

**MIDDLETON REGIONAL HIGH SCHOOL
COURSE REGISTRATION CATALOGUE
2018-2019**

PLEASE NOTE:

Courses will be offered depending on the number of students who have requested a course. (Low request numbers in a course will mean the school cannot offer that particular course.)

This booklet will help you make important, appropriate choices for your future plans. The best plan is to graduate with courses leading to a maximum number of occupations or study goals. If you need assistance, please consult the school counsellor, administration and/or teachers.

Requirements for different colleges and universities vary considerably and are subject to change. Most post-secondary institutions require a high school completion certificate that includes five acceptable grade 12 subjects.

Students who know their educational goals should ensure, with the help of the school counsellor, administration and/or teachers, that they have proper course requirements for their goals. Students who are unsure of what they are planning after high school are advised to select courses allowing maximum freedom of choice once they develop an idea of what they want to do.

When deciding on course selections, the following factors should be carefully considered - a student's ability, aptitude and interests.

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**Nova Scotia High School Completion Certificate
For Students Entering Grade 10 After September 2017**

Entering Grade 10	As of September 2017
Credits to Graduate	18 (*Except for O2 students who require 19 credits)
English	1 – at each grade level
Mathematics	2 – at (2) different grade levels 3 – for students graduating in 2020 or after
Social Studies	1 – from African Canadian Studies 11, Canadian History 11, Histoire du Canada 11 or Mi'kmaq Studies 10
Global Studies	1 – Global History 12 or Global Geography 12
Science	2 – 1 from Biology, Chemistry, Physics or Science 10 - 1 other approved Science
Fine Arts	1 – from Music, Art or Drama
Science, Math or Technology	2 – others from Math, Science or Technology (includes Communications Technology, Energy, Power & Transportation, Multimedia and Film & Video)
Physical Education	1 – Physical Education 10 <u>or</u> Physical Education 12 <u>or</u> mode de vie actif 11 <u>or</u> Yoga 11
NOTES:	* No more than 7 credits at Grade 10 level * No fewer than 5 credits at Grade 12 level * Credit cannot be given for two courses in the same subject at the same grade level. For example: a student cannot receive credit for both Math 10 and Math Foundations 10, or English 12 and English Communications 12.

**Course Credit Types
Courses Are Categorized As One of the Following Types:**

Academic/Advanced	Courses designed for students who expect to enter college, university or other post-secondary institutions.
Graduation	Courses designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected areas of post-secondary study.
Open	None of these courses are designed to meet the specific entrance requirements of any post-secondary institution, but individual courses may meet entrance requirements of some institutions.

POST-SECONDARY INSTITUTION REQUIREMENTS ARE CONSTANTLY CHANGING; THEREFORE, STUDENTS NEED TO REGULARLY CHECK THE ENTRANCE REQUIREMENTS FOR SPECIFIC PROGRAMS. THESE ARE EASILY ACCESSED THROUGH THE INSTITUTIONS' WEBSITES.

AVRSB VIRTUAL ADVANCED PLACEMENT (AP) COURSES

The AVRSB *Virtual* Advanced Placement (AP) courses initiative was developed because of a desire of smaller schools to have advanced level courses as part of their course selection. Advanced courses are high-level courses that may lead to a university credit or advanced placement in a university course.

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

Advanced Placement Biology 12 (AP BIO 12)

Advanced, 1 credit

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

Advanced Placement Calculus 12 (AP CAL 12)

Advanced, 1 credit

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

Advanced Placement Chemistry 12 (AP CHEM 12)

Advanced, 1 credit

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

Advanced Placement English Literature and Composition 12 (ENG LIT AP 12)

Advanced, 1 credit

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

Advanced Global Geography 12/Advanced Human Geography (AP HUM GEO 12)

Advanced, 1 credit

The Human Geography course is designed to be the equivalent of an introductory human geography course usually taken by geography majors during their first year of university. This course is an in-depth content-intensive study of geographic concepts/topics and models dealing with all aspects of human geography. Students meet virtually with the AP Human Geography teacher twice per week beginning in September, ending upon completion of the AP Human Geography exam in May. The AP Human Geography credit does satisfy the global studies requirements for Nova Scotia graduation. Having some Geography background will be an asset but not required. Having a strong academic background, being self-motivated, outgoing and comfortable with completing work independently are ingredients for successful learning in the course.

