English to qualify for acceptance.

### Grade 10

#### ENGLISH 10

(Academic)

English 10 offers learners an opportunity to consolidate their learning from their junior high years before they specialize in grade 11. The English 10 classroom offers abundant opportunities for students to read widely and write frequently, all the while exploring a wide range of texts. English 10 also emphasizes proficiency in using oral language for a variety of purposes. **There is a Nova Scotia Exam at the end of this course.**

#### ENGLISH 10 PLUS

(Academic)

**Full year course, 1 English credit + 1 elective credit**

English 10 Plus offers learners an opportunity to consolidate their learning from their junior high years before they specialize in grade 11. The English 10 Plus classroom offers abundant opportunities for students to read widely, to write frequently, and to explore a wide range of print and visual texts. As English 10 Plus takes place over two semesters, this course provides students who have struggled in English Language Arts in the past the opportunity to further develop their English skills. This course is helpful to students who have difficulties with English, but hope to enter the academic English stream as it provides opportunities for remediation that aren't possible in English 10. **There is a Nova Scotia Exam at the end of this course.**

### Grade 11

#### ADVANCED ENGLISH 11

(Advanced)

**prerequisite:** English 10; approval of English Department Head

**Recommendation:** Minimum of 80% in English 10

Advanced English courses are designed for students who read widely and rapidly. Students will be required to work independently and collaboratively on assignments designed to enrich their understanding of the role literature plays in society. Students will be required to reflect on their learning and be expected to express how they reached their understanding of various pieces of literature from a wide variety of genres.

#### ENGLISH 11

(Academic)

**prerequisite:** English 10 or English 10 Plus

English 11 is intended for students whose goals include post-secondary study. While this course emphasizes literary texts, students are provided opportunities to select their own texts for independent study. Students are expected, through a variety of activities, to extend their knowledge base, thinking processes, learning strategies, self-awareness and insights.

#### ENGLISH COMMUNICATIONS 11

(Graduation)

**prerequisite:** English 10 or English 10 plus

English Communications courses are intended for students who may need additional support in their development as readers, writers, and language users. English Communications courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. This course focuses on developing language skills necessary for the workplace.

## Grade 12

### ADVANCED ENGLISH 12

(Advanced)

**prerequisite:** English 11; approval of English Department Head

**Recommendation:** Minimum of 80% in English 11

Advanced English courses are designed for students who read widely and rapidly. Students will be required to work independently and collaboratively on assignments designed to enrich their understanding of the role literature plays in society. Students will be required to reflect on their learning and be expected to express how they reached their understanding of various pieces of literature from a wide variety of genres.

### ENGLISH 12

(Academic)

**prerequisite:** English 11 or English Communications 11

English 12 is intended for students whose goals include post-secondary study. While this course emphasizes literary texts, students are provided opportunities to select their own texts for independent study. Students are expected, through a variety of activities, to extend their knowledge base, thinking processes, learning strategies, self-awareness and insights. Students will be evaluated on reading comprehension, writing skills and understanding of visual text, as well as on their ability to be effective speakers and active listeners.

### ENGLISH COMMUNICATIONS 12

(Graduation)

**prerequisite:** English 11 or English Communications 11

English Communications courses are intended for students who may need additional support in their development as readers, writers, and language users. English Communications courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. This course focuses on developing language skills necessary for the workplace.

# **FAMILY STUDIES**

The central purpose of the family studies program is to enhance the quality of life for individuals and families. In this program, students are encouraged to identify, clarify, examine, and deal with significant concerns they encounter in their daily lives. They are given opportunities to make reasoned and sound judgments as they consider their decisions in terms of consequences to self, family, and society.

## **Grade 11**

### **CHILD STUDIES 11**

(Open)

This course will enable students to explore the meaning and implications of responsible parenthood and to help them apply the understanding of child development to the care and guidance of children at various ages and stages (prenatal development to early childhood development). Students will be required to take care of an electronic baby.

# FRENCH SECOND LANGUAGE

## CORE FRENCH

The core program is a continuation of the French courses followed by all students from grades 4 to 9. The aim of the Core French program is to develop the learner's ability to communicate effectively in French. The options in Core French are limited to the following courses:

### **CORE FRENCH 10**

(Academic)

The core French 10 course is a continuation of grade 9. The philosophy of the course is based on communication. The activities are designed to promote, direct and stimulate the interaction among the students by drawing on their own experiences and prior knowledge. Active class participation is essential.

### **CORE FRENCH 11**

(Academic)

This course places the accent on the communication aspects of the language and on learning through interaction. Major language functions, vocabulary and grammar elements will be regularly reintroduced and further developed.

## **INTEGRATED FRENCH**

The integrated program develops a greater degree of competency in French than the Core French courses. Courses taught in French parallel those offered in the English Program. The students must begin this program in grade 7. Students in this program take a French language arts course and one other subject (usually a social studies course) taught in French. In order to be eligible for the integrated French participation certificate upon graduation, the students must be successful in the following courses:

<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
Integrated French 10 Art Dramatique 10	Integrated French 11 Histoire Canadienne 11	Integrated French 12 Géographie planétaire 12

### **Grade 10**

#### **ART DRAMATIQUE 10 INT**

(Académique)

Ce cours est le cours préliminaire pour les élèves qui s'intéressent dans le théâtre et les arts dramatiques. Le programme est divisé en quatre parties: la base, le mouvement, le discours et le théâtre. Ce cours vis à développer les habiletés physiques, émotives et intellectuelles des élèves, en faisant les activités de base, l'improvisation, les pièces, etc. Toutes les classes se déroulent en français.

**\*\* See the English description under Drama 10 in the Fine Arts section.**

#### **INTEGRATED FRENCH 10**

(Académique)

Le cours de français intégré 10<sup>e</sup> année est conçu de façon à répondre aux besoins des élèves dans les autres matières enseignées en français. Il est élaboré pour permettre aux élèves de perfectionner leurs habiletés de communication, de raffiner leurs habiletés de pensée et de résolution de problèmes et de développer une meilleure compréhension de leur propre culture ainsi que celles des autres, notamment celles des communautés francophones. Les élèves participent activement à des activités et à des projets variés qui se rapportent à leurs intérêts, à leurs besoins, à leur vécu et à leurs capacités. Ils doivent demander et fournir des renseignements, exprimer leurs pensées et leurs opinions, lire des textes variés, divertir et faire preuve de créativité.

##### ***INTEGRATED FRENCH 10 (Academic)***

*The Integrated French 10 course is designed to answer to the needs of the students in their other courses taught in French. They are developed to permit the students to perfect their communication abilities, to refine their problem solving skills and to develop a better understanding of their own culture, as well as other cultures, mainly those of francophone communities. The students will actively participate in activities and in various projects that draw on their interests, their needs, their experiences and their capabilities. They must question and provide information, express their thoughts and opinions, read various texts and demonstrate creativity.*

### **Grade 11**

#### **INTEGRATED FRENCH 11**

(Académique)

Le cours de français intégré 11<sup>e</sup> année est une continuation de français intégré 10 et est conçu de façon à répondre aux besoins des élèves dans les autres matières enseignées en français. Il est élaboré pour permettre aux élèves de perfectionner leurs habiletés de communication, de raffiner leurs habiletés de pensée et de résolution de problèmes et de développer une meilleure compréhension de leur propre culture ainsi que celles des autres, notamment celles des communautés francophones. Les élèves participent activement à des activités et à des projets variés qui se rapportent à leurs intérêts, à leurs besoins, à leur vécu et à leurs capacités. Ils doivent demander et fournir des renseignements, exprimer leurs pensées et leurs opinions, lire des textes variés, divertir et faire preuve de créativité.

