

Northumberland Regional High School



Course Selection Booklet

2023-2024

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MESSAGE TO STUDENTS:

This Course Selection booklet provides information regarding the possible courses that will be offered at Northumberland Regional High School for the upcoming school year. Students will complete course selection online. The information from this booklet will help students make decisions regarding the courses they should select. It is in the student's best interest to discuss these courses with a guidance counsellor, parents and teachers. Student selections will determine the courses that will be offered for the upcoming school year therefore it is important for students to select courses carefully. Once the master schedule is determined from student course selections, students may not be able to make course changes in September or for the second semester.

PLAN YOUR PROGRAM

- Students should take time in choosing courses to ensure that entrance requirements of post-secondary institutions are achieved. If you are unsure, you are encouraged to discuss this with your guidance counselor or check the requirements on post-secondary websites.
- Plan your program as far as possible into the future. A three-year plan beginning in grade 10 works best.
- A proposed course may be cancelled due to insufficient enrollment. The school reserves the right not to offer a course described in this booklet should unforeseen circumstances arise.
- Students require 18 credits to graduate from Nova Scotia high schools (see detailed information in this booklet).

CREDIT COURSES

Courses are identified by course title; grade level; credit type; and credit value. A credit is the recognition of the successful completion of a course of work that would normally be completed in a minimum of 110 hours of scheduled time.

CREDIT TYPES

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

- ADV - Advanced - These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement. All International Baccalaureate courses are Advanced.
- ACAD - Academic - These courses are designed for students who expect to enter college, university, or other post-secondary institutions.
- OPEN - Open courses are not designed to meet the specific entrance requirements of any post-secondary institution, although individual courses may meet entrance requirements of some institutions.
- GRAD - Graduation - These courses are designed for students who wish to earn a graduation diploma with a view to proceeding to employment or some selected area of post-secondary study.

CREDITS TO GRADUATE

It is ultimately the responsibility of each student to make sure they take the necessary courses to meet graduation requirements. The following are minimum requirements for graduation and may not be sufficient for a student to meet entrance requirements for some post-secondary institutions or other career paths.

All students require a minimum of 18 credits to graduate. No more than seven of the 18 credits (counted towards graduation requirements) may be grade 10 courses, and at least five must be grade 12 courses. The following are compulsory credits for graduation:

Language, Communication and Expression

- 3 English Language Arts, one at each grade level
- 1 Fine Arts

Science, Mathematics and Technology

- 3 Mathematics
- 2 Sciences
- 1 Other from Mathematics, Science or Technology

Personal Development and Society

- 1 Physical Education credit
- 1 Canadian History
- 1 Global Studies

Students will select elective courses each year to complete their program.

Within the 18 course requirements for a graduation diploma, no student may receive credit for two courses in the same specific subject area at the same grade level. For example, successful completion of Mathematics Essentials 10 and Math at Work 10 only counts as one credit towards graduation.

PERSONAL DEVELOPMENT CREDITS

Students who have successfully completed a course or program approved by the Department of Education will be eligible for a personal development credit. This credit will be entered on a student's high school transcript and may count toward one of the five elective credits required for graduation. A Personal Development Credit will be awarded as a grade 10, 11, and 12 credit and depending on the time required to complete a course or program, may qualify as a half or full credit. Students, parents/guardians, providers and schools will find information on this pilot program on the Department of Education's website.

DESIGNING A THREE-YEAR PLAN

Students have a lot of options as to what courses they take in high school. There are some general guidelines that help keep students on track with meeting the graduation requirements and taking courses of interest to them. The suggested chart will help with your planning. Remember to consider the requirements for your post-secondary plans.

3-Year High School Plan

Grade 10	Grade 11	Grade 12
1. English 10 2. Math 10 3. Science 10 4. Fine Art 10 5. Canadian Studies 11 6. Physical Education** 7. _____ 8. _____	1. English/ECM 11 2. Math 11 3. Science 11 4. Tech or Science 5. _____ 6. _____ 7. _____ 8. <i>Study Period*</i> <i>(optional)</i>	1. English/ECM 12 2. Math 12 3. Global 12 4. _____ 5. _____ 6. _____ 7. <i>Study Period*</i> <i>(optional)</i> 8. <i>Study Period*</i> <i>(optional)</i>
<i>Note: Academic Math 10 is 2 credits.</i> <i>** PE can be taken in a later year.</i>	<i>*Students in grade 11 are permitted to take ONE study period if their graduation plan is on track.</i>	<i>*Students in grade 12 are permitted to take TWO study periods (one each semester) if their graduation plan is on track.</i>

3-Year High School Plan – With a Science Focus

It is particularly challenging to know how to select all the required courses when you are interested in pursuing an academic science field of study. This chart is intended to help you in those plans. You can see there is still space for flexibility with your choices.

Grade 10	Grade 11	Grade 12
1. English 10 2. Math 10 3. Math 10 (semester 2) 4. Science 10 5. Fine Art 10 6. Canadian Studies 11 7. Physical Education 8. _____	1. English/ECM 11 2. Math 11 3. Pre Cal 11 4. Science 11 5. Science 11 6. _____ 7. _____ 8. <i>Study Period*</i> <i>(optional)</i>	1. English/ECM 12 2. Pre Cal 12 3. Calculus 12 4. Global 12 5. Science 12 6. Science 12 7. <i>Study Period*</i> <i>(optional)</i> 8. <i>Study Period*</i> <i>(optional)</i>
	<i>*Students in grade 11 are permitted to take ONE study period if their graduation plan is on track.</i>	<i>*Students in grade 12 are permitted to take TWO study periods (one each semester) if their graduation plan is on track.</i>

Predicted NRHS Course Offerings

ENGLISH			Pages 17-18
English 10	English 11 English Communication 11	English 12 English Communication 12	
MATHEMATICS			Pages 19-22
Mathematics 10 – 2 credits Mathematics at Work 10 Mathematics Essentials 10	Mathematics 11 Mathematics at Work 11 Mathematics Essentials 11 Pre-Calculus 11	Mathematics 12 Mathematics at Work 12 Mathematics Essentials 12 Pre-Calculus 12 Calculus 12	
CANADIAN AND GLOBAL STUDIES			Pages 23-24
It is recommended that students take a Can. Studies Course in Gr. 10, and may take one in Gr. 11	Mi'kmaq Studies 11 African Canadian Studies 11 Canadian History 11	Global Geography 12 Global History 12 Global Politics 12	
SCIENCE			Pages 25-26
Science 10	Agriculture/Agrifood 11 Biology 11 Chemistry 11 Human Biology 11 Oceans 11 Physics 11	Biology 12 Chemistry 12 Physics 12 Geology 12	
FINE ART			Pages 27-28
Drama 10 Music 10 Visual Art 10	Drama 11 Music 11 Visual Art 11	Drama Theatre Arts 12 Music 12 Musical Theatre 12 Visual Art 12 (Academic and Advanced)	
PHYSICAL EDUCATION			Pages 29-30
Physical Education 10	Physical Education 11 Fitness Leadership 11 Yoga 11	Exercise Science 12 Physical Education 12 Physical Education Leadership 12	
TECHNOLOGY EDUCATION			Pages 31-33
Construction Technology 10 Service Trades 10 Skilled Trades 10	Auto Systems/Maintenance 11 Business Technology 11 Communications Technology 11 Culinary Trades 11 Design 11 Production Technology 11	Auto Systems/Maintenance 12 Communication Technology 12 Computer Programming 12 Film and Video Production 12 Home Trades Technology 12 Production Technology 12 Textile Technology 12	
OTHER COURSES			Pages 34-35
Career Development 10 History 10	Child Studies 11 Cooperative Education 11	Business Management 12 Cooperative Education 12 Health & Human Services 12 Independent Living 12 Law 12 Leadership 12 Psychology 12 Sociology 12	

Predicted NRHS Course Offerings

INTERNATIONAL BACCALAUREATE CERTIFICATE OPTIONS			Pages 14-16
Students in grade 11 and 12 are welcome and encouraged to take IB Certificate Courses. (Advanced Courses) These courses often take two years to complete, so they should be started in your grade 11 school year.			
● Applications are required and should be submitted to the IB Coordinator.			
	IB English Literature HL IB French HL IB French SL IB Geography HL IB Histoire SL IB Mathematics SL IB Biology HL IB Chemistry SL IB Theory of Knowledge		
PRE- IB DIPLOMA & INTERNATIONAL BACCALAUREATE DIPLOMA			Pages 12-16
GRADE 10 – Pre-IB	GRADE 11 & 12 - Diploma IB Students		
English 10 – Pre Diploma Math 10 – Pre Diploma Science 10 – Pre Diploma Geography 10 – Pre Diploma Arts Dramatique 10 Histoire du Canada 11 Français/French10/Core French 10 – Pre Diploma Non-Immersion students take one elective credit	IB English Literature HL IB French HL IB French SL IB Geography HL IB Histoire SL IB Mathematics (Analysis and Approaches) SL IB Biology HL IB Chemistry SL IB Physics SL IB Theory of Knowledge IB Sports, Exercise and Health Science SL		
● Applications are required and should be submitted to the IB Coordinator.			
COURSES INSTRUCTED IN THE FRENCH LANGUAGE			Pages 8-11
Core French 10 Integrated French 10 Français Immersion 10 Art Dramatique 10	Core French 11 Integrated French 11 Français IB 11 HL Biologie 11 Histoire du Canada 11 Mode De Vie Actif 11	Core French 12 Integrated French 12 Français IB 12 HL Biologie 12 Géographie IB 12 SL Histoire Planétaire 12	
NOTE: Other courses instructed in French may be available through Nova Scotia Virtual School			
CAREER EXPLORATION SHOPS			Page 7
Students take multiple courses in their selected shop each year including a co-operative education credit. CEP Students complete all courses required for High School Graduation in Nova Scotia.			
● Applications are required and should be submitted to the CEP Coordinator.			
1. Retail Merchandising 2. Auto Care 3. Food Services 4. Building Systems			

NOTE: Other courses are available through Nova Scotia Virtual School.