CHALLENGE FOR CREDIT

The Challenge for Credit process allows the school to recognize that a student has already acquired the skills, knowledge and attitudes that an existing course seeks to develop. Challenge for Credit may occur in fine arts, languages, mathematics and physical education. Students currently enrolled in Grades 10, 11 or 12 may challenge for credit, subject to procedures established by the Department of Education. Challenge for Credit cannot be applied in the following situations:

a) to improve a course mark where a student has already received credit, b) to pass a course already taken and failed, or c) to challenge a lower level course in the same subject at the same grade level.

To be successful, students must follow the application process and must complete all parts of the evaluation process before the school can assess whether a student has successfully demonstrated achievement of the prescribed learning outcomes. For further information on Challenge for Credit, please see your School Counsellor.

INDEPENDENT STUDY

INDEPENDENT STUDY

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

- a) provide increased opportunity for individualization of programming,
- b) recognize and provide credit to students who initiate and develop, with the advice of the teacher, courses tailored to their needs, abilities and interests,
- c) provide opportunities for greater flexibility in the senior high program.

Independent study credits are not intended to replicate any existing course in the public school program.

It is expected that schools provide appropriate opportunities for students to earn independent credits. Independent study credits are an option for *all* students. Courses developed as independent study credits would normally be completed in a minimum of 110 hours for full credit courses, 55 hours for half-credit courses. The student is responsible for initiating the independent study credit process and satisfying all of its requirements. It is the responsibility of the student to: a) demonstrate an ability to work independently with minimal direction; b) design and develop, with advice and guidance from the supervising teacher, a plan for completing the independent study credit including a course outline, learning and assessment plan; c) organize and complete learning experiences and activities involved in this plan; d) cooperate with the supervising teacher throughout the independent study credit process. For further information, see the school counsellor.

PERSONAL DEVELOPMENT CREDIT

As of September 2012, students who have successfully completed a course or a program approved by the Department of Education will be eligible for a personal development credit. The 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 may be awarded as a Grade 10, 11 or 12 credit and depending on the time required to complete the course or program, may qualify as a full or half credit. More information is available about the Personal Development Credit on the Department of Education's website: <https://pdc.ednet.ns.ca/>.

Students complete the program and receive certification and course documentation from the approved institution. That document is then taken to the school counsellor and a Student Notification form will be filled out by the student, parent and school for the course credit.

Although only one elective credit can be used for graduation requirements, other approved courses that a student has completed may be listed on the student's transcript.

COMMUNITY-BASED EDUCATION

CO-OPERATIVE EDUCATION (Acad)

Co-op Education can be taken as a Grade 10, 11 or 12 credit. CPE is a unique course that combines in-class work with a job site work placement. The student must complete class assignments, a career portfolio, as well as 100 hours of work in the work place. Students should be entering Grade 11 or 12 and should be 16 years old in order to start their placement.

Students may take two Co-op Education credits – one at the Grade 11 level and one at the Grade 12 level.

Please Note: This course **does not** apply to O2 & Career Access students.

OTHER PROGRAM OPTIONS

CAREER ACCESS provides students with an opportunity to develop employability skills while achieving their High School Graduation Diploma. This program was specifically developed for students beginning at Grade 10, ages 16-21, who plan to enter the work force directly after graduation and have often experienced difficulty with the regular programming offered at school. Entrance into the program occurs each spring through referral by school personnel or family members. Parents, student and a school admissions committee meet, expectations and requirements of the program are explained and a Career Access Agreement is signed by all participants.

Career Access differs from any other program offered at the high school level because of the extensive work experience component combined with the skill building component in many non-academic areas. Students work in an area of their interest. While at the work site, they assume the same responsibilities as their co-workers. Students are closely monitored by the Career Access teacher.

* A Career Access student is still required to have **18** credits for graduation, 13 required and 5 electives.

OPTIONS AND OPPORTUNITIES (O2)

Options and Opportunities is a program designed for students with average or above average academic ability who are interested in attending a Community College, entering into an apprenticeship program, Trade or even University. Students take regular courses towards his/her Nova Scotia High School Graduation Diploma.

Students take regular classes in English, Science, Math, plus required courses such as Canadian History 11 and a Global Studies. O2 students may select other specialty courses such as Technical Education, Energy 11, Career Development and Community Based Learning. They may also take up to 4 Co-op courses at work sites which interest them. (They would not be able to take Integrated French or Music).

*O2 students require **19** credits to graduate and are given a preferred status to enter a Community College.