##### ***INTEGRATED FRENCH 11 (Academic)***

*The Integrated French 11 course is a continuation of Integrated French 10 and is designed to answer to the needs of the students in their other courses taught in French. They are developed to permit the students to perfect their communication abilities, to refine their problem solving skills and to develop a better understanding of their own culture, as well as other cultures, mainly those of francophone communities. The students will actively participate in activities and in various projects that draw on their interests, their needs, their experiences and their capabilities. They must question and provide information, express their thoughts and opinions, read various texts and demonstrate creativity.*

#### **HISTOIRE DU CANADA 11 IMM\_INT**

(Académique, Canadian History Credit)

Histoire du Canada est un cours qui examine cinq questions/concernes d'histoire du Canada. Ces questions sont la base de cinq des unités: La Mondialisation, Le Développement, La Souveraineté, Le Gouvernement et La Justice. La sixième unité est une étude indépendante qui permet aux élèves de faire une recherche historique. Ils doivent choisir un sujet et écrire un papier de recherche. Historiographie et la méthode historique sont essentielles dans ce cours pour examiner l'histoire du Canada dès les premiers gens de l'Amérique du Nord jusqu'au présent. **\*\*See the English description for Canadian History in the Social Studies section.**

## Grade 12

### INTEGRATED FRENCH 12

(Académique)

Le cours de français intégré 12<sup>e</sup> année est une continuation de français intégré 11 et est conçu de façon à répondre aux besoins des élèves dans les autres matières enseignées en français. Il est élaboré pour permettre aux élèves de perfectionner leurs habiletés de communication, de raffiner leurs habiletés de pensée et de résolution de problèmes et de développer une meilleure compréhension de leur propre culture ainsi que celles des autres, notamment celles des communautés francophones. Les élèves participent activement à des activités et à des projets variés qui se rapportent à leurs intérêts, à leurs besoins, à leur vécu et à leurs capacités. Ils doivent demander et fournir des renseignements, exprimer leurs pensées et leurs opinions, lire des textes variés, divertir et faire preuve de créativité.

#### **INTEGRATED FRENCH 12 (Academic)**

*The Integrated French 12 course is a continuation to Integrated French 11 and is designed to answer to the needs of the students in their other courses taught in French. They are developed to permit the students to perfect their communication abilities, to refine their problem solving skills and to develop a better understanding of their own culture, as well as other cultures, mainly those of francophone communities. The students will actively participate in activities and in various projects that draw on their interests, their needs, their experiences and their capabilities. They must question and provide information, express their thoughts and opinions, read various texts and demonstrate creativity.*

### GEOGRAPHIE PLANÉTAIRE 12 INT

(Académique)

Le programme d'études de géographie planétaire a la particularité de traiter de problématiques et de défis actuels qui préoccupent l'ensemble de la planète. Cinq grands thèmes sont abordés : la population, le développement et l'inégalité, l'alimentation et l'eau, l'environnement et l'urbanisation. Chaque thème sera abordé en utilisant la méthode géographique qui implique la demande de questions, l'accumulation de faits, l'assimilation d'information et ses complexités, et enfin le rendement de conclusion en forme de présentation orale et écrite. Ce cours demande une réflexion individuelle qui aboutit à une prise de position personnelle de l'apprenant face à sa responsabilité individuelle en tant que citoyen de la Terre, mais aborde aussi la question et la responsabilisation collective face aux défis planétaires.

**\*\*See the English description under Global Geography in the Social Studies section.**

## **FRENCH IMMERSION**

The immersion program is an alternate approach to learning French, Canada’s second official language. The goal of the program is to help students develop a high degree of proficiency in French. Subjects taught in French parallel those offered in the English program. Hants East Rural High offers an early and late French Immersion program, meaning that student must have enrolled in the program either in Primary or in grade 7. In order to be eligible for the French Immersion Certificate upon graduation, the students must be successful in the following courses:

Grade 10	Grade 11	Grade 12
Art dramatique 10 Imm Français immersion 10 Sciences 10 Imm Biologie 11 Imm	Français immersion 11 Histoire du Canada 11 Imm_Int	Biologie 12 Imm Français immersion 12 Géographie planétaire 12 Imm
<b>Notes:</b> To ensure sufficient numbers to run each course, students must take the immersion course at the grade level indicated above.		

### **Grade 10**

#### **ART DRAMATIQUE 10 IMM**

(Académique)

Ce cours est le cours préliminaire pour les élèves qui s'intéressent dans le théâtre et les arts dramatiques. Le programme est divisé en quatre parties: la base, le mouvement, le discours et le théâtre. Ce cours vis à développer les habiletés physiques, émotives et intellectuelles des élèves, en faisant les activités de base, l'improvisation, les pièces, etc. Toutes les classes se déroulent en français. **\*\*See the English description under Drama 10 in the Fine Arts section.**

#### **FRANÇAIS IMMERSION 10**

(Académique)

Le cours de français immersion 10<sup>e</sup> année est conçu de façon à répondre aux besoins des élèves dans les autres matières enseignées en français. Il est élaboré pour permettre aux élèves de perfectionner leurs habiletés de communication, de raffiner leurs habiletés de pensée et de résolution de problèmes, et de développer une meilleure compréhension de leur propre culture ainsi que celles des autres, notamment celles des communautés francophones. Les élèves participent activement à des activités et à des projets variés qui se rapportent à leurs intérêts, à leurs besoins, à leur vécu et à leurs capacités. Ils doivent demander et fournir des renseignements, exprimer leurs pensées et leurs opinions, lire des textes variés, divertir et faire preuve de créativité.

#### **FRENCH IMMERSION 10 (Academic)**

*The immersion French 10 course is designed to answer to the needs of the students in their other courses taught in French. They are developed to permit the students to perfect their communication abilities, to refine their problem solving skills and to develop a better understanding of their own culture, as well as other cultures, mainly those of francophone communities. The students will actively participate in activities and in various projects that draw on their interests, their needs, their experiences and their capabilities. They must question and provide information, express their thoughts and opinions, read various texts and demonstrate creativity.*

#### **SCIENCES 10 IMM**

(Académique – Science Credit)

Les concepts et les notions scientifiques abordés dans ce cours sont des préalables pour entreprendre ultérieurement des cours de sciences. Ce cours intègre la biologie, la chimie, la physique et les sciences de la terre et de l'espace, selon une approche STSE, qui favorise le développement de la pensée critique et des habiletés langagière, sociales et médiatiques. **\*\*See the English description under Science 10 in the Science section.**

## Grade 11

### BIOLOGIE 11 IMM

(Académique – Science Credit)

Ce cours comprend les 4 modules suivants :

**Unité 1 – La matière et l'énergie pour la vie** : Les cellules sont introduites comme les unités de base de la vie. Cette unité étudie le rôle des structures cellulaires dans l'échange de la matière et dans le flux d'énergie ainsi que l'impact de la technologie sur notre compréhension de la structure et les processus cellulaires.

**Unité 2 – Le maintien et l'équilibre dynamique (Système digestif et la nutrition)** : Tous les êtres vivants ont de la difficulté à maintenir un équilibre interne en réponse à la pression constante des phénomènes extérieurs. Cette unité étudie le rôle du système digestif et l'influence du comportement et de la nutrition dans la régulation de l'homéostasie.

**Unité 3 – Le maintien et l'équilibre dynamique (Système circulatoire et le sang)** : Tous les êtres vivants ont de la difficulté à maintenir un équilibre interne en réponse à la pression constante des phénomènes extérieurs. Cette unité étudie le rôle du système circulatoire et l'influence du comportement dans la régulation de l'homéostasie.

**Unité 4 – La Biodiversité** : La grande diversité des êtres vivants nécessite un système organisé pour leur classification et leur étude. Cette unité fournit une enquête approfondie et un aperçu de l'unité et de la diversité de la vie dans la biosphère. Cette unité étudie les 5 règnes de la classification en détail avec l'analyse (et dissection) d'un organisme représentatif de chaque.