NRHS PROGRAMS

CAREER EXPLORATION PROGRAM (CEP)

The Career Exploration Program (CEP) ensures that students will complete their Nova Scotia high school graduation diploma while gaining invaluable employability skills and meaningful co-op work experience. Students also have the opportunity for additional certification in WHMIS, First Aid and Food Handling. This program fulfills the 18 credit requirements for a Nova Scotia diploma.

CEP offers a hands-on approach to learning and alternative to regular classroom work. Smaller classes, opportunities to learn skills from people in the workforce, and no limit of co-op credits in grades 10-12. CEP might be a good fit because students in the Career Exploration Program are successful due to the winning combination of academic courses, hands-on elective courses and co-operative education opportunities. Courses are designed to meet the needs of a great range of learners, including those who may proceed to post-secondary education as well as, those who will be seeking direct entry into the workforce following high school graduation. Class sizes are also smaller, allowing for more one-on-one time with teachers.

Students who are interested in this program will be required to apply by application.

AUTO CARE: A comprehensive program designed to prepare the student as a knowledgeable and efficient auto care worker. In addition to high school courses, students will spend half of their schedule in the Auto Care Lab learning about the tools used in the auto care industry, the safe handling of petroleum products, cleaning and care of automobiles and making minor repairs. Students will also spend time practicing their skills in actual on-the-job experience placement.

BUILDING SYSTEMS: Through Property Services courses, students will experience a wide range of experiences and learning opportunities, developing a variety of skills and the basic knowledge needed to explore careers in the Property Services Industry and related sectors. They will explore construction/landscaping, heating/plumbing/electrical, operating a wood mill, learning about tools, materials, labor codes and inspection along with job costing and budget.

FOOD SERVICES: A comprehensive program designed to prepare the student for entry into the workforce and/or further training in the food industry. Along with the study of high school leaving courses, students will spend half of their schedule in the Food Service Lab learning skills in areas such as using equipment, food handling and preparation, serving, cashiering, hostess/hosting and catering. Students will also spend time practicing their skills in actual experience placement.

RETAIL MERCHANDISE: A comprehensive program designed to prepare students for entry into the workforce and/or further training in this field. Along with the study of high school courses, students will spend half of their scheduled time in the Retail Merchandise Lab learning skills such as sales personality, receiving payment for goods, cashiering, professional sales skills, detecting shoplifters, detecting employee theft and learning how to create a display. Students will also spend time practicing their skills in an on-the-job experience placement.

FRENCH

The fundamental goal of all senior high French programs is real life communication while enriching the acquisition of general knowledge and skills. Authentic materials such as magazine and newspaper articles, documentaries, films, news clips, poems, short stories, novels etc. support the development of a theme in each unit of study. Language learning (i.e. vocabulary and grammar) continues to be integrated with the development of effective communication skills. The language elements covered in each unit allow students to accomplish a final project with emphasis placed on using language in a meaningful communicative context. All classroom interactions are in French.

Student interest and enrollment determine to what extent these programs will be offered.

CORE FRENCH

Core French 10 (Academic):

The main goal of Core French 10 is to provide a program that will enhance students' abilities to communicate both orally and in writing and consequently, increase their chance of survival in a French environment. Units of study may include: Survival, Media, Urban Legends, and food and/or weather phenomenon.

Core French 11 (Academic):

This course continues to build on literacy and verbal skills developed in Grade 10 French. Outcomes are achieved through exploration of various topics while reading, writing, listening, and speaking. These include but are not limited to: storytelling (i.e. fairy tales); towns and cities; sports and leisure; technology; and memories and reflections. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition.

Core French 12 (Academic):

This course continues to build on literacy and verbal skills developed in Core French. Outcomes are achieved through exploration of various topics while reading, writing, listening and speaking. These include but are not limited to: French culture; career exploration; and travel. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition.

INTEGRATED FRENCH (Grade 7 Start and Grade 10 Start):

The aim of the Integrated French program is to enable students to achieve a basic level of functional bilingualism. Graduates usually have good "survival" French language skills. For most students, further study and learning will be necessary if they wish to become fluent enough to live and work in French as adults.

Integrated French (Grade 7 start) students enroll in two French courses each year from grade 7 to 12. Integrated French (Grade 10 start) students enroll in two French courses each year in grades 10, 11 and 12. A course in Français Intégré that supports the second course is usually a Social Studies course. Students learn in French for approximately 25% of the time.

Integrated French Program Components (6 French courses required):

- Integrated French 10, 11 and 12
- 3 French courses (Art Dramatique 10, Histoire du Canada 11, Histoire Planétaire 12)

Students who complete an Integrated French program receive a NS Department of Education and Early Childhood Development certificate.

Integrated French 10 (Academic):

The main goal of Integrated French 10 is to provide students with an enriched second language program that rapidly develops their ability to communicate in French. In this intense French program, language learning (i.e. grammar and vocabulary) continues to be integrated with the development of effective communication skills. Class Activities may include: Novel Studies, Short Stories, Oral Presentations, Personal Descriptions, and Crimes/Mysteries.

Integrated French 11 (Academic):

The main goal of Integrated French 11 is to provide students with an enriched second language program that continues to develop their ability to communicate in French. In this intense French program, language learning (i.e. grammar and vocabulary) continues to be integrated with the development of effective communication skills. Class activities may include: Novel Studies, Oral Presentations and Short Stories surrounding topics such as the Phantom of the Opera, Immigration, Comics and Mystery.

Integrated French 12 (Academic):

The main goal of Integrated French 12 is to provide students with an enriched second language program that consolidates their ability to communicate in French. In this intense French program, language learning (i.e. grammar and vocabulary) continues to be integrated with the development of effective communication skills. Units of study may include: l'Immeuble (a simulation), Les Misérables novel study and M'en aller novel study. Students will also have to write and create a short film project.

FRENCH IMMERSION:

The aim of French Immersion programs is to enable students to become functionally bilingual. Many graduates will be fluent enough to live and work in French as adults; others will require further language learning opportunities.

French Immersion students start learning in French in grade 4. In grades 4 through 9, they learn in French for up to 70% of the time. In order to earn a French Immersion high school diploma, students must complete nine courses in French in grades 10-11-12:

Immersion French Program Components (9 French courses required):

- French Immersion 10, 11 and 12
- 6 French courses (Art Dramatique 10, Mode de Vie Actif 11, Biologie 11, Histoire du Canada 11, Biologie 12, Histoire Planétaire 12)

Students who complete the Immersion French program receive a NS Department of Education and Early Childhood Development certificate.

Français Immersion 10 (Academic):

This immersion course emphasizes using French for a variety of purposes. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a variety of texts. Reading and literature include articles, poems, francophone culture, short stories and novels. This course also explores other forms of viewing and representing.

Français Immersion 11 (Academic):

In this course, students continue to listen and respond to a variety of texts and to communicate orally information on various topics. Students are involved in such activities as improvisation and drama. Reading and literature include articles, biographies, poems, mythology, short stories, and novels. Writing activities include letters, tales, short stories, reports, and research papers. The course also explores other forms of viewing and representing. French is used exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Student involvement and greater independence in the learning process is essential for success.

Français Immersion 12 (Academic):

In grade 12, students continue to develop their listening and oral skills in French while engaged in a wide variety of activities. Reading and literature include many forms and genres, including articles, position papers, poetry, legends, short stories, novels, and dramas. Students write informative reports, research papers, and briefs. The course also explores other forms of viewing and representing. French is used exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Student involvement and greater independence in the learning process is essential for success.

OTHER COURSES OFFERED IN FRENCH**Grade 10 Courses****Art Dramatique 10 (Academic):**

Drama 10 is an introductory course in drama. 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 variety of dramatic forms such as dramatic movement, monologues, tableau vivant, simulations, group drama, etc. Opportunities for students to share and present their work are provided throughout the course. The principal objective of this course is to improve oral competency.

This course satisfies the fine arts credit requirement.

Grade 11 Courses**Biologie 11 (Academic):**

Biology 11 introduces students to the study of biology, as well as laying the groundwork for studies in future biology courses. This course is designed to be a discovery of the microscopic world and for students to experience a variety of interesting labs and activities. Throughout the year, students will be guided to develop their skills with the microscope, slide work, dissections, analysis and independent thinking. Topics include: cell structure and function, the classification of organisms, the diversity of living things, and four human systems - digestive, respiratory, circulatory and excretory. All work is conducted in French.

Histoire du Canada 11 (Academic):

L'Histoire du Canada uses a thematic as well as a chronological approach to explore five major questions that have influenced the evolution of Canada and its identity in the world today.