This is a hands-on experience-focused program. It is designed to have students able to leave high school by January of his/her Grade 12 year. Along the way, students will have gained invaluable work experience at a variety of work sites.

***PLEASE NOTE: Students entering Grade 10 who think that they may be interested in O2 and Career Access MUST register for regular Grade 10 courses and two alternate courses. Schedules will be adjusted in May if students are accepted into the O2 program. Acceptance into the O2 program will require a formal application and interview.**

ENGLISH LANGUAGE ARTS

ENGLISH 10 (Acad) (ENG 10)

English 10 provides an opportunity for students to apply their accumulated skills into consolidated, focused formats. The course integrates reading and writing, speaking and viewing, listening and thinking skills into a variety of units and texts. Students will gain experience through independent and collaborative work, with a focus on encouraging critical thinking skills. Provincial Exam: There is a mandatory provincial exam at the end of the course valued at 20%.

ADVANCED ENGLISH 11 (Adv) (ENG11ADV)

Advanced English 11 is an intensive program of study reflecting higher expectations than English 11. Advanced English 11 offers a challenging curriculum for self-motivated students with a passion for language, literature, and learning. It is designed to broaden knowledge, hone skills, and foster initiative, risk-taking, and responsibility. These attributes are developed in an environment that promotes both independent and collaborative learning. Advanced English 11 is characterized by enriched content and extended curriculum outcomes. Recommended prerequisite: Successful completion of English 10 with a mark of at least 80% and a recommendation from the teacher.

ENGLISH 11 (Acad) (ENG11)

The purpose of this course is to begin preparing students for a first year university English course, and to develop students' skills in reading, writing, speaking, listening, representing and viewing. To satisfy the first of these goals, concentration will be placed on such subjects as: the construction of opinion papers, proper research formats and techniques, and the reading and analysis of sophisticated works of literature. To satisfy the second goal, emphasis is placed on public speaking, analysis of audio and visual media, and how to function in and organize group efforts.

ENGLISH COMMUNICATIONS 11 (Grad) (ECM11)

The English Communications pathway meets graduation requirements and most college entrance requirements, but not university entrance requirements. Students are required to submit written responses to readings, discussions, and films. Attention is given to the basic principles of the English language such as correct sentence structure, spelling, punctuation, and capitalization. Additional objectives of the course are to help students enjoy and appreciate literature, as well as to improve their literacy skills to meet the demands of the outside world.

ADVANCED ENGLISH 12 (Adv) (ENG12ADV)

Advanced English 12 is characterized by additional content and curriculum outcomes that expand and extend learning in both theoretical and applied aspects of the subject area. Learning experiences in Advanced English 12 focus on in-depth treatment of selected topics, independent learning and reflection, extended research projects/case studies, and critical and cultural literacies. Recommended prerequisite: Successful completion of English 11 or Advanced English 11 and a recommendation from the teacher.

DEBATING 12 (Acad) (XDEBAT12)

The Debating 12 course concentrates on two areas: performance and content. Students will learn a variety of debating styles and regularly participate in debates in class. They will also learn some fundamental content in philosophy, history, economics, political science and current events that debaters require in order to formulate informed, logical arguments. This course does not meet the English requirements for graduation.

ENGLISH 12: AFRICAN HERITAGE (Acad) (ENG12:AH)

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

ENGLISH 12 (Acad) (ENG12)

The senior year of English concerns itself with an academic approach to literature and writing. The course emphasizes the examination of major works of English literature. Students are required to examine texts and respond in an academic manner. Usually two or three novels, a Shakespearean play, a wide variety of poetry, media studies, short stories, and essays provide the basis for the writing. Formal academic writing is the principle consideration. Precise communication and thinking skills are accentuated.

ENGLISH COMMUNICATIONS 12 (Grad) (ECM12)

English Communications 12 is a course for students who typically are preparing for entrance into a variety of post-secondary training programs, other than university. Practical communication experiences are emphasized to develop students' critical thinking skills in reading, writing, listening and viewing a range of visual and print texts. The course strives to provide exposure to a variety of issues that relate to students' lives.

FAMILY STUDIES

CANADIAN FAMILY 12 (Open) (CAN FAM 12)

Canadian Families 12 is a full credit course designed to broaden an understanding of families from a historical, social and cultural perspective. This course is also intended to promote awareness of the relationship between finances, work and shelter when it comes to maintaining a successful family. Students will work to gain a better understanding of the physical, social and emotional facets of family health. Also covered in this course will be research into the challenges faced by today's Canadian families and look at society's response to those challenges that include employment, consumerism and providing the basic needs of shelter and food.