### BIOLOGIE AVANCÉ 11 IMM

(Avancé, Science Credit)

Le cours de biologie 11 avancé couvre les mêmes unités que le cours de biologie 11. Les étudiants seront demandés de faire des travaux indépendants et de résoudre des problèmes de niveaux plus avancés. **\*\*See the English description under Biology 11 Advanced in the Science section.**

## FRANÇAIS IMMERSION 11

(Académique)

Le cours de français immersion 11<sup>e</sup> année est une continuation de français immersion 10 et est conçu de façon à répondre aux besoins des élèves dans les autres matières enseignées en français. Il est élaboré pour permettre aux élèves de perfectionner leurs habiletés de communication, de raffiner leurs habiletés de pensée et de résolution de problèmes et de développer une meilleure compréhension de leur propre culture ainsi que celles des autres, notamment celles des communautés francophones. Les élèves participent activement à des activités et à des projets variés qui se rapportent à leurs intérêts, à leurs besoins, à leur vécu et à leurs capacités. Ils doivent demander et fournir des renseignements, exprimer leurs pensées et leurs opinions, lire des textes variés, divertir et faire preuve de créativité.

### FRENCH IMMERSION 11 (Academic)

*The immersion French 11 course is a continuation of the immersion French 10 course and is designed to answer to the needs of the students in their other courses taught in French. They are developed to permit the students to perfect their communication abilities, to refine their problem solving skills and to develop a better understanding of their own culture, as well as other cultures, mainly those of francophone communities. The students will actively participate in activities and in various projects that draw on their interests, their needs, their experiences and their capabilities. They must question and provide information, express their thoughts and opinions, read various texts and demonstrate creativity.*

## HISTOIRE DU CANADA 11 IMM\_INT

(Académique, Canadian History Credit)

Histoire du Canada est un cours qui examine cinq questions/concernes de l'histoire du Canada. Ces questions sont la base de cinq des unités: La Mondialisation, Le Développement, La Souveraineté, Le Gouvernement et La Justice. La sixième unité est une étude indépendante qui permet aux élèves de faire une recherche historique. Ils doivent choisir un sujet et écrire un papier de recherche. Historiographie et la méthode historique sont essentielles dans ce cours pour examiner l'histoire du Canada dès les premiers gens de l'Amérique du Nord jusqu'au présent. **\*\*See the English description for Canadian History in the Social Studies section.**

## Grade 12

### BIOLOGIE 12 IMM

(Académique, Science Credit)

Ce cours comprend les 4 modules suivants :

**Unité 1 – Les systèmes de régulation chimique et électrochimique :** Tous les organismes vivants ont de la difficulté à maintenir un équilibre interne en réponse à la pression constante de phénomènes extérieurs. Cette unité étudie le rôle des systèmes chimiques et électrochimiques dans la régulation de l'homéostasie. L'impact de la maladie, de la technologie médicale et de la drogue sera également étudié.

**Unité 2 – La reproduction et le développement :** La reproduction est essentiel pour la continuité de l'espèce. Cette unité étudie le processus de la reproduction aux niveaux cellulaire et multicellulaire. L'influence des technologies de reproduction sera également étudiée.

**Unité 3 – La continuité génétique:** Une grande partie de la structure et la fonction des organismes est déterminée par leur matériel génétique. Cette unité étudie la structure et la réplication de l'ADN, sa transcription à l'ARN, et sa translation en protéines. L'unité étudie la façon dont les gènes se passent d'une génération à l'autre et fournit une introduction à la génétique de base. Les effets des mutations, les maladies génétiques, et le génie génétique seront également explorés.

**Unité 4 – L'évolution :** La science tente de fournir une explication de l'origine et de l'évolution de la vie sur terre. Cette unité étudie des preuves qui appuient la théorie de l'évolution et propose une analyse des mécanismes de l'évolution.

### BIOLOGIE AVANCÉ 12 IMM

(Avancé, Science Credit)

Le cours de biologie 12 avancé couvre les mêmes unités que le cours de biologie 12. Les étudiants seront demandés de faire des travaux indépendants et de résoudre des problèmes de niveaux plus avancés. **\*\*See the English description under Biology 12 Advanced in the Science section.**

## FRANÇAIS IMMERSION 12

(Académique)

Le cours de français immersion 12<sup>e</sup> année est une continuation de français immersion 11 et est conçu de façon à répondre aux besoins des élèves dans les autres matières enseignées en français. Il est élaboré pour permettre aux élèves de perfectionner leurs habiletés de communication, de raffiner leurs habiletés de pensée et de résolution de problèmes et de développer une meilleure compréhension de leur propre culture ainsi que celles des autres, notamment celles des communautés francophones. Les élèves participent activement à des activités et à des projets variés qui se rapportent à leurs intérêts, à leurs besoins, à leur vécu et à leurs capacités. Ils doivent demander et fournir des renseignements, exprimer leurs pensées et leurs opinions, lire des textes variés, divertir et faire preuve de créativité.

### FRENCH IMMERSION 12

*The immersion French 12 course is a continuation to the immersion French 11 course and is designed to answer to the needs of the students in their other courses taught in French. They are developed to permit the students to perfect their communication abilities, to refine their problem solving skills and to develop a better understanding of their own culture, as well as other cultures, mainly those of francophone communities. The students will actively participate in activities and in various projects that draw on their interests, their needs, their experiences and their capabilities. They must question and provide information, express their thoughts and opinions, read various texts and demonstrate creativity.*

## GEOGRAPHIE PLANÉTAIRE 12 IMM

(Académique – Global Studies Credit)

Le programme d'études de géographie planétaire a la particularité de traiter de problématiques et de défis actuels qui préoccupent l'ensemble de la planète. Cinq grands thèmes sont abordés : la population, le développement et l'inégalité, l'alimentation et l'eau, l'environnement et l'urbanisation. Chaque thème sera abordé en utilisant la méthode géographique qui implique la demande de questions, l'accumulation de faits, l'assimilation d'information et ses complexités et enfin le rendement de conclusion en forme de présentation orale et écrite. Ce cours demande une réflexion individuelle qui aboutit à une prise de position personnelle de l'apprenant face à sa responsabilité individuelle en tant que citoyen de la Terre mais aborde aussi la question et la responsabilisation collective face aux défis planétaires.

**\*\*See the English description under Global Geography in the Social Studies section.**

# LEARNING STRATEGIES

## LEARNING STRATEGIES 11

(Open)

This course is designed to help students gain increased independence, self-awareness and self-advocacy skills. Students will continue to be supported with the curriculum outcomes of their other high school courses. Learning Strategies 11 students will explore how their learning strengths and challenges affect career and life choices.