Therefore, the course is designed around the following themes: Globalization, Development, Government, Sovereignty, and Justice. In addition, students will undertake a significant independent study on a topic of their choice.

This course satisfies the Canadian Studies credit requirement.

Mode De Vie Actif 11 - Physically Active Living 11 (Open)

This full credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health and addiction prevention highlighting the connection between healthy living and being physically active. This course is conducted entirely in French.

Grade 12 Courses**Biologie 12 (Academic):**

(Prerequisite: Biologie 11 with good academic standing)

This course consists of four units of study: Maintaining Dynamic Equilibrium II studies the nervous (electrochemical) and endocrine (chemical) systems; Reproduction and Development covers the principles of how living organisms reproduce and develop at the cellular and individual levels; Genetic Continuity includes the principles and fundamentals about DNA; Evolution, Change and Diversity focus on the history, importance and mechanisms of the process of evolution. Biology 12 involves the study of many diagrams / models and the application of a large vocabulary of Biological terms.

Histoire Planétaire 12: This course, which focuses on global history, examines major themes in the history of the post-World War II era. Students examine these themes in five compulsory units. In their study, students examine history from three perspectives: social, economic, and political, and use the research and inquiry skills of the historian. Throughout their lives, students address the focus question of the course: “Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence at the national or international level?” They also propose reasonable answers to the question upon which Nova Scotia’s global studies courses are built: “How did the world arrive at its current state at the close of the twentieth century?”

Select NSVS Online courses also available in French – see Student Services for more information.

IB Course Options

IB French HL 11 (Advanced) – see description in IB section

IB French HL 12 (Advanced) – see description in IB section

IB French SL 12 (Advanced) – see description in IB section

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The IB Program is a rigorous pre-university course of studies that has become a symbol of academic integrity and intellectual promise. Canadian and American universities as well as those abroad recognize this program. The students are expected over the two years to acquire skills, which will prepare them to write international exams in a total of six subjects. The six subjects are chosen by the student and correspond to the principal domains of knowledge:

1. Language A - literature courses in the student's first language - English
2. Language B - a second language - French
3. Individuals & Society – Geography/Histoire
4. Experimental Sciences – Chemistry and Biology
5. Mathematics

Schools which offer IB encourage a global view, international understanding and respect for others. These important goals apply to all subjects.

The Program is more than the six subjects that a student will study. At its heart are three core requirements that are integral to the curriculum and they make IB unique. The three requirements are:

1. Theory of Knowledge (TOK) a course designed to develop habits of critical thinking, reflection, clarity of thought and moral judgment.
2. Creativity, Activity and Service-Learning (CAS) – regular engagement in creative programs, physical fitness activities and service learning. Students will create a portfolio to show their progress from planning and goal setting through to reflecting upon their challenges and accomplishments.
3. The Extended Essay – a 4000-word piece of original research on a topic of the student's choice.

GRADE 10 PRE-DIPLOMA PROGRAM

Northumberland Regional High School's Pre Diploma Program covers the Nova Scotia curriculum requirements for grade 10 as well as provides enrichment designed to develop the skill set required for the successful completion of the IB Diploma Program in grades 11 and 12. All students in the Pre Diploma Program take the following core courses:

Grade 10 Pre Diploma Courses

English 10 – Pre Diploma (Advanced):

This course is designed to lay the foundations for an advanced study of literature. It presents the essential literary concepts, conventions, and genres necessary for more refined interpretations and appreciation of literature. Pre-IB English is designed to cultivate an appreciation for cultural differences, understand multiple perspectives, work collaboratively, use critical thinking skills, and most importantly communicate effectively. It will focus on textual analysis, writing an essay centered on a focused concept, becoming more independent in textual analysis and the use of relevant terminology. Students are expected to explore ideas through writing and discussion.

Math 10 – Pre Diploma (Advanced):

The focus of this course is the development of skills related to algebra, measurement, and relations and functions. The curriculum focuses on learning through problem solving. This course

continues the study of functions with the introduction of patterns, quadratic functions and equations, and rational and absolute value functions. Other topics include trigonometry and systems and inequalities.

Science 10 – Pre Diploma (Advanced):

Science 10 is intended to provide an introduction to the study of biology, chemistry and physics. This course covers units in the regular Science 10 program however concepts are studied in greater depth. The course also focuses on the development of laboratory skills and scientific communication.

Core French 10 – Pre-Diploma (Advanced)

This course focuses on the development and use of basic grammar for everyday communication with emphasis on correctness in sentence structures used in description, in summarization, or in the sharing of information. Class activities include research, oral presentations, reading and discussion of fiction and nonfiction texts. This course is recommended for students with sufficient background (at least 3 years in junior high FSL courses).

OR

Français 10 - Pre-Diploma Immersion/Integrated (Advanced)

This course is designed for immersion students who wish to enroll in the I.B. program in grade 11 and requires considerable fluency in all aspects of the French language. Novels, plays, short stories and poems are the literary components of this course with viewing and representing also explored. Prime objectives include oral fluency, additional knowledge of grammar and the study of idiomatic expressions

Art Dramatique 10 Pre-Diploma - Immersion and/or Integrated (Advanced):

Drama 10 is an introductory course in drama. 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 variety of dramatic forms such as dramatic movement, monologues, tableau vivant, simulations, group drama, etc. Opportunities for students to share and present their work are provided throughout the course. The principal objective of this course is to improve oral competency.

Geography 10: Pre-Diploma:

This course explores multiple perspectives on the origins of globalization and its impact on the local community, the nation and the world through the study of units on population, food, water and urbanization. Attention is placed on both oral and written communication with a particular emphasis on research skills and analysis.

Histoire du Canada 11 Immersion (Advanced): Pre-Diploma:

Histoire du Canada uses a thematic as well as a chronological approach to explore five major questions that have influenced the evolution of Canada and its identity in the world today. Therefore, the course is designed around the following themes: Globalization, Development, Government, Sovereignty, and Justice. In addition, students will undertake a significant independent study on a topic of their choice. *This course satisfies the Canadian Studies credit requirement.*

Pre-Diploma Students may also take 1 elective credit, depending on their chosen French program.

NRHS ADVANCED COURSES – IB CERTIFICATE COURSES

Students wanting to study at an advanced level are able to enroll in IB Certificate courses. IB courses individually are referred to as Certificate Courses. IB Courses are offered at two levels as follows:

- Standard Level-requires 150 hours of instruction = two blocks of scheduling time usually in the grade 11 year
- High Level-requires 240 hours of instruction = three blocks of scheduling time-1 block in grade 11 and 2 in grade 12

IB English Literature HL 11 (Advanced):

This course invites learners to explore a range of literary texts in a number of literary forms from different times and places. Students will consider their own interpretations as well as the critical perspectives of others. They will consider how their interpretations are shaped by cultural belief systems and negotiate meanings for texts. Students will practice skills that will enable them to be successful in IB English Literature 12 where they will complete assessments such as a guided literary analysis, comparative essays, and a recorded oral analysis relating to two works studied approaching a global issue. It is recommended students achieve a mark of at least 80% in English 10 to register in this course. Pre-IB English 10 would be an advantage in meeting the demands of the course.

IB English Literature HL 12 (Advanced):

IB English Literature HL 11 is a prerequisite for this course. Students will develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues. There are four formal assessments: a 1500-word essay, a recorded individual presentation, as well as a guided literary analysis and a comparative essay (Paper 1 and Paper 2). This course aims to foster a lifelong interest in and enjoyment of literature while preparing students for academic writing.

IB French HL 11 (Advanced):

This course is the first year of a two-year course recommended for Immersion students who also wish to receive the Immersion Completion Certificate upon graduation after having completed all its other requirements. A number of Integrated French students wishing to pursue their language studies at a more challenging level have also successfully completed this course. IB French 11 encourages, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures. The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts.

IB French HL 12 (Advanced):

This course is recommended and designed for students who have completed IB French HL 11. It provides students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. Two literary works will be studied, in addition to the five prescribed themes: identity, sharing the planet, social organization, experiences, and human ingenuity. Students will complete three formal assessments, a recorded individual oral, as well as two exam papers in May.

IB French SL 12 (Advanced):

This course is offered primarily to Core and Integrated French students with the aim of developing their language acquisition, oral and written competencies and intercultural understanding. While the outcomes remain the same as IB French HL, the assessment demands are slightly different. Students will still complete a recorded individual oral in February, as well as two exam papers in May.

IB Geography HL 11 (Advanced):

Students will explore the core themes of global change, population distribution, global climate, vulnerability and resilience, and global resource consumption and security. Students will learn how to collect, present and analyze data in the manner required by the internal assessment, which will be completed in grade 12.

IB Geography HL 12 (Advanced):

This course aims to develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales. It is a continuation of the IB Geography HL 11 course. It will include themes such as: Freshwater, Food and health, and Urban environments. The HL extension includes Globalization in regards to economy, culture, technology, and the environment. Formal assessments include fieldwork investigation, and three exam papers written during the May exam session.

IB Histoire SL (taught in French)

This course is offered primarily to French Immersion students who require 2 further credits in order to receive their NS French Immersion Diploma, as well as Integrated French students wishing to pursue their language studies at a more challenging level. Themes include the move towards global war, the cold war and authoritarian leaders. Formal assessments include a historical investigation chosen by each student, as well as two exam papers to be written during the May exam session.