HEALTH & HUMAN SERVICES 12 (Academic)(HLHM12AC) or (Open) (HLHMSR12)

THIS COURSE CAN BE EITHER AN ACADEMIC CREDIT OR AN OPEN CREDIT DEPENDING ON THE OUTCOMES COMPLETED BY THE INDIVIDUAL STUDENT.

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

FINE ARTS

FINE ARTS CERTIFICATE PROGRAM: Students who are interested in growing through the Arts may work towards a Fine Arts certificate. They must take at least five Fine Arts related courses and compile a portfolio. For further information, students are asked to please see a Fine Arts teacher or check at the Student Services office.

MUSIC 10, 11, 12 (Acad) (MUSIC 10, MUSIC 11, MUSIC 12)

The senior high music courses are a comprehensive performance-based study of music in three essential areas: instrumental performance (wind and percussion instruments), music theory and history of music. The three courses are cumulative and cover a three year period. Instrumental performance includes group instruction, small ensemble and study of solo repertoire for each instrument. Theory instruction covers advanced rudiments of music through to simple harmony and basic composition. Study of music history encompasses a broad spectrum from ancient times to current styles of popular music.

VISUAL ARTS 10 (Acad) (VISART10)

Visual Arts 10 is an introductory high school art course which concentrates on developing basic art skills and an understanding of the creative processes used in developing artwork. In this course, students will work with a variety of media, such as watercolours, acrylics and clay, to develop a number of meaningful studio projects. Evaluation is based on participation, initiative, creativity and skill development.

VISUAL ARTS 12 (Acad) (VISART12) (*Offered during the 2019-2020 school year)

The Art 12 course is designed primarily to prepare a student for a continuation in an art related field. Units in drawing, painting, design, and three dimensional construction will be expanded. Major attention will be given to the organization, construction, and completion of an Art Portfolio. Students will also focus on solo or group exhibits of their art work. Visual Arts 10 is a recommended prerequisite for this course.

DRAMA 11 (Acad) (DRA11)

Drama fulfills the mandatory Arts requirement. Students will be presented with opportunities to learn using a developmental drama experience. Developmental drama activities will include personal and group exercises in improvisation, tableau, movement, voice production and role playing. Participation, performance and cooperation will be evaluated through self, group and external methods.

DRAMA 12: THEATRE ARTS (Acad) (DRA12) (*Offered during the 2018-2019 school year)

This course is a continuation of the developmental drama approach with the extension of an examination of traditional theatre elements. These elements would include: script analysis, directing, set design, script writing and work shopping among others. This course is significantly more academically demanding than the previous programs. There will correspondingly be more traditional written assignments, hands-on projects and individual performances. A quick discussion with the instructor will clarify the demands of the course. Drama 11 is a recommended prerequisite for this course.

LANGUAGES

FRENCH: Based on the communicative/experiential approach, the Grade 10, 11 and 12 French courses are taught in French, using a wide variety of activities, strategies and independent and group work. Through units, themes, which are of interest to the students, the four skills of the second language: listening, reading, writing and speaking are learned and practiced.

FRENCH 10 (Acad) (FRE10)

This course is intended for students who want to become functional in a second language. Theme studies include urban legends (story writing), the news, art, surviving in French and weather. Evaluation will be based on listening exercises, projects, tests, exam, homework and assignments. Prerequisite: Grade 9 Core French.

FRENCH 11 (Acad) (FRE11)

This course is intended for students who want to become functional in a second language. The following themes will be studied during the semester: travel in the Francophone world, Francophone culture, social awareness, French Canadian literature and poetry. Evaluation will be based on projects, tests, exam, assignments and listening exercises. Prerequisite: Grade 10 French.

FRENCH 12 (Acad) (FRE12)

This course is intended for students who want to become functional in a second language and perhaps continue their French studies at the university level. The following themes will be studied during the semester: independence, relationships and society, and a novel study. Evaluation will be based on projects, tests, exam and assignments. A French competency evaluation will be required near the end of the semester. (DELF – diplôme d'études en langue française). In no way is this interview to be considered a part of the student's final mark.) A certificate will be issued. Prerequisite: Grade 11 French.