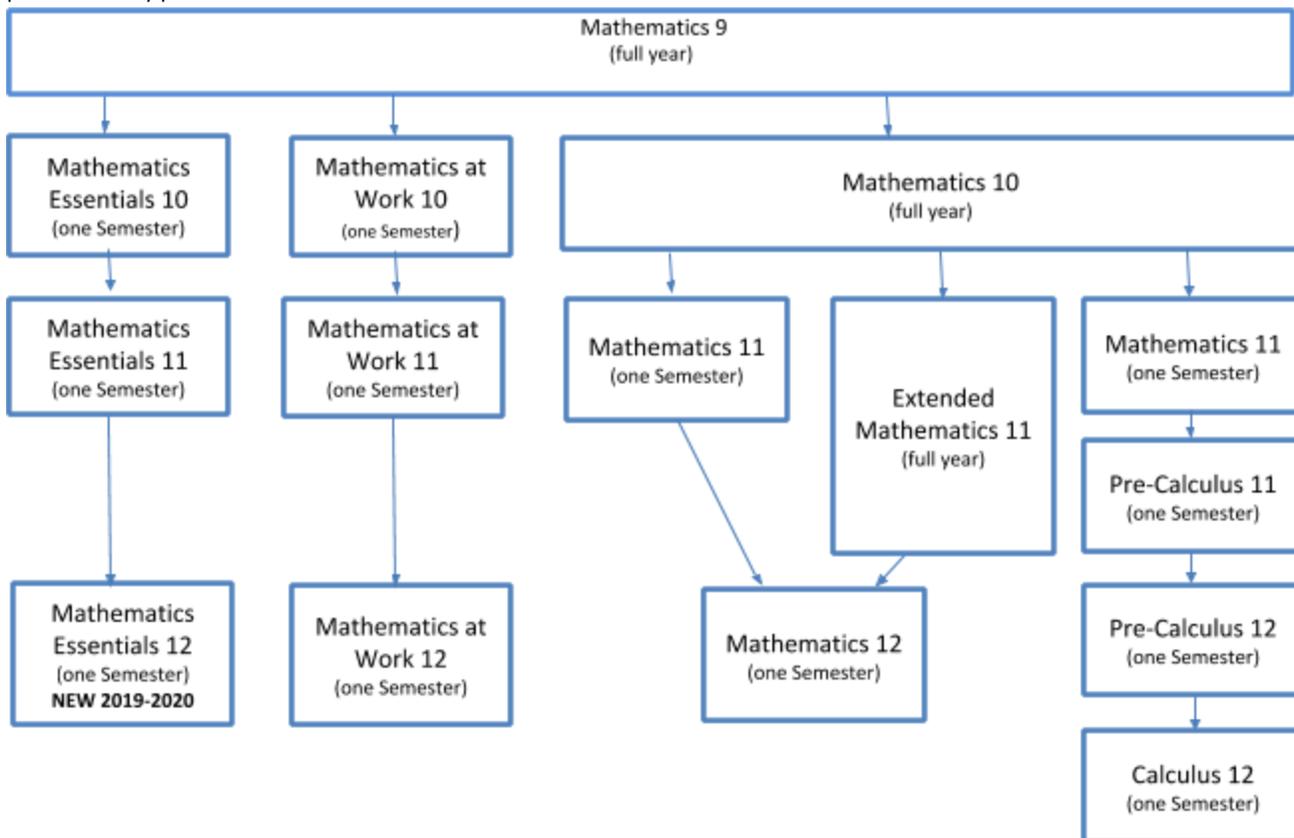
Student will employ compensatory strategies that will assist them in becoming independent learners. They will continue to work on basic literacy, numeracy, organization, time management and study skills.

The five units covered in this class are:

- Awareness of Self and Others
- Organization Skills
- Transition Skills
- Literacy
- Numeracy

# MATHEMATICS

The following chart shows some typical routes for students entering grade 10 in 2018-2019 depending on initial competency and post-secondary plans.



The Nova Scotia Department of Education and Early Childhood Development recommends "that the study of mathematics revolve around a core curriculum, differentiated by the level of investigation of each topic and the nature of the applications".

It is recognized that the needs, abilities and the motivation of students vary and that students will demonstrate different levels of performance. Therefore, three levels of mathematics (graduation, academic and advanced) have been developed to meet the needs of most students. The significant difference among the levels is with respect to the level of difficulty, the rate at which the curriculum is delivered and the individual expectations in regards to each topic.

**Graduation** level courses are characterized by a greater focus on concrete activities, models and applications, with less emphasis given to symbolic and abstract mathematics. Less time will be spent on complex exercises and connections with advanced ideas. Our graduation level courses include Mathematics Essentials 10, 11 and 12, and Mathematics at Work 10, 11 and 12.

**Academic** level courses are offered as "university-preparatory" for students who wish to pursue post-secondary studies (including programs such as Arts and Education) where there is a Math 12 Academic prerequisite. Students should be relatively successful in previous math courses (above 70%) and enjoy the problem-solving nature of

mathematics at an academic level. Our academic courses include Mathematics 10, Mathematics 11 and Mathematics 12.

**Advanced** The Department of Education recommends that students taking advanced mathematics courses will typically have been very successful in prior mathematics courses and will remain successful because of their level of understanding of their previous experiences, their willingness, their ability to work in the abstract and their work ethic. Advanced mathematics courses will typically include:

- More challenging open-ended problems at a higher level of abstract thinking.
- More problems that involve many concepts and skills in one context.
- Greater use of, and need for, algebraic manipulation
- More opportunity for logic and deductive reasoning
- More opportunity for mathematical reading and writing and independent research.

**Students need to complete a minimum of three mathematics courses at different grade levels to graduate from high school in Nova Scotia.** Post-secondary institutions (universities, colleges, professional and private schools) have different minimum requirements for entrance into their programs. It is important to check the institution's calendar or website for specific requirements. Please consult our school counsellors if you require clarification or assistance when selecting your courses.

## GRADE 10

### MATHEMATICS ESSENTIALS 10

(Graduation)

**Prerequisite:** Recommendation from Grade 9 Mathematics teacher.

This course will be presented as a 110-hour course over one semester. 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. These two courses will provide successful students with the two mathematics credits required for graduation.

**Note:** Students entering grade 10 in September 2017 and later will need three math credits to graduate, one at each grade level.

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

(Graduation)

**Prerequisite:** Recommendation from Grade 9 Mathematics teacher.

This course will be presented as a 110-hour course over one semester. 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.

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

(Academic)

**Full year, 1 mathematics credit + 1 other (Math/Sci/Tech)**

**prerequisite:** Successful completion of Grade 9 Mathematics and recommendation from the Grade 9 Mathematics teacher.

This course will be presented as a 220-hour course (two academic credits). 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 the 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.

All students following the academic or advanced pathway will need to take Mathematics 10 followed by Mathematics 11. These courses are to be taken consecutively, not concurrently. There are two typical pathways for students who successfully complete Mathematics 10:

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

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.

**There is a provincial exam at the end of this course.**

## GRADE 11

### MATHEMATICS ESSENTIALS 11

(Graduation)

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

This course will be presented as a 110-hour course over one semester. 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.

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 context of areas such as science and social studies.

### MATHEMATICS AT WORK 11

(Graduation)

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

This course will be presented as a 110-hour course over one semester. 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.

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.

### EXTENDED MATHEMATICS 11

(Academic)

**Full year, 1 mathematics credit + 1 other (Math/Sci/Tech)**

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

Extended Mathematics 11 is a 220-hour course that is scheduled over the duration of the school year, September to June. Students who successfully complete this course will receive one grade 11 academic mathematics credit and one credit that can count as either a math/science/technology credit or as an elective credit..

Extended Mathematics 11 is an academic high school mathematics course. Students who select Extended Mathematics 11 will complete the curriculum outcomes for the semestered Mathematics 11 course and additional concepts in Statistics and Data Analytics. They will have extra time to explore concepts using a variety of learning experiences and use technology to enhance their learning.

The typical pathway for students who successfully complete Extended Mathematics 11 will be to take Mathematics 12. Alternatively, students who successfully complete Extended Mathematics 11 may choose to select either Mathematics at Work 12 or Mathematics Essentials 12. *While not the typical pathway, Extended Mathematics 11 can also be used as a prerequisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.\**

Students in Extended Mathematics 11 will explore the following topics: linear programming, applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, quadratic functions, inference making from statistical summaries, analyzing and presenting data and how to extract meaning from data.

*\*Note: Students who complete Extended Mathematics 11 and then decide to take Pre-calculus 11 followed by Pre-calculus 12 should contact their school counsellor for scheduling options.*

## MATHEMATICS 11

(Academic)

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

This course will be presented as a 110-hour course over one semester. Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum. Mathematics 11 is a prerequisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.

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

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

Students in Mathematics 11 will explore the following topics: applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions.

## PRE-CALCULUS 11

(Advanced)

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

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

Pre-calculus 11 is an advanced high school mathematics course. Students who select Pre-calculus 11 should have a solid understanding of the Mathematics 11 curriculum. Pre-calculus 11 is a prerequisite for Pre-calculus 12. These courses are to be taken consecutively, not concurrently. The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. Courses in the Pre-calculus pathway are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Some students who successfully complete Pre-calculus 11 may choose to take Mathematics 12.

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.