IB Math-Analysis and Approaches SL

This course is intended for students who wish to pursue studies in sciences at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications with and without technology. Areas of study include: Number and algebra, Functions, Geometry and trigonometry, Statistics and probability, and Calculus. Formal assessments include a mathematical research exploration (student's choice, due in March) and two exam papers to be written during the May exam session.

IB Biology HL (Advanced):

This course is taught over three semesters, beginning in grade 11 and terminating during the graduation year. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings. Students get an in depth look at all topics and will be challenged to think about the nature and history of scientific advancement, as it pertains to the field of Biology. Units of study include: Cell biology, Molecular Biology, Genetics, Ecology, Evolution and biodiversity, Human and animal physiology, Nucleic acids, Metabolism, Cell respiration and Photosynthesis, and Plant biology. Students require a strong work ethic and time management skills, as many concepts are covered in a short time. In order to take IB Biology, it is strongly recommended that Science 10 or Pre-IB Science 10 be completed with a minimum mark of 80%.

IB Chemistry SL (Advanced):

Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, engineering and environmental science. This course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. Students also develop interpersonal and information technology skills, which are essential to life in the 21st century. Units of study include: Stoichiometric relationships, atomic structure, Periodicity, Chemical bonding and structure, Energetics/thermochemistry, Chemical Kinetics, Equilibrium, Acids and Bases, Redox processes, Organic chemistry, and Measurement and data processing. Formal assessments include lab work, a scientific investigation, and three exam papers to be written in May. It is strongly recommended for students wishing to register in this course to have completed Science 10 or pre-IB Science 10 with a minimum mark of 80%.

IB Theory of Knowledge (TOK) (Advanced):

This course helps students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. Formal assessments include an exhibition and an essay on a prescribed title. Students have the potential to earn university philosophy credit with this course. This course runs alongside IB English. Students must have strong communication skills to be successful in TOK.

IB Sports, Exercise and Health Science SL 12

IB Sports, Exercise and Health is an experimental science course combining academic study with practical and investigative skills. It explores the science underpinning physical performance and provides the opportunity to apply these principles. This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This course offers good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

IB Music SL (online)

Are you planning on studying music in university? Are you looking to take a deep dive into music theory, composition to brush up on your songwriting skills? Are you interested in learning about types of music from around the world? Are you just plain interested in anything having to do with music? Consider taking the IB Music SL course for the 2022-2023 year. With a newly updated curriculum focusing on the complete musician, this course offers students opportunities to explore music that is meaningful to them as a researcher, performer, and composer. You do not have to be in the IB program to take this course. The final assessment for this course occurs in May, lasting for a semester and a half. For further information please contact your IB Coordinator.

ENGLISH

***Please note: For Grade 10 students, your current English teacher will recommend an English course for the following school year. You can view your current recommendation in PowerSchool during course registration. If you choose to enroll in a course for which you are not recommended, parental permission must be received before the start of the semester.

Grade 10 Courses

English 10 (Academic):

The English 10 classroom offers opportunities for students to read widely, to write frequently, to explore a wide range of print and visual texts, and to work independently as well as collaboratively in addition to reading/viewing and writing/representing tasks. English 10 emphasizes proficiency in using oral language for a variety of purposes. Learning experiences include: exploratory and informal talk and writing, structured activities, performance of texts, formal presentations, focused activities to interpret and evaluate ideas and information from a range of sources, and research skills.

Grade 11 Courses

English 11 (Academic):

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 and small-group inquiry. During this course, students are expected to extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. This course enables students to: study and prepare detailed accounts of complex and sophisticated texts and issues; be perceptive and analytical in making sophisticated adult judgments; be critical readers of literary texts; express themselves precisely when writing for complex purposes; be capable editors of their own and others' writing; communicate confidently and effectively in the formal style and language required by some situations; demonstrate control of language processes and conduct and present research.

*Students who have demonstrated good to excellent performance in relation to the expected learning outcomes of English 10 are recommended for English 11.

English Communication 11 (Graduation):

English Communication courses are intended for students who need additional support in their development as readers, writers, and language users. English Communication 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. These courses provide support to meet the individual and diverse learning needs of students and, at the same time, English Communications courses are flexible enough to allow learners who excel to move to academic courses. Learners will have many opportunities to engage in small group and whole class activities that help develop their speaking and listening skills and must also read widely and create both written and visual texts to enhance their reading and writing fluency.

*Students who may need additional support in high school in reading, writing, and oral language development, are recommended for English Communications 11.

Grade 12 Courses

English 12 (Academic):

English 12 is intended for students whose goals include post-secondary study. Building on the skills developed in English 11, this course emphasizes literary texts, and students are provided opportunities to select their own texts for independent study and small-group inquiry. During this course, students are expected to extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. This course enables students to study and give detailed accounts of complex and sophisticated texts and issues; be perceptive and analytical in making sophisticated judgments; be more critical readers and viewers of literary texts; express themselves precisely when writing for often complex purposes; be capable editors of their own and others' writing; communicate confidently and effectively in the formal style and language required by some situations; demonstrate control of language processes and conduct and present research.

*Students who have demonstrated good to excellent performance in relation to the expected learning outcomes of English 11 are recommended for English 12.

English Communication 12 (Graduation):

English Communication courses are intended for students who need additional support in their development as readers, writers, and language users. English Communication 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. These courses are based on the interests and abilities of the students and provide support to meet their individual and diverse learning needs. Learners will have many opportunities to engage in small group and whole class activities that help develop their speaking and listening skills and must also read widely and create both written and visual texts to enhance their reading and writing fluency.

*Students who may need additional support in high school in reading, writing, and oral language development, or are currently enrolled in English Communications 11, are recommended for English Communications 12.

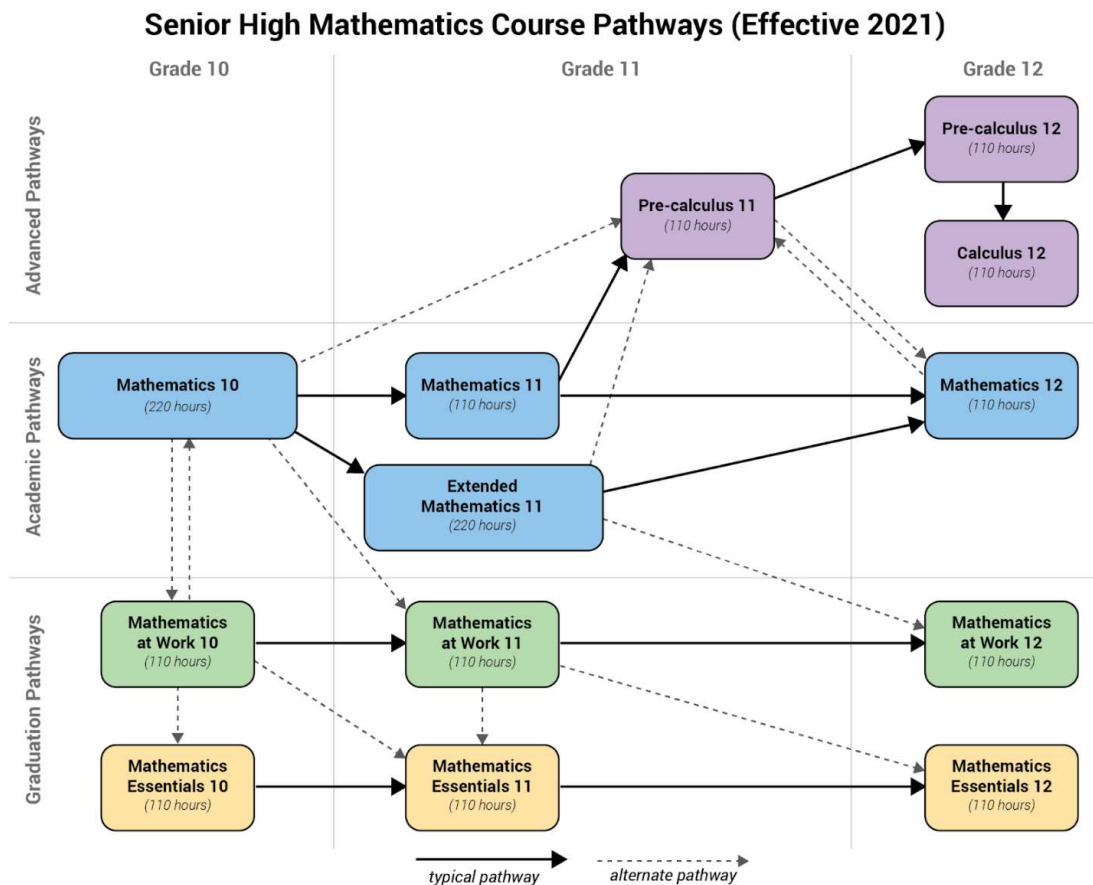
IB Course Options

IB English Literature 11 and 12 HL (Advanced) – see description in IB section

MATHEMATICS

Mathematics Pathways

The Nova Scotia mathematics curriculum provides students the knowledge, skills, and understandings for post-secondary programs or direct entry into the workforce. High school mathematics courses are organized into four pathways: Academic, Pre-calculus, Mathematics at Work and Mathematics Essentials with each pathway being organized to provide specific mathematical contexts, concepts and skills. When choosing a pathway, students should choose a pathway that best fits their interests and plans after high school. For students entering Grade 10, Mathematics 10 provides the most flexibility for future courses. This would be a good choice for students unsure of their post-secondary plans. Students, parents, and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.