INTEGRATED FRENCH PROGRAM

The Integrated French Program is offered from grades seven through twelve. At each grade level, a French course is paired with another course in French. At the Grade 10 level, mode de actif (Physically Active Lifestyle) is twinned with the Integrated French 10 course. In Grade 11, Canadian History (histoire du Canada) is the course offered with Integrated French 11. Global Geography (géographie planétaire) is paired with Integrated French 12. In order to complete the program and receive a certificate upon graduation, all credits must be completed from Grades seven to twelve. A French competency evaluation will be required near the end of the semester (DELF- diplôme d'études en langue française) in Grade 12.

INTEGRATED FRENCH 10 (Acad) (FRE10IN)

This course is intended for students who have been following the Integrated French program. The themes for this course may be chosen from the following: Food in the Francophone Regions & Countries, Advertising/Media, Childhood Memories, Facing Challenges (Stress/Youth), Canada (Culture & Communities). Evaluation is based on listening exercises, oral production, tests, exam and assignments. Prerequisite: Grade 9 Integrated French.

MODE DE VIE ACTIF 11 (Ouvert) See Physical Education section for description of course.

INTEGRATED FRENCH 11 (Acad) (FRE11IN)

This course is intended for students who have been following the integrated French program. Themes to be explored are the arts, travel, health, youth rights and responsibilities and the future. Evaluation will be based on listening exercises, oral production, tests, exam, assignments and a novel study. Prerequisite: Grade 10 Integrated French.

HISTOIRE DU CANADA 11 (Acad) (HCS11) See Social Studies section for description of course. Please Note: Histoire du Canada will be offered during the 2019-2020 school year.

INTEGRATED FRENCH 12 (Acad) (FRE12IN)

This course is intended for students who have been following the integrated French program. The themes for this course are chosen from the following: careers, freedom of speech, technology, the French culture, and a novel study. A French competency evaluation (DELF - diplôme d'études en langue française) will be required near the end of the semester. In no way is this evaluation to be considered a part of the student's final mark. A certificate will be issued. Evaluation will be based on listening exercises, projects, tests, assignments, an exam and a novel study.

LEARNING STRATEGIES

PLEASE NOTE: Students are recommended for the Learning Strategies 10, 11 and 12 courses by the School Resource teams.

LEARNING STRATEGIES 10 (Grad) (LRNST10)

Students are recommended, on a limited basis, from the Senior High population to take part in a course designed to teach study skills and learning strategies to aid them in their high school courses. The skills taught are designed to integrate with other courses chosen by the student. Successful completion of the course will result in the granting of a full credit towards the Nova Scotia High School Graduation Diploma.

LEARNING STRATEGIES 11 (Open) (LST11)

Learning Strategies 11 continues the learning outcomes of the Learning Strategies 10. The class will be individualized to accommodate students' learning abilities and instructional needs.

LEARNING STRATEGIES 12 (Open) (LST12)

Learning Strategies 12 continues the learning outcomes of Learning Strategies 11. The class will be individualized to accommodate students' learning disabilities and instructional needs.

MATHEMATICS

Students enrolling in Math courses should select courses according to the following:

- Mathematics 10 (Academic Level 2 credits)
- Mathematics at Work 10 (Graduation Level)
- Math Essentials 10 (Graduation Level)

- Mathematics 11 (Academic Level)
- Extended Mathematics 11 (Academic Level)
- Mathematics Essentials 11 (Graduation Level)
- Mathematics at Work 11 (Graduation Level)
- Pre-calculus 11 (Advanced Level)

- Mathematics 12 (Academic Level)
- Mathematics at Work 12 (Graduation Level)
- Mathematics Essentials 12 (Graduation Level)
- Pre-Calculus 12 (Advanced Level)
- Calculus 12 (Advanced Level)

MATHEMATICS 10 (Academic = 2 credits) (MTH10)

This course will be presented as a 220 hour two credit course. This will mean that students will have mathematics class every day for their Grade 10 year. Mathematics 10 is an academic high school mathematics course which is a prerequisite for all other academic and advanced mathematics courses. Students who select Mathematics 10 should have a solid understanding of mathematics from their junior high years. There are two typical pathways for students who successfully complete Mathematics 10. For those students intending to follow the academic pathway, Mathematics 10 will be followed by Mathematics 11 and then Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus). For those students intending to follow the advanced pathway, Mathematics 10 will be followed by Mathematics 11, then Pre-Calculus 11 and Pre-Calculus 12. Alternatively, students who successfully complete Mathematics 10 may choose to select a graduation credit in Grade 11. Students in *Mathematics 10* will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations and financial mathematics. Prerequisite: Successful completion of Grade 9 Math and demonstrated good to excellent performance in relation to the Grade 9 outcomes and recommendation from the Math 9 teacher.