## GRADE 12

### MATHEMATICS ESSENTIALS 12

**(New Course 2019-2020)**

(Graduation)

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

### MATHEMATICS AT WORK 12

(Graduation)

**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.

This course will be presented as a 110-hour course over one semester.

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.

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

### MATHEMATICS 12

(Academic)

**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.

This course will be presented as a 110-hour course over one semester.

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

Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum. Students in Mathematics 12 will study the following topics: borrowing money, investing money, set theory, logical reasoning, counting methods, probability, polynomial functions, exponential and logarithmic functions and sinusoidal functions.

## **PRE-CALCULUS MATHEMATICS 12**

(Advanced)

**Prerequisite:** Successful completion of Pre-Calculus Mathematics 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12.

This course will be presented as a 110-hour course over one semester.

The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.

Students in Pre-calculus 12 will study the following topics: transformations, radical functions, polynomial functions, trigonometry, exponential and logarithmic functions, rational functions, function operations, permutations, combinations and the binomial theorem.

## **CALCULUS 12**

(Advanced)

**Prerequisite:** Successful completion of Pre-Calculus Mathematics 12.

This course will be presented as a 110-hour course over one semester.

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

# PHYSICAL EDUCATION

The primary aim of the physical education program is to help students participate in and develop a physically active lifestyle that will enable them to experience a more enjoyable quality of life physically, mentally, emotionally and socially. If students are to be involved in physical activity on a lifelong basis, they must be equipped with the skills, knowledge and attitudes that will enable them to enjoy and benefit from these activities. Students must successfully complete at least one physical education credit to meet graduation requirements.

## Grade 10

### PHYSICAL EDUCATION 10

(Open, Physical Education 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 (4) modules: Outdoor pursuits, Exercise Science, Personal Fitness and Leadership. This course meets the physical education requirement for high school graduation.

### FITNESS LEADERSHIP 11

(Academic, Physical Education Credit)

This course will be learning about fitness in a fun and comfortable environment. It will have 2 blocks in the fitness room, 1 in the classroom and 1 in the gym per cycle. Fitness Leadership 11 will examine the principles of exercise, healthy fitness habits, principles of training and good leadership practices when leading physical activity. There will also be a focus on the basic anatomy and physiology of exercise.

Aside from the theoretical components of exercise, students will be getting practical, hands-on experience planning and delivering fitness programs for large groups, small groups and individuals. Examples of projects include planning personal training programs for a "client", leading a group fitness class and delivering a physical activity program for younger children. Completion of first aid certification is also part of the course.

## Grade 11

### DANCE 11

(Academic, Physical Education Credit or Fine Arts Credit)

Dance 11 is designed for all students, with or without formal dance training. It emphasizes creativity, movement, composition and presentation/performance. The course explores a range of dance styles with specific work on focused genres.

As an academic credit, Dance 11 explores creative movement, the history of dance of different cultures, some social dances such as Latin and Swing. The course involves participation in group choreography and presentations with the class. The curriculum will embody the social skills of communication, co-operation and presentation as students learn the importance of good health and posture as it relates to them and to dance itself. No dance experience is required. Dance 11 does not emphasize any one style of dance, but rather learning to express through movement. Evaluation is comprised of testing, group choreography, self-evaluations, daily participation, a journal and a public presentation or exam.

### PHYSICAL EDUCATION – MARTIAL ARTS 11

(Open, Physical Education Credit)

Physical Education: Martial Arts is a course that offers a balanced program of study. The physical components of the course focus on building a strong and active body and the development of self-defense techniques based on traditional karate. A series of complementary units will focus on the more traditional academic approach to exploring Asian cultures. This course provides students with the opportunity to develop life-long positive personal qualities such as self-discipline, commitment to promoting personal fitness, control of spirit and self-confidence, by tapping into their personal interests. No previous martial arts experience is necessary for this course. This course meets the physical education requirement for high school completion.

## **PHYSICALLY ACTIVE LIVING 11**

(Open, Physical Education Credit)

This course will engage students in a variety of healthful, physically active experiences to provide a sound knowledge of the health benefits of these activities. The course has a theoretical base upon which the activity is built. Students will be expected to participate in physical activities that will increase personal fitness levels and make informed decisions about the benefits of various activities in high school and in adult life. They will understand the importance of personal fitness, fair play and healthy lifestyle habits. There is a balance between theory and activity among the six strands of the course: active living, fair and safe play, personal fitness, nutrition, consumer issues and stress.

## **YOGA 11**

(Academic, Physical Education Credit)

Yoga 11 will introduce students to various styles and characteristics of yoga. 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. It is hoped that through this course students will develop a lifelong personal practice of yoga for personal fitness and recreation.

## **Grade 12**

### **PHYSICAL EDUCATION 12**

(Open, Physical Education Credit)

Physical Education 12 will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 12 is comprised of theory components, coupled with active experiences, whereby students have the opportunity to participate in a variety of indoor and outdoor fitness, sport and recreational experiences.

### **PHYSICAL EDUCATION LEADERSHIP 12**

(Academic, Physical Education Credit)

Physical Education Leadership 12 will provide students with an opportunity to participate in a variety of learning experiences specific to the development of leadership skills. The leadership component includes categories of sport science, community recreation and sports, intramurals, sport experience, personal fitness, outdoor pursuit and recreational activities, sport safety and officiating. A theory component will involve topics related to leadership in sport (scheduling, officiating, group dynamics, decision-making, communication, teaching, tournament organization, coaching, and current issues in sport and leadership styles). The fitness component will place emphasis on the development of overall physical fitness throughout the year. Students should come prepared daily for both activity and theory. Gym clothes are mandatory.

# SCIENCE

Students must successfully complete at least two science credits to meet graduation requirements. One of the science credits must come from Science 10, Biology, Chemistry or Physics. The second science credit can come from any approved science course.

## Grade 10

### SCIENCE 10

(Academic, Science Credit)

Science 10 is composed of four units: Biology, Chemistry, Earth Science and Physics. Each unit explores topics which are fundamental to further studies of science in Grades 11 and 12 (particularly Chemistry and Physics). This course is designed to encourage students to combine scientific knowledge and critical thinking to develop decision-making and problem-solving abilities. This course is the recommended prerequisite for Biology 11, Chemistry 11 and Physics 11.

## Grade 11

### BIOLOGY 11

(Academic, Science Credit)

**Recommended Prerequisite:** Science 10

This course emphasizes the science themes: change, diversity, energy, equilibrium, matter, and systems. These themes allow students to make connections within the science program and understand how individual sections of the program relate to the big ideas in science. In addition to developing a solid understanding of fundamental science concepts and principles, Biology 11 has the goal of educating students about the nature of science and technology and the interaction between biology and technology. Students are made aware of the impact of biology and associated technology on society and the limitations of the biological sciences, science in general and technology, in solving societal problems. Biology 11 consists of four units of study: Bio-diversity, Energy Flow and Cellular Matter, Energy and Matter Exchanged by Humans and Other Organisms, and Energy and Matter Exchange in Ecosystems

### ADVANCED BIOLOGY 11

(Advanced, Science Credit)

**Recommended Prerequisite:**

Successful completion of Science 10

Advanced Biology 11 covers the same topics as Biology 11 but moves at a faster pace to allow a more in-depth study of the topics covered, allowing time for extended problem solving. The class work, labs and evaluations will be more complex and demanding than those of Biology 11. An independent experimental research project is a requirement of the course.

### CHEMISTRY 11

(Academic, Science Credit)

**Prerequisite:** Science 10

Chemistry 11 consists of three units of study:

Stoichiometry: Students will begin with a review of the concepts learned in Science 9 & 10 - nomenclature and formula writing, writing balanced chemical reactions and reaction prediction. This unit introduces the problem solving aspect of chemistry, including moles, significant figures, measurement and calculations, involving single and multi-step problem solving. Strong math skills are important.

From Structures to Properties: Students will review the concepts learned in Science 9 & 10 - atomic structure and the periodic table. Students will expand on this knowledge, including the quantum mechanical model of the atom and the theories of ionic and covalent bonding. This unit focuses on bonding and the theoretical foundation of chemistry.