There are four main pathways for mathematics in Nova Scotia:

Academic pathway (academic credit type): Courses in this pathway prepare students to enter post-secondary academic programs that do not require calculus.

Courses: Mathematics 10, Mathematics 11 and Mathematics 12

Pre-calculus pathway (advanced credit type): Courses in this pathway prepare students to enter post-secondary academic programs that require calculus, or for students who excel at and enjoy mathematics. This pathway branches off of the academic pathway.

Courses: Pre-calculus 11 and Pre-calculus 12, Calculus 12

Mathematics at Work pathway (graduation credit type): Courses in this pathway prepare students to enter post-secondary programs that do not require academic mathematics or who plan to enter the workforce directly after high school.

Courses: Mathematics at Work 10, Mathematics at Work 11, and Mathematics at Work 12

Mathematics Essentials pathway (graduation credit type): Courses in this pathway prepare students who may enter directly into the workforce after graduation or pursue many post-secondary programs that do not require academic math.

Courses: Mathematics Essentials 10, Mathematics Essentials 11, and Mathematics Essentials 12

Grade 10 Courses

Mathematics 10 (academic credit type, 2 credits)

Mathematics 10 is an **academic** credit type high school mathematics course. Upon successful completion students will receive 2 academic credits; one in Mathematics 10 and another in math, science or technology. It is recommended that students proceed to Mathematics 11 upon completion of Mathematics 10. In some cases, students may choose a course other than Mathematics 11. Students should make this decision following discussions with their family and school staff. *Students in Mathematics 10 will explore the following topics:* measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

Mathematics at Work 10 (graduation credit type, 1 credit)

Mathematics at Work 10 is a **graduation** credit type high school mathematics course. It is recommended that students proceed to Mathematics at Work 11 upon completion of Mathematics at Work 10. In some cases, students may choose a course other than Mathematics at Work 11. Students should make this decision following discussions with their family and school staff. *Students in Mathematics at Work 10 will explore the following topics:* measurement systems, surface area, Pythagorean theorem, right triangle trigonometry, similar polygons, angles, perpendicular and parallel lines, unit pricing, currency exchange, income, and basic algebra.

Mathematics Essentials 10 (graduation credit type, 1 credit)

Mathematics Essentials 10 is an introductory, **graduation** credit type high school mathematics course designed for students who may enter directly into the workforce after graduation or pursue many post-secondary programs that do not require academic math. It is recommended that students proceed to Mathematics Essentials 11 upon completion of Mathematics Essentials 10. In some cases, students may choose a course other than Mathematics Essentials 11. Students should make this decision following discussions with their family and school staff. *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.

Grade 11 Courses

Mathematics 11 (academic, 1 credit)

Mathematics 11 is an **academic** credit type high school mathematics course. It is recommended that students have successfully completed Mathematics 10 prior to enrolling in this course. Upon completion of Mathematics 11 it is *recommended* that students proceed to Mathematics 12 or Pre-calculus 11. In some cases, students may choose a course other than Mathematics 12 or Pre-calculus 11. Students should make this decision following discussions with their family and school staff. *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, 1 credit)

Pre-calculus 11 is an **advanced** credit type high school mathematics course. It is recommended that students have successfully completed Mathematics 11 prior to enrolling in this course. Upon completion of Pre-calculus 11 it is *recommended* that students proceed to Mathematics 12 or Pre-calculus 12. In some cases, students may choose a course other than Mathematics 12 or Pre-calculus 12. Students should make this decision following discussions with their family and school staff. *Students in Pre-calculus 11 will explore the following topics:* absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

Mathematics at Work 11 (graduation credit type, 1 credit)

Mathematics at Work 11 is a **graduation** credit type high school mathematics course. It is recommended that students have successfully completed Mathematics at Work 10 prior to enrolling in this course. Upon completion of Mathematics at Work 11 it is *recommended* that students proceed to Mathematics at Work 12. In some cases, students may choose a course other than Mathematics at Work 12. Students should make this decision following discussions with their family and school staff. *Students in Mathematics at Work 11 will explore the following topics:* measurement systems, surface area, volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, data management, and formula manipulation for various contexts.

Mathematics Essentials 11 (graduation credit type, 1 credit)

Mathematics Essentials 11 is a graduation credit type high school mathematics course designed for students who may enter directly into the workforce after graduation or pursue many post-secondary programs that do not require academic math. It is recommended that students have successfully completed Mathematics Essentials 10 prior to enrolling in this course. Upon completion of Mathematics Essentials 11 It is *recommended* that students proceed to Mathematics Essentials 12. In some cases, students may choose a course other than Mathematics Essentials 12. Students should make this decision following discussions with their family and school staff. *Students in Mathematics Essentials 11 will explore the following topics:* mental mathematics, data management, borrowing money, renting or buying, household budgets, investing money, measurement, 2-D and 3-D design, mathematics in content areas such as science and social studies.

Grade 12 Courses

Mathematics 12 (academic credit type, 1 credit)

Mathematics 12 is an **academic** credit type high school mathematics course. It is recommended that students have successfully completed Mathematics 11 or Extended Mathematics 11 prior to enrolling in this course. *Students in Mathematics 12 will explore the following topics:* borrowing money, investing money, set theory, logical reasoning, counting methods, probability, polynomial functions, exponential functions, logarithmic functions, and sinusoidal functions.

Pre-calculus 12 (advanced credit type, 1 credit)

Pre-calculus 12 is an **advanced** credit type high school mathematics course. It is recommended that students have successfully completed Pre-calculus 11 prior to enrolling in this course. Upon completion of Pre-calculus 12 students may choose to enroll in Calculus 12. *Students in Pre-calculus 12 will explore the following topics:* transformations, radical functions, polynomial functions, trigonometry, exponential functions, logarithmic functions, rational functions, function operations, permutations, combinations, and the binomial theorem.

Calculus 12 (advanced, 1 credit)

Calculus 12 is an **advanced** credit type high school mathematics course. It is recommended that students have successfully completed Pre-calculus 12 prior to enrolling in this course. *Students in Calculus 12 will explore the following topics:* the concept of a limit, simple derivatives, properties of derivatives, derivatives of trigonometric, exponential and logarithmic functions, applications of derivatives - tangents, rates of change, motion, curve sketching, anti-derivatives, differential equations and applications of antiderivatives.

Mathematics at Work 12 (graduation credit type, 1 credit)

Mathematics at Work 12 is a **graduation** credit type level high school mathematics course. It is recommended that students have successfully completed Mathematics at Work 11 prior to enrolling in this course. *Students in Mathematics at Work 12 will explore the following topics:* measurement, probability, measures of central tendency, scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations, trigonometry.

Mathematics Essentials 12 (graduation credit type, 1 credit)

Mathematics Essentials 12 is a **graduation** credit type level high school mathematics course designed for students who may enter directly into the workforce after graduation or pursue many post-secondary programs that do not require academic math. It is recommended that students have successfully completed Mathematics Essentials 11 prior to enrolling in this course. *Students in Mathematics Essentials 12 will explore the following topics:* measurement, ratio, rate, proportion, mathematics and career exploration, mathematics preparation for the workplace.

IB Course Options

IB Mathematics Analysis and Approaches SL (Advanced) – see description in IB section

CANADIAN AND GLOBAL STUDIES

Grade 11 Courses

Mi'kmaq Studies 11 (Academic):

The Mi'kmaq Studies course will provide all students with an understanding of historical and contemporary issues in Mi'kmaq society, including culture, language, spirituality, art, folklore, politics, economics and education. The course uses an interdisciplinary approach to highlight the experiences, struggles and life stories of people who have contributed to world history.

African Canadian Studies 11 (Academic):

This course provides an overview of the history of African Peoples in Canada. As part of this study, students will explore the history of Africa and highlight the struggles and triumphs of Canadians (especially Nova Scotians) and Americans of African descent. Regardless of one's ethnic and cultural background, the course aims to help students appreciate the social challenges of the 21st century and, at the same time, refine the various skills of social studies.

Canadian History 11 (Academic):

This course is organized according to five themes: Globalization, Development, Governance, Sovereignty, and Justice. In addition to acquiring knowledge of the history of Canada, students will learn and practice the historical method, historiography, and various other skills essential to the study of history. A compulsory Independent Study is part of the course – students will be expected to engage in research and effectively communicate the findings of their research. The course begins with the arrival of our Aboriginal ancestors to North America, European contacts, the World Wars, peacekeeping, trade (both home and abroad), Canada as a distinct country unto itself and how Canadian law has influenced our society in the past, present and for the future. The major component of the course focuses on Canada's global relationships.

Grade 12 Courses

Global Geography 12 (Academic):

This course, which focuses on global geography, explores major themes that help us to understand the nature and origins of complex humanity/environment relationships in the contemporary world. Guided by the fundamental themes and skills of modern geography, students pursue this exploration through eight compulsory units:

1. Our Fragile Planet: A Geographical Perspective;
2. Perilous Processes: Our Planet at Risk;
3. The Peopled Planet: Standing Room Only?;
4. Feeding the Planet: Food for Thought;
5. Global Resources: The Good Earth;
6. Global Factory: For Whose Benefit?
7. Urbanization: A Mixed Blessing;
8. The Future Planet: Under New Management.

By using geographic skills and techniques, learning and applying a body of skills and techniques, learning and applying a body of geographic knowledge, and developing their own planet management awareness, students become informed global geography students. The process of becoming informed enables students to propose reasonable answers to the question upon which Nova Scotia's global studies courses are built, "How did the world arrive at its current state at the end of the twentieth century?"

Global History 12 (Academic):

This course, which focuses on global history, examines major themes in the history of the post-World War II era. Students examine these themes in five compulsory units: East-West:

1. The Role of Super Power in the Post-World War II Era;
2. North-South: The Origins and Consequences of Economic Disparity;
3. The Pursuit of Justice;
4. Societal and Technological Change;
5. Acknowledging Global Interdependence: The Legacy of the Twentieth Century

In their study of these units, students examine history from three perspectives: social, economic, and political, and use the research and inquiry skills of the historian. Throughout their lives, students address the focus question of the course: “Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence at the national or international level?” They also propose reasonable answers to the question upon which Nova Scotia’s global studies courses are built: “How did the world arrive at its current state at the close of the twentieth century?”

Global Politics 12 (Academic):

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyze the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states. More specifically, Canadian society is beset with many social, ethical and political questions, which the Government must deal with.

IB Course Options

IB Géographie SL 12 (taught in French) (Advanced) – see description in IB section

IB Geography HL 12 (Advanced) – see description in IB section

IB Histoire SL 12 (taught in French) – see description in IB section

SCIENCE

Grade 10 Courses

Science 10 (Academic):

The Science 10 program is sequential to the Science 9 course. Science 10 is intended to provide the student with fundamental skills, knowledge and attitudes to prepare students for traditional senior high school sciences of Physics, Chemistry and Biology. Activities, labs, group discussions and lectures are the primary methods of instruction. The textbook is specifically designed to accompany this course. There are four distinct units: Sustainability of Ecosystems, Chemical Reactions, Motion and Weather Dynamics

Grade 11 Courses

Agriculture/Agrifood 11 (Academic):

This course meets the second science requirement for graduation. Students will complete Module 1 dealing with factors, experiments and lives by conducting laboratory inquiries to explore processes that affect agricultural operations. Three other modules will be completed from the following: Primary Production Systems – factors that affect growth, maintenance of livestock herds, plant systems and flocks on a farm, Support Systems – explore the policies, regulations, practices and support systems available to careers, Beyond the Farm Gate – management, marketing and distribution of farm products, Foods – exposure to the agrifood industry and its related careers, Project – conduct an investigation into an agricultural topic of their choosing.

Biology 11 (Academic):

(Recommended prerequisite: Science 10 with good academic standing)

The purpose of the Biology 11 program is to explore the unity and diversity of living things. This course consists of four units of study: Matter and Energy for Life, Biodiversity, Maintaining Dynamic Equilibrium I and Interactions among Living Things. Biology 11 involves the application and study of many diagrams, the use and application of a large vocabulary of Biological terms, and a number of detailed laboratory investigations including the dissection of animals.

Chemistry 11 (Academic):

(Prerequisite: Science 10 with good academic standing)

This first course in Chemistry encourages students to participate in lifelong learning about chemistry and to appreciate chemistry as a scientific endeavor with practical impact on their lives and on society. The chemistry 11 course consists of specific outcomes organized into three units: (a) From Structures to Properties, (b) Stoichiometry and (c) Organic Chemistry. The Grade 11 chemistry program builds on the fundamental attitude, skills and knowledge acquired in Science 10.

Human Biology 11 (graduation):

This course is a credit course that counts as a second science credit for high school graduation for those students not pursuing sciences in post-secondary education. The major systems of the human body will be covered in this course using an issue based on society and technology point of view. Lab work, projects, group activities and case study examples will be the main learning strategies in this course. Please note that students will not receive credit for both Human Biology 11 and Biology 11. This course cannot be used as a prerequisite for Biology 12.

Oceans 11 (Academic):

The Oceans 11 course offers students the opportunity to explore aspects of global and local oceanography and current ocean-related issues. The course is designed to be flexible and meet the needs and interests of Nova Scotia students by connecting the study of oceanography with local economic and community interests. One of the priorities of the course is to increase students' knowledge of emerging new economies and opportunities in such areas as aquaculture and oceans management, which offer new career opportunities.

Physics 11(Academic):

(Prerequisite: Science 10 and Math 10 with good academic standing)

This course is designed for students who wish to understand the world around them as well as to prepare for a future in science or technology. Emphasis is placed on the interconnections between the environment, science, technology and society. Physics 11 is organized into four units: (a) Kinematics, (b) Dynamics, (c) Energy and Momentum and (d) Waves.

Grade 12 Courses**Biology 12 (Academic):**

(Prerequisite: Biology 11 with good academic standing)

This course consists of four units of study: Maintaining Dynamic Equilibrium II (nervous and endocrine systems); Reproduction and Development; Genetic Continuity, and Evolution, Change and Diversity. Biology 12 involves the study of many diagrams / models and the application of a large vocabulary of Biological terms.

Chemistry 12 (Academic):

(Prerequisite: Chemistry 11 with good academic standing)

The Chemistry 12 is designed to provide a more in-depth exploration of various topics intended for students pursuing post-secondary studies. The chemistry 12 program consists of specific outcomes organized in four units. The units are (a) thermo-chemistry, (b) from solutions to kinetics to equilibrium, (c) acids and bases (d) and electrochemistry. In order to be successful, students should have strong work ethic and math skills as well as regular attendance.

Physics 12 (Academic):

(Prerequisite: Physics 11 with good academic standing)

Physics 12 is designed for students who wish to understand the world around them, as well as to prepare for a future in science. units include a) Forces, Motion, Work and Energy, b) Fields (Magnetic, Electric, Generators, Motors), c) Waves and Modern Physics, d) Nuclear Energy. Problem solving will be a significant part of Physics 12.

Geology 12 (Academic):

Geology 12 is a grade 12 science credit that focuses on the study of the earth, its physical structure and components, and the processes that cause land formations and seismic events such as earthquakes, tsunamis and volcanic eruptions. In this course students can expect to explore crystal formation and identification, structure of the earth from its surface to core, plate tectonics and how they relate to seismic events, erosion and weathering, interconnection of geology with other sciences such as chemistry, physics and biology.

IB Course Options

IB Biology HL (Advanced) – see description in IB section

IB Chemistry SL (Advanced) – see description in IB section

FINE ARTS

All students must successfully complete one of the Fine Arts credits in order to graduate. It is recommended that grade 10 students who are planning to enter the science and math stream in grades 11 and 12 consider enrolling in a fine arts course in grade 10 (visual art, drama, music). It is strongly recommended students take an introductory fine art credit before taking a more advanced course (grade 11 or grade 12).

Grade 10 Courses

Drama 10 (Academic):

Drama 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. 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, group drama, and monologue.

Music 10 (Academic):

Music 10 comprises the following components: Performance: technical requirements, solo and ensemble literature, instrumental or choral performance; Theory: rudiments, all major scales, key signatures, treble and bass clefs, pentatonic scales, musical terms and signs, (optional) composition: melodic, employing pentatonic and major (diatonic) scales, usually one or two phrases of the question- and-answer type; ear-training and dictation, simple form, ab, aba, rondo. The historical emphasis in this course is on the Classical and Baroque periods.

Visual Art 10 (Academic):

Visual Art 10 is a first year high school art course that satisfies the compulsory fine arts credit. This introductory course focuses extensively on drawing skills as well as perspective, pen and ink, calligraphy and color. Students are urged to solve problems and to communicate imaginatively in their understanding of self, others and the environment.

Grade 11 Courses

Drama 11 (Academic):

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 and to combine these in a greater range of dramatic forms. Selected dramatic forms are explored in depth for presentation and there will be a major self-expression project. Drama 11 emphasizes the process of creating scripts and bringing scripts to production. Students will make and incorporate artistic choices regarding design elements, particularly with regard to lighting and sound, stage movement and blocking, and costume.

Music 11 (Academic):

Music 11 comprises the following components: Performance: technical requirements, solo and ensemble literature, instrumental (band or strings) or choral performance; Theory: review of music 10 requirements, rudiments, melodic transposition, overview of ecclesiastical modes, orchestral score readings, more extended composition, using more than two phrases and adding a

second part, rhythmic, intervallic, and melodic dictation, as in Grade 10, form, fugue, sonata, theme, and variation. The historical emphasis is on the Romantic period.

Visual Art 11 (Academic):

Visual Art 11 is the second year high school art course, which continues the development of art skills. These include drawing and design, watercolor painting, sculpture, printmaking and art history. Students are required to host an art show at the end of the semester. Visual Art 10 is recommended as a prerequisite for this course as there are greater expectations for grade 11 students. Students in Visual Arts 11 should understand that there are many materials required for this course, as each student is required to develop their own area of interest.

Grade 12 Courses

Drama Theatre Arts 12 (Academic):

This course is designed as a leadership experience for those students interested in all areas of play production. It is expected students will have taken either Drama 10 or Drama 11. Class study will involve developing and leading dramatic activities that connect foundational drama work, improvisation, text creation, movement, speech and scripted material. The course will require students to perform an extensive dramatic monologue, culminating with a final evaluation involving producing and acting in a play for an audience.