Organic Chemistry: Organic chemistry is the study of molecular compounds of carbon. Students will investigate the classification of organic molecules, nomenclature, the type of bonding and the atoms present, as well as the reactions of organic compounds. This unit will reinforce the concepts of valence electrons, bonding, and intermolecular and intramolecular forces previously covered.

### ADVANCED CHEMISTRY 11

(Advanced, Science Credit)

**Recommended Prerequisite:** Successful completion of Science 10 and Math 10

Advanced Chemistry 11 covers the same topics as Chemistry 11 but moves at a faster pace to allow a more in-depth study of the topics covered, allowing time for extended problem solving. Students need strong problem solving skills and need to be able to work independently. An independent research project is a requirement of the course.

## HUMAN BIOLOGY 11

(Graduation, Science Credit)

This course credit counts as a second science credit for high school graduation. The major systems of the human body will be covered in this course using an issues-based or society and technology point of view. Lab work, projects, individual presentations, group activities and case study examples will be the main learning strategies in the course. This course is designed so that students gain an appreciation for, and an understanding of, the importance of various body functions.

**Note: Students should not take both Biology 11 and Human Biology 11. Biology 11, NOT Human Biology 11, is the recommended prerequisite for Biology 12**

## OCEANS 11

(Academic, Science Credit)

This course offers students the opportunity to investigate the various aspects of the ocean and issues related to it. Oceans 11 is a unique look into the physical, chemical, geological and biological properties of the ocean and their relationships to one another. Topics of interest include fishing practices, navigation, fisheries management, tidal power, off-shore oil exploration, aquaculture and conservation. Laboratory and field work are an integral part of the course, offering hands-on investigation.

## PHYSICS 11

(Academic, Science Credit)

**Prerequisite:** Science 10 and Math 10

Physics is the study of energy and matter. Core topics of the program will include kinematics (the study of motion), dynamics (the causes of motion), momentum, energy and waves (including mechanical, sound and light waves). Students will be expected to express themselves verbally and in writing, demonstrate sound logic and reasoning abilities, and have a firm grasp on mathematical concepts and relationships.

## ADVANCED PHYSICS 11

(Advanced, Science Credit)

**Prerequisite:** Successful completion of Science 10 and Math 10

Advanced Physics 11 will cover the same core topics as Physics 11, but with a greater depth and at a faster pace. The topics of elementary particles and astrophysics will also be introduced. Problem solving will require a higher degree of mathematical expertise. In addition, the student textbook, labs, and evaluations will be more complex and demanding. An independent experimental research project is requirement of the course.

## Grade 12

### BIOLOGY 12

(Academic, Science Credit)

**Recommended Prerequisite:** Biology 11

Biology 12 consists of four units:

Systems Regulating Change in Humans and Other Organisms:

This unit introduces cells as specialized biochemical units that process various organic compounds. The human organism is used as the principal model in a detailed examination of the chemical and electrical systems that regulate change to maintain equilibrium.

Reproduction & Development uses: The human organism as the principal model for a detailed examination of how genetic, hormonal and environmental factors cause change during reproduction and the development of organisms.

Chromosomes, Genes and DNA: This unit explores chromosomes, genes and DNA and their responsibility for diversity and change in living systems. The topic is examined in detail over a wide range of organizational levels.

Change in Populations, Communities and Species: This unit explores equilibrium and change in population gene pools and the consequences of such change at the community, systems and species level. The Theory of Evolution is included in this unit.

### ADVANCED BIOLOGY 12

(Advanced, Science Credit)

**Recommended Prerequisite:** Successful completion of Advanced Biology 11 or Biology 11

Advanced Biology 12 covers the same core topics as in Biology 12 but moves at a faster pace. This course offers more in-depth study of certain topics, a greater number of labs, with more varied and demanding evaluation. An independent experimental research project will be a requirement of the course.

## **CHEMISTRY 12**

(Academic, Science Credit)

**Prerequisite:** Chemistry 11

Chemistry 12 continues to build on the concepts and problem-solving skills covered in Chemistry 11. The first unit is Thermochemistry, which involves the study of energy and heat transfer. The second unit involves solutions, equilibrium and reaction rate. The third unit investigates the properties of acids and bases, while the final unit studies the concepts of electrochemistry. Strong problem-solving skills are necessary for success in Chemistry 12.

### **ADVANCED CHEMISTRY 12**

(Advanced, Science Credit)

**Recommended Prerequisite:** Successful completion of Advanced Chemistry 11 or Chemistry 11; Advanced Mathematics 11

Chemistry 12 covers the same topics as Chemistry 12, but the topics are covered in more depth, involving higher-level problem solving. In order to cover the topics in more depth, the course moves at a faster pace, requiring students to work efficiently. This course is recommended for students with very strong problem solving and analytical skills. An independent research project is a requirement of the course.

## **FOOD SCIENCE 12**

(Academic, Science Credit)

Food Science 12 is an academic credit and can meet the second science graduation requirement. Food Science 12 consists of four modules: Food Constituents, Preservation Factors, Food Quality and Commodities, and Food Packaging. Students will investigate the constituents of food, its chemical and physical properties, what causes food to deteriorate and how to control it, and food preservation techniques. They will also study how food quality is controlled and assured and learn about food product development and packaging design.

## **PHYSICS 12**

(Academic, Science Credit)

**Prerequisite:** Physics 11 or Advanced Physics 11

Physics 12 is a continuation of Physics 11. Physics is a human endeavour that sets out to understand the behaviour and structure of matter. It enables students to apply scientific reasoning to problem-solving and develop the skills of a lifelong learner. Core topics are: Force, Motion, Work and Energy (two-dimension), Fields and Electric Circuits, Particle and Wave Models of Matter, and Radioactivity.

### **ADVANCED PHYSICS 12**

(Advanced, Science Credit)

**Recommended Prerequisite:** Advanced Physics 11 or Physics 11; Mathematics 11 or Advanced Mathematics 11

Advanced Physics 12 is a continuation of Advanced Physics 11, covering the same core topics as Physics 12, but in greater depth and at a faster pace. Evaluations will be more numerous, varied, and demanding. An independent experimental research project is a requirement of the course.

# SOCIAL STUDIES

Social Studies can be the foundation for an Arts degree, the basic stepping-stone into careers such as Law, Education, Social Work, Technology, Politics or Journalism. Students are encouraged to take a variety of courses that interest them. The discipline of Social Studies applies critical thinking to the past, present and ever-changing global and local societies. Students will need to successfully complete at least one Canadian history credit and one global studies credit to meet graduation requirements.

## Grade 10

### **GEOGRAPHY 10**

(Academic)

Geography 10 examines physical geography. Students will study 8 units organized into 2 parts. Part A is titled, "The Graphic Environment" and includes 3 units: Data Collection, Data Processing and Representation, and Data Interpretation and Utilization. Part B is titled, "The Physical Environment" and includes 5 units: Graphic Perspective, Land Environment, Ocean Environment, Atmospheric Environment and Spaceship Earth.

### **HISTORY 10**

(Academic)

This is a survey course focusing on the foundations of our Western Civilization and the study of History as a social science. It includes some examination of ancient China and India. There are five broad chronological divisions in this history course:

- 1) The Evolution of Humankind/ The Birth of Civilization
- 2) Mesopotamia, Early Civilization
- 3) Egypt, Early Civilization
- 4) Greece, First Western Civilization
- 5) Rome, Ruler of the Ancient World

Computer technology, such as Inspiration, will be used in this class. History at the Grade 10 level provides the student with an opportunity to increase his/her research and analytical skills. A research paper is a requirement for this course.

## Grade 11

### **AFRICAN CANADIAN STUDIES 11**

(Academic, Canadian History Credit)

(Offered 2019-2020 & every 2<sup>nd</sup> year)

The African Canadian Studies course is organized around six modules – Evolution and Change, the African Diaspora, Colonial Expansion, Struggle and Identity, Justice, and Journey toward Empowerment. Presented in a dynamic and interesting manner, this course will equip students with a sound understanding of the history and achievements of people of African descent. Students will discuss the geographical, historical, economic, political and social experiences of a people who have contributed to the world's history. **This course fulfills the Canadian History requirement for graduation.**

### **CANADIAN HISTORY 11**

(Academic, Canadian History Credit)

The Canadian History 11 course is organized around five continuing or persistent questions in Canada's history. These questions are of current concern and have deep historical roots in that previous generations of Canadians have had to address them. Efforts to answer these questions have shaped the development of Canada and its identity. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance and Justice. Historiography and the historical method are central to this course, as it examines Canada's history from the first peoples in North America to the present day. **This course fulfills the Canadian History requirement for graduation.**

### **ECONOMICS 11**

(Academic)

This course provides the student with a basic introduction to economics, making it easier to relate economic principles to the practicalities of everyday life. Analyzing economic problems, learning how businesses are run, finding out how we decide to buy what to buy, examining different savings and investment options, learning how a government affects an economy and how Canada interacts with other countries will enable the student to make more purposeful economic decisions.

### **GEOGRAPHY 11**

(Academic)

(Offered 2018-2019 & every 2<sup>nd</sup> year)

This course examines contemporary Canadian geography, with its regional and cultural diversities, and examines general characteristics such as Canada's vast area, its northern character, its climate, its economic development and its geographic regions and sub-regions. Geography 11 also studies such thematic topics as pollution, urbanization, resource development, changing technology and rural life.

## **MI'KMAW STUDIES 11**

(Academic, Canadian History Credit)

Mi'kmaw Studies 11 provides students with an understanding of historical and contemporary issues in Mi'kmaw society. The course considers the cultural, social, spiritual, and political events, trends and traditions of the Mi'kmaw. The course takes an issues-based approach and considers broad concepts such as justice, self-determination, political autonomy, education and schooling, the family, social and political organizations, native rights, spiritual principles and personal/group identity. Students analyze historical and contemporary issues in Mi'kmaw society, which enables them to achieve a greater understanding of, and respect for, Mi'kmaw contributions to society. **This course fulfills the Canadian History requirement for graduation.**

## **TOURISM 11**

(Academic)

Tourism 11 provides students with an introduction to the tourism industry. It offers students a chance to develop the skills and knowledge necessary to enter the tourism industry or post-secondary tourism programs. Tourism 11 includes career planning and employability skills and helps student develop skills in communication, problem solving, organizing and managing information, using technology, as well as working both independently and collaboratively. The two compulsory units are "Fundamentals of Tourism" and "Career Explorations in Tourism". Optional units may include "Transportation, Hospitality, and Attractions", "Tourism Attractions, Travel Trade, and Tourism Services", and "Tourism Development and Design".

## **Grade 12**

### **BUSINESS MANAGEMENT 12**

(Academic)

Most students will eventually either own their own business or work for someone who owns a business. Business Management 12 is designed to develop students' understanding of how businesses work. Students will have the opportunity to analyze various leadership and management styles and determine which is more effective with their generation. Students will learn what makes a successful business person in today's world. Entrepreneurship will be a component of the course. Guest speakers are invited into the classroom throughout the semester.

### **GLOBAL ECONOMICS 12**

(Academic, Global Studies Credit)

This course focuses on the Global economy. It applies the concepts of scarcity, opportunity, cost, needs and wants, and limited resources to a global context. Students will develop a more worldly awareness as they compare different economic societies and institutions. Students will apply economic research and analysis skills to selected global economic issues. Major topics include: Foundation for Global Economic Study, Market, Trade, Production and Distribution, Environment, and Economic Ideology.

### **GLOBAL GEOGRAPHY 12**

(Academic, Global Studies Credit)

The impact of human beings on Planet Earth has reached a critical stage. This course is a global view of the state of our planet, how it got to this stage and the interdependency between humankind and the earth's ecosystems. There are five major units: Globalization, Population Issues, Environmental Issues, Resource Management and Consumption, and Urban Geography. Computer technology such as G.I.S. will be used in this class.

#### **ADVANCED GLOBAL GEOGRAPHY 12**

(Advanced, Global Studies Credit)

**Recommendation:** Minimum of 80% in English 11.

Advanced Global Geography 12 will require students to do more extensive analyses of Global Geography. The impact of human beings on Planet Earth has reached a critical stage. This course is a global view of the state of our planet, how it got to this stage and the interdependency between all of humankind and the earth's ecosystems. This course has the five units that comprise Global Geography as well as a sixth unit: Culture and Politics. Computer technology such as G.I.S. will be used in this class.

## **GLOBAL HISTORY 12**

(Academic, Global Studies Credit)

Global History examines the development of the modern world from World War II to the present, using a case study approach. There are four major content units of study in this course: The Dynamics of Geo-political Power, The Challenge of Economic Disparity, The Pursuit of Justice and Societal Change. The central question which guides the course is, "At the close of the 20<sup>th</sup> Century, how did the world arrive at its current state?"

### **ADVANCED GLOBAL HISTORY 12**

(Advanced, Global Studies Credit)

**Recommendation:** Minimum of 80% in English 11.

Advanced Global History 12 will require students to do more extensive analyses of Global History. Students will still address the guiding question for the course through the five units of study but will have additional course work within each unit and will be expected to address some learning outcomes more deeply. Advance Global History 12 students will engage in seminar-style learning and will be expected to engage in thorough research using historical methods.

## **LAW 12**

(Academic)

This academic Canadian law course is designed to provide students with knowledge of law and its function in society and the opportunity to develop skills and attitudes that will enable them to understand the process of law. Topics include the Canadian legal system, crimes and crime control, injuries and wrongs, human rights, property rights, promises and agreements, business relations, family relations and courts and trials. A major focus is the analysis of relevant case law.

## **SOCIOLOGY 12**

(Academic or Open)

Sociology 12 is designed to introduce students to the discipline of Sociology. It is organized into five units – Sociology: A Social Science, Culture: A Shared Human Experience, Socialization: The Shaping of Human Behaviour, Social Organization: Living Together as Humans and Social Control: Deviant and Conformist Behaviour.

Though organized in the same way, Sociology 12 (Academic) has some additional learning outcomes, emphasizes more historical and theoretical aspects of sociology, and requires students to independently use research methods appropriate to the discipline of sociology.

**Students must make sure that they sign up for the appropriate Sociology course – Academic or Open – when they register. For admissions purposes, universities will only accept Academic Sociology 12**

# TECHNOLOGY

The Technology Education program at Hants East Rural High School is designed to help students understand life and work in our modern technological society. Since Technology Education programs develop their content from industrial processes, the terms used to describe the materials, equipment and procedures are similar to those used in industry. Emphasis however, is placed on broad areas of learning experiences and integrating computer technology where time and facilities permit.

Students may use up to two technology credits to help fulfill the 6 required math/science/technology courses required for graduation. Students entering grade 10 in September 2017 or later may use up to one technology credit to fulfill the required math/science/tech credits.

## Grade 10

### SKILLED TRADES 10

(Academic, Technology Credit)

Skilled Trades 10 engages students in an investigation into the skilled trades, the impact that they have on society and the opportunities that exist for those who pursue a livelihood by working as skilled tradespersons. Skilled Trades 10 also offers students multiple opportunities to experience the rewards that come from hands-on learning.

The course is comprised of four topical areas: Safety, Skilled Trades Living, Measurement and Calculations for Trades, and Tools and Materials. The course will require a minimum of 110 hours of instruction, investigation and physical work. Students will work individually and in groups. The course aims to develop in students an appreciation for the skilled trades, professionalism and the rewards offered by such a life career choice.

#### SKILLED TRADES 10 – FEMALE ONLY

(Academic, Technology Credit)

If there is enough interest, a female-only section of Skilled Trades 10 will be scheduled.