Music 12 (Academic):

Music 12 comprises the following components: Performance: technical requirements, solo and ensemble literature, instrumental (band or strings) or choral performance; Theory: completion of work from previous years, plus continuing application of theoretical materials and processes, including a review of chords, triads, and inversions, continued development of dictation skills, study of forms particular to the Renaissance period; History: The emphasis is on music before 1600 and since 1900.

Visual Art 12 (Academic):

Visual Art 12 is the third high school art course designed to build upon skills and knowledge from previous art classes. The focus of Visual Art 12 is on imagination and creativity. Students at this level should be self-motivated and serious about art. Independent study and work is to be encouraged. Students in Visual Arts 12 should understand that there are many materials required for the development of their body of work and /or portfolio, which will be presented to the public in an art show as their final evaluation (exam). The creation of a portfolio for college application will be encouraged and aided. It is strongly recommended that students successfully complete Visual Art 10 and Visual Art 11 before enrolling in Visual Art 12, as the course requires many skills that are practiced and developed in earlier courses.

Advanced Visual Art 12 (Academic):

Advanced Visual Arts 12 is designed for exceptional students who are considering future studies in the visual arts or careers in related fields. The courses are offered in the same studio setting as Visual Arts 12. Students will be required to maintain an artist's journal or sketchbook, make observational drawings, complete a community links component, and participate in a final exhibition. The expectations and workload are significantly more demanding than the standard visual arts courses.

Musical Theatre 12 (Academic):

Musical Theatre students will study the three components of musical theatre: singing, acting and movement, and explore artistic, cultural and societal connections in the musical theatre genre.

Students will develop a basic working knowledge and appreciation of the history of the musical theatre industry, as well as the aspects that go into bringing a successful production to the stage. Students will prepare and perform scenes and musical numbers from musical theatre productions ranging from the Golden Era to modern compositions. This work will culminate in an end-of-term performance showcasing student growth throughout the term. Please note that students do not have to have previous experience or knowledge of musical theatre, but they do need a willingness to learn about and experiment with singing, acting and choreography. This course fulfills the fine arts requirement for high school graduation. Please note: Students can only receive one music credit per grade level towards graduation.

PHYSICAL EDUCATION

Physical Education is a mandatory high school credit. Students are required to obtain (1) one physical education course over (3) three years in high school.

Grade 10 Courses

Physical Education 10 (open):

This course will provide students with a variety of fitness, sport and outdoor experiences aimed at enhancing their understanding of personal health and wellness. Physical Education 10 includes some theory components that involve classroom time, coupled with predominantly active experiences. The emphasis of this curriculum is to provide students with experiences that require them to reflect on their personal responsibility for active, healthy living now and throughout life. The course consists of 4 modules: *Outdoor Pursuits, Exercise Science, Personal Fitness and Leadership*.

Grade 11 Courses

Physical Education 11 (Open):

Students enrolled in Physical Education 11 will participate in a variety of learning experiences with a focus on game play using the Teaching Games for Understanding Model. Topics dealing with life skills through sport and sport in society will also be explored. Students will draw from, and continue with, many of their earlier learning experiences in physical education in senior high school. The Physical Education 11 course concentrates on developing game knowledge through historical and cultural content, lead-up games, and tournament building. Physical education 11 Teaching Games for Understanding (TGFU) is a semestered course. More information on the Teaching Games for Understanding Approach can be found at www.playsport/teaching-games-understanding-tgfu-approach.

Fitness Leadership 11 (Open):

Fitness Leadership 11 provides students with opportunities to participate in a variety of group fitness experiences; assess their own level of personal fitness; broaden their understanding of human anatomy and exercise physiology; examine the benefits of active, healthy living; foster leadership apply the principles of conditioning to design; and foster leadership skills to deliver safe group fitness experiences to children and youth. Students will also take on leadership and supportive roles within their school such as assisting in the organizing, running and maintenance of spaces, equipment and attending some games and competitions. Some of these required activities will take place outside of regularly scheduled class time.

Yoga 11 (Academic):

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

Grade 12 Courses**Exercise Science 12 (open):**

This course is designed for students who may have an interest in personal fitness and training, in understanding how the body works from a physical perspective, or in a career related to physiotherapy, massage therapy, teaching, paramedic, personal trainer, athletic therapy or nutrition. It would also be useful for any student considering enrolling in a Human Kinetics or Kinesiology program at the post-secondary level. The majority of the course hours (75%) are held in the classroom while the remaining hours (25%) are held in the gym. During the gym component, students do fitness testing, lead the class in some type of fitness activity. Topics covered in this course include anatomy, energy systems, training methods and principles, nutrition, physiology and other health-related topics. Evaluation for this course will be comprised of fitness labs, tests, and assignments. There is also a final exam in this course. The course fulfills the Physical Education requirement for high school graduation.

Physical Education 12 (open):

Physical Education 12 provides another opportunity for students to participate in physical education through physically active experiences that consolidate movement skills and concepts of previous physical education courses throughout the elementary and secondary years. The focus of PE 12 is on four major categories with an emphasis on leadership in sport and shaping an active for life mindset. Students will participate in activities that fall under three categories of fitness pursuits, innovative games/activities, and Team/Group games/activities. The high school physical education program is based on the importance for individuals to develop their personal wellness through active living and their need to develop and understand personal movement skills that contribute to an active lifestyle throughout life. Students entering this course have an interest in pursuing “active for life” habits and possible leadership roles through sport in future career paths and/or volunteer opportunities. Students should come with an open mindset and have an understanding the course involves experiencing what the great outdoors has to offer for physical activity.

Physical Education Leadership through Outdoor Ed. 12 (open):

This course will develop leadership skills through experience in the context of outdoor and environmental education. Students will engage in a wide variety of outdoor experiences to develop personal skills in the pursuit of active healthy lifestyles. This course takes place primarily outdoors. Students will only be indoors during significant inclement weather. Students must be prepared to be outdoors in rain and snow with appropriate clothing and footwear, have a complete change of gym clothes (indoor and outdoor) which are both safe and proper, maintain an above average to high level of physical activity when participating in every class. Physical education requires students to do more than just “play games.”

TECHNOLOGY EDUCATION

Grade 10 Courses

Construction Technology 10 (Open):

This introductory course in Construction Technology is designed to provide students with an overview of the construction industry with emphasis on light construction systems. Course content includes units on construction planning, machine operation and safety, design and drafting, non-structural systems, project estimating, building codes, easements and restrictions. Each class will build a shed or build model houses as a final major project.

Food Technology 10 (Open) and Food Preparation and Service 10 (Open):

Food Technology 10 is an exciting course in which students explore food technology for the home and industry. Each unit has both a theory and practical component. Through food preparation and presentation, students develop skills that may be transferred to food service skills in the workplace. Students are provided with practical experiences in food preparation and service.

Skilled Trades 10 (Open):

Skilled Trades 10 is a hands-on career exploration and life-skill course providing students with a unique mixture of in-class and simulated skilled trades activities. These activities enable students to experience what life and learning might be like in the skilled trades while providing a balanced set of learning projects, skill-building lessons, class projects, and events. Focus is on mastering the hand tools of the trade so that each student can use the basic tools of the trade safely, appropriately and efficiently. Topics include communication, safety, tools and materials, measurement and calculation, skilled trades living and employability skills. Students taking this course must have a mature respect for working safely with tools and equipment in a shop setting and be willing to undertake the challenges that come with good design and quality workmanship.

Service Trades 10 (Open):

Service Trades 10 engages and exposes students to the service trades, where services are provided as opposed to goods being produced. In a kitchen environment that mirrors a small café, students explore the impact that skilled trades have on society and investigate apprenticeship and career paths for skilled tradespeople. Students are exposed to food preparation and service skills that are required to be successful in the food service industry and service sector.

Grade 11 Courses

Auto Systems 11 (Graduation):

Auto Systems provides students with a wide range of learning experiences and learning opportunities related to technology and problem solving in the automotive industry. Experience working in this shop environment will promote skills required to participate in automotive careers. Students will be exposed to information included in these six modules during this semester; Orientation, Engines, Electrical Systems, Brake Systems, Steering & Suspension Systems, Fuel Systems. Note: Steel-toed boots and coveralls must be worn in the shop at all times and are not provided by the school.

Auto Maintenance 11 (Graduation):**Prerequisite: Auto Systems 11**

Auto Maintenance provides students with a wide range of learning experiences and learning opportunities related to technology and problem solving in the automotive industry. Experience working in this shop environment will promote skills required to participate in automotive careers. Students will be exposed to information included in these four modules during this semester; Orientation, Tools and Equipment, Basic Automotive Maintenance, Business Practices. Note: Steel-toed boots and coveralls must be worn in the shop at all times and are not provided by the school.

Business Technology 11 (Academic):

Employers are looking for graduates who can work independently and collaboratively. They need employees who can work effectively with technology and with people. In this course students will develop these skills while exploring Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Microsoft Publisher.

Communications Technology 11 (Academic):

Students will be introduced Digital Photography, Graphic Design, Video Production and Web Design through the production of our school yearbook. Students will use photo and video editing software to create digital content that will be used in various school mediums, including our school website and social media.

Culinary Trades 11 - (Academic):

Culinary Trades 11 expands on the scope of culinary skills that students learn in Service Trades 10. Students work in a kitchen setting to develop cooking, baking, food preparation and service skills needed to launch a career in the food service industry. Emphasis is placed on learning about apprenticeship, career paths, communication, safety, and professional food preparation and service practices. Students must successfully complete Service Trades 10 before taking Culinary Trades 11.

Design 11 (Academic):

Design 11 is a hands-on and creativity-based class. This course focuses on the elements and principles of design in order to better understand how and why products are made the way they are. Students will explore modern and historical designs to learn how products were made throughout history and in the modern world. Students will also explore how text and written word can be presented to convey a message to specific and broad audiences. Using the Design Process, students will explore a range of materials and tools to create their designs, these may include but are not limited to: interior design computer software, sculpting and modeling clay, paint, woodworking tools (where applicable) and a button press.

Production Technology 11 (Open):

This introductory course in Production Technology is intended to provide students with an understanding of the skills required and opportunities available in the manufacturing industry. Students will understand and follow workplace health and safety requirements, follow the design process for problem solving, make use of design software, use hand/power tools and machines, and will use materials processes (cutting, shaping, forming) in manufacturing various custom products. Students taking this course must have a mature respect for working safely with machines.

Grade 12 Courses

Auto Systems 12 (Graduation):

Prerequisite: Auto Systems 11 and Auto Maintenance 11

Auto Systems provides students with a wide range of learning experiences and learning opportunities related to technology and problem solving in the automotive industry. Experience working in this shop environment will promote skills required to participate in automotive careers. Students will be exposed to information included in these six modules during this semester; Orientation, Engines, Electrical Systems, Brake Systems, Steering & Suspension Systems, Fuel Systems. Note: Steel-toed boots and coveralls must be worn in the shop at all times and are not provided by the school.

Auto Maintenance 12 (Graduation):

Prerequisite: Auto Systems 12

Auto Maintenance provides students with a wide range of learning experiences and learning opportunities related to technology and problem solving in the automotive industry. Experience working in this shop environment will promote skills required to participate in automotive careers. Students will be exposed to information included in these four modules during this semester; Orientation, Tools and Equipment, Basic Automotive Maintenance, Business Practices. Note: Steel-toed boots and coveralls must be worn in the shop at all times and are not provided by the school.

Communication Technology 12 (Academic):

Students will expand on a number of concepts from CMT 11 as they navigate and finish the production of the yearbook. Students will further develop their digital editing skills through the creation of school videos and yearbook materials that promote engagement at NRHS. It is recommended that students complete the course requirements for Communications Technology 11 prior to enrolling in this course.

Computer Programming 12 (Academic):

Students will be expected to understand and apply the basic skills and processes of problem solving using computer programming, identify problems, select effective strategies, and plan solutions, apply programming techniques to develop solutions to a range of problems, work collaboratively to define and solve a realistic problem by creating a solution.

Film and Video Production 12 (Academic):

The Film and Video Production 12 course offers students in grade 12 the opportunities to work independently and as part of a production team to explore the role of the film industry; to develop skills required for production roles; to develop critical awareness of historical and cultural aspects of film; to work through the process of producing a film or video from script development to final edit. Through this process problem solving skills, technical skills, and collaborative working skills will be enhanced.

Home Trades Technology 12 (Open):

Home Trades Technology 12 is an introduction to the trades and practices related to residential home construction and renovation, electrical and plumbing. Students will solve real world problems in both the shop and the classroom, paralleling today's construction trade. Students will learn about and use and safety of various types of hand and power tools, with an emphasis on jobsite tools. Students will also be exposed to basic record keeping for cost and inventory purposes. Students taking this course must have a mature respect for working safely with

machines and be willing to undertake the challenges that come with good design and quality workmanship.

Production Technology 12 (Open):

This hands-on course is intended to provide students with a further opportunity to study in the field of production technology, providing students with an understanding of the attitudes and skills required, as well as the opportunities available in the modern manufacturing industry. Content will include: safety in the trades, tool, equipment and machine operation and safety, materials process (cutting, shaping and forming), product development and design, production and inventory control, as well as small scale entrepreneurship and corporate structure. Students taking this course must have a mature respect for working safely with machines and be willing to undertake the challenges that come with good design and quality workmanship.

Textile Technology 12 (Open):

The curriculum is designed to encourage students to develop advanced skill sets related to textile arts and technologies. Units of study and topics include the following: Creating Fabrics (textile development and production skills such as weaving, knitting, felting, printing for a variety of applications), Elements and Principles of Textile Design (application and interpretation), Textile Construction Tools (sewing, pressing, embellishment, applying finishes/designs, pattern creation), Textile Production (application of problem-solving skills to reusing, recycling, budget management, consumer skills), Aesthetic and Cultural Appreciation (culture, industry, geography of textiles), Life Work Skills (career opportunities and personal expression related to textile industry) and Independent Study (create and share a culminating textile project that illustrates their skill and knowledge development).

OTHER COURSES

Grade 10 Courses

Career Development 10 (Open):

These courses are designed to help students develop their abilities to communicate, think critically, and deal with their feelings, to develop and refine a career plan, to make decisions about their future, and to prepare for the world beyond high school. It is designed to help young people to understand and manage their personal lives, their resources (including financial), and to develop the ability to organize and shape their career options. They will explore realistic personal goals, access their own interests and abilities, and realize how their actions will affect their learning and decision making processes. They will develop awareness of themselves, their place in the community and the value to their personal growth of giving service to the community at large.

History 10 (Open):

History 10 is a grade 10 history credit that focuses on ancient and medieval history across the world. This course will also cover pre-history, which focuses on the evolution of human beings from the time of pre-humans up until the dominance of Homo Sapiens. Throughout this course students can expect to learn about pre-humans such as Neanderthals and the evolution of Homo Sapiens, Ancient Mesopotamia and the birth of civilizations, Ancient Egyptian, Roman and Greek politics, religion, society and military, medieval European politics, religion, society and military and ancient and medieval art and architecture. Activities include demonstrations of

ancient and medieval fighting tactics, class discussions surrounding significant medieval and ancient events, politics and societies, readings from ancient and medieval writing, completion of independent, research-based essays and completion of a final research project on an area of the student's interest (within the curriculum of the course)

Grade 11 Courses

Child Studies 11 (Open):

This course is designed to help explore the meaning and implications of responsible parenthood; to increase knowledge of parenting skills that will help young people approach parenthood with realistic expectations; to help them acquire current information regarding reproduction, pregnancy and childbirth; to help students gain an understanding of the development stages and individual needs of children; to recognize the diverse parenting concerns of today's families; and to help students apply the understanding of child development as related to the care and guidance of children.

Cooperative Education 11 (Academic):

Students will spend 80 hours at a work placement outside of school and 25 hours of in school instruction. Students are expected to complete an application for entrance into the program with their possible career placement considerations. Transportation to and from the work placement will be the student's responsibility.

Grade 12 Courses

Business Management 12 (Academic):

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

Cooperative Education 12 (Academic):

Students will spend 80 hours at a work placement outside of school and 25 hours of in school instruction. Students are expected to complete an application for entrance into the program with their possible career placement considerations. Transportation to and from the work placement will be the student's responsibility.

Health & Human Services 12 (Academic):

The course provides students with an introduction to the skills and knowledge involved in careers related to the health and human service domain. Health and Human Services students will explore human development, ethics, helping- process, interpersonal and personal development, wellness, written and verbal communications and related computer applications. Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community Based Education (volunteer and/or service learning) is a required component used to enhance the knowledge and skills developed in the classroom.

Independent Living 12 (graduation)

This course is designed to help you prepare to live on your own. Students will explore topics such as learning to manage their finances, housing options (renting vs. buying), buying a car, being a good consumer, meal planning and shopping, living a healthy lifestyle, personal care and responsible citizenship. Students will gain knowledge and life skills necessary to be more independent and successful when they live on their own. Welcome to the real world!

Law 12 (Academic):

The Canadian law course is designed to provide students with knowledge of law and its function in society and skills and attitudes that will enable students to understand the legal process. Course content includes the Canadian legal system, crimes and crime control, injuries and wrongs, human rights, property rights, promises and agreements, business relations, family relations, and courts and trials. The main focus of the course will be criminal law. We will follow the procedures from arrest, legal rights, the court system, trial procedure and sentencing.

Leadership 12 (Academic):

This course will deal with the theoretical and practical application of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to conduct a meeting, practice efficient public speaking, review resume and interview skills, be involved in promotion and running of school events and work on school and community relations. Students will be required to complete 15 hours of community service outside of the regular school day.

Psychology 12 (Academic):

This course examines human behavior, thoughts and feelings. It is ideal for students interested in a better understanding of themselves and others. Topics covered include, research techniques, states of consciousness, statistics, learning, neuroscience, mental disorders and treatments, developmental and social-cultural issues. Students are expected to learn a significant amount of psychological terminology.

Sociology 12 (Academic):

The Sociology 12 course is designed to give an understanding of the basic aspects of our sociology. It allows students to examine Canadian sociological issues. Canadian sociological issues that might be considered include the family, students and schools, poverty, minority groups, women in society, labor and management, conflict, crime in Canada, punishment and rehabilitation, same sex marriages and discrimination. Current events are an important part of this course. Therefore, local and national news events will be discussed on a weekly basis.