## Grade 11

### COMMUNICATIONS TECHNOLOGY 11

(Academic, Technology Credit)

Communication Technology 11 involves a hands-on approach to electronic, print and web communication concepts. It provides hands-on activities that introduce students to a broad spectrum of technological concepts in both traditional and new media.

There are eight modules for Communications Technology 11.

The two mandatory modules for the course are:

1. Fundamentals of Communication Technology
2. Photography

Individual Teachers/Schools choose four out of the following six modules to complete the course:

1. Technical Design
2. Graphic Design
3. Web Publishing
4. Animation
5. Broadcasting
6. Video Production

### CONSTRUCTION TRADES 11

(Academic, Technology Credit)

**Prerequisite – Successful Completion of Skills Trades 10**

Construction Trades 11 continues the focus on the skills developed in Skilled Trades 10, defining them in a construction environment. Trades that will be examined include carpentry, plumbing, electrical, painting-decorating and floor installation. Working in groups, students will develop skills necessary to work on a construction site. Based around a capstone project, each student will use the skills specific to each of the trades required to complete the project. He/she will frame, wire, plumb and finish a section of the project. Emphasis will be placed on communication, job-site safety and professional trade practices.

## DESIGN 11

(Academic, Technology Credit)

Design 11 involves students in using communications and information technologies to develop solutions to design problems, conducting inquiries into design issues. Students work independently and as part of design teams to explore design in a range of practical contexts.

Modules for this course include the following:

- Design Fundamentals
- Communications Design
- The Built Environment
- Product Design
- Design Team or Independent Project

## ELECTROTECHNOLOGIES 11

(Academic, Technology Credit)

Electrotechnologies 11 enables students to gain an understanding of electrical and electronic systems and subsystems. Students explore a broad range of technology applications in a hands-on setting, including electric motors, appliances, audio and video devices, sensors, control devices, security systems and control systems.

Modules for this course include the following:

- Electro-assembly
- Power Distribution and Conversion
- Control Systems
- Digital Technology
- Design Team or Independent Project

## TRANSPORTATION TRADES 11

(Academic, Technology Credit)

**Prerequisite: Successful Completion of Skills Trades 10**

Transportation Trades 11 continues the focus on the skills developed in the prerequisite course, Skilled Trades 10, and will further define them in an automotive environment. Trades examined include Automotive Painter, Automotive Service Technician, Heavy Duty Equipment Technician, Motorcycle Mechanic, Motor Vehicle Body Repair, Parts person and Truck and Transport Mechanic. Working within a culture of safety, emphasis will be placed on professional trade practices and the essential employability skills.

## Grade 12

### AUDIO RECORDING PRODUCTION 12

(Academic, Technology Credit)

*(Offered 2018-2019 & every 2nd year)*

This academic course provides students with a creative program that will address interests in music, technology and popular culture. Through hands on application and classroom theory, ARP12 students will develop the skills necessary to create a variety of tape and digital recordings and do live sound production work. In order to fulfill the requirements for this course, students must also complete a minimum of 6 hours of sound tech work outside of class time. Students interested in this course should have a background in technology and a strong interest in music. Proficiency on an instrument is beneficial but not required. This course will help prepare students for further studies in music, film and video, live/location sound production and digital media, as well as many other careers currently developing in the areas of sound technology.

### FILM AND VIDEO PRODUCTION 12

(Academic, Technology Credit)

Film and Video Production 12 involves students in the production of a film or video. Students work independently and as part of a production team to explore roles in the film industry, develop skills required in production roles, develop a critical awareness of historical and cultural aspects of film and work through the process of producing a film or video from script development to final edit. Modules for this course include Fundamentals, Production Team Skills, Film Industry Disciplines and Careers, and Film Pre-production, Production and Post-production. Film and Video Production 12 does **NOT** satisfy the fine arts requirement for graduation.

### HOUSING AND DESIGN 12

(Academic, Technology Credit)

Housing and Design 12 will be taught through project-based learning and connecting with the community. The course is designed to be practical and interactive. Course assessment will include an opportunity for students to create a project highlighting their skills in technology, innovation and design. Throughout the curriculum students will be expected to develop their knowledge of related career opportunities and artistic expression through housing applications. Units and topics of study provide students with the following learning opportunities:

- Unit 1: The Housing and Design Skills Portfolio
- Unit 2: Career Options Related to Housing and Living Environments
- Unit 3: Living Spaces: Choices and Decisions
- Unit 4: Innovations in Housing Ecosystems
- Unit 5: Components of Housing Design and Layout
- Unit 6: Interior Design

# Student Planning Worksheet

Student Name \_\_\_\_\_

**Graduation Requirements**  
 ✓ Check if you have completed the course and place "IP" (In Progress) if currently taking the course

\_\_\_ English 10  
 \_\_\_ English 11 or English Communications 11  
 \_\_\_ English 12 or English Communications 12

\_\_\_ 1<sup>st</sup> Science (Bio, Chem, Sci 10, or Physics) \_\_\_\_\_  
 \_\_\_ 2<sup>nd</sup> Science (Any science course) \_\_\_\_\_

**Students entering gr 10 before Sept 2017**

\_\_\_ Math 10 (any gr 10 math course) \_\_\_\_\_  
 \_\_\_ Math 11 (any gr 11 math course) \_\_\_\_\_  
 \_\_\_ Other (Math/Science/Tech) \_\_\_\_\_  
 \_\_\_ Other (Math/Science/Tech) \_\_\_\_\_

**Students entering gr 10 Sept 2017 or later**

\_\_\_ Math 10 (any gr 10 math course) \_\_\_\_\_  
 \_\_\_ Math 11 (any gr 11 math course) \_\_\_\_\_  
 \_\_\_ Math 12 (any gr 12 math course) \_\_\_\_\_  
 \_\_\_ Other (Math/Science/Tech) \_\_\_\_\_

\_\_\_ Can History (ACS 11 OR Can Hist 11 OR MKS 11)  
 \_\_\_ Global Studies (GI Eco 12, GI Geo 12, or GI Hist 12)  
 \_\_\_ Phys Ed \_\_\_\_\_  
 \_\_\_ Fine Arts \_\_\_\_\_

\_\_\_ Additional Credit \_\_\_\_\_  
 \_\_\_ Additional Credit \_\_\_\_\_  
 \_\_\_ Additional Credit \_\_\_\_\_  
 \_\_\_ Additional Credit \_\_\_\_\_  
 \_\_\_ Additional Credit \_\_\_\_\_

\_\_\_ No More Than 7 Grade 10 Credits

\_\_\_ 3 other gr 12 credits  
 (can double from above)  
*English 12, Global 12, plus 3 other gr 12 credits*

\_\_\_ Other Grade 12 \_\_\_\_\_  
 \_\_\_ Other Grade 12 \_\_\_\_\_  
 \_\_\_ Other Grade 12 \_\_\_\_\_

**Course Selections for the next school year**  
 Important - You are selecting the courses for the entire year, not the semester. Students do not determine in which semester they take courses.

1. Subject: \_\_\_\_\_  
 2. Subject: \_\_\_\_\_  
 3. Subject: \_\_\_\_\_  
 4. Subject: \_\_\_\_\_  
 5. Subject: \_\_\_\_\_  
 6. Subject: \_\_\_\_\_  
 7. Subject: \_\_\_\_\_  
 8. Subject: \_\_\_\_\_

**Alternate Courses**  
 You should choose 2 alternate courses, which are used only when a course you have chosen is full, not offered, or in the same block as another course you need.

Alternate Course 1: \_\_\_\_\_  
 Alternate Course 2: \_\_\_\_\_

**3-Year Planner:**

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
1.	_____	1. _____	1. _____
2.	_____	2. _____	2. _____
3.	_____	3. _____	3. _____
4.	_____	4. _____	4. _____
5.	_____	5. _____	5. _____
6.	_____	6. _____	6. _____
7.	_____	7. _____	7. _____
8.	_____	8. _____	8. _____