MATHEMATICS AT WORK 10 (Graduation = 1 credit) (MTW10)

This course will be presented as a 110 hour course. Mathematics at Work 10 is an introductory high school mathematics course that demonstrates the application and importance of key math skills. The new Mathematics at Work courses are designed to provide students with the mathematical understandings and critical thinking skills identified for entry into programs of study that do not require academic mathematics or for skills necessary for direct entry into the work force. The typical pathway for students who successfully complete Mathematics at Work 10 is Mathematics at Work 11 followed by Mathematics at Work 12. Some students who complete Mathematics at Work 10 may choose to take Math Essentials 11 followed by Mathematics for the Workplace 12. Students in Mathematics at Work 10 will explore the following topics: measurement, area, Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income and basic algebra. This course is not acceptable for credit for university programs that require math, thus students who are not sure if they wish to attend university, technical schools, etc. may wish to check with the counsellor or their intended school of post-secondary study for more information. Prerequisite: Successful completion of Grade 9 Math and recommendation from the Math 9 teacher.

MATHEMATICS ESSENTIALS 10 (Graduation = 1 credit) (MTE10)

This course will be presented as a 110 hour course. Mathematics Essentials 10 is an introductory high school mathematics course designed for students who may consider entering post-secondary programs that do not have any mathematics prerequisites or who are not planning to pursue post-secondary study but going directly to work. Mathematics Essentials courses are designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities. 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. Eligibility: Recommendation from the Grade 9 Math teacher. Mathematics Essentials 10 satisfies one of the two mathematics credit requirements for graduation.

The typical pathway for students who successfully complete Mathematics Essentials 10 is Mathematics Essentials 11 followed by Mathematics Essentials 12. However, students who have successfully completed Mathematics Essentials 10 and demonstrated an outstanding performance in relation to the learning outcomes prescribed for Mathematics Essentials 10 may wish to transition to Mathematics at Work 10. In such a case, a student may count both credits towards graduation; however, only one Grade 10 mathematics course may count towards the two mathematics credits needed for graduation. The other credit would be considered an elective. Prerequisite: Successful completion of Grade 8 Math and recommendation from the Math 9 teacher.

MATHEMATICS ESSENTIALS 11 (Grad) (MTHE11)

This course will be presented as a 110 hour course. Mathematics Essentials 11 is designed for students who either do not intend to pursue post-secondary study or plan to enter post-secondary programs that do not have any mathematics prerequisites. The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

The typical pathway for students who successfully complete Mathematics Essentials 11 is Mathematics Essentials 12. Students in Mathematics Essentials 11 will explore the following topics: mental mathematics; collecting, organizing and graphing data; borrowing money; renting or buying; household budgets; investing money; measuring; and 2-D and 3-D design, mathematics in content areas such as science and social studies. Prerequisite: Successful completion of Mathematics Essentials 10 or Mathematics at Work 10.

MATHEMATICS AT WORK 11 (Grad) (MTW11)

This course will be presented as a 110 hour course. Mathematics at Work 11 demonstrates the application and importance of key mathematical skills. The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. (The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.) Some students who successfully complete Mathematics at Work 11 may choose to take Mathematics for the Workplace 12. Students in Mathematics at Work 11 will explore the following topics: measurement systems volume; 2-D and 3-D geometry; scale; exploded diagrams; numerical reasoning; personal budgets; compound interest; financial institution services; and formula manipulation for various contexts. Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10.

MATHEMATICS 11 (Acad) (MTH11)

This course will be presented as a 110 hour course. Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum. Mathematics 11 is a prerequisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently. There are two typical pathways for students who successfully complete Mathematics 11:

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

Alternatively, students who successfully complete Mathematics 11 may choose to select a graduation level course in Grade 12. Students in Mathematics 11 will explore the following topics:

- application of rates; scale diagrams and factors; inductive and deductive reasoning; an introduction to proof; cosine law; sine law; spatial reasoning; statistics; systems of linear inequalities; and quadratic functions.

Prerequisite: Successful completion of Mathematics 10.

EXTENDED MATHEMATICS 11 (Academic = 2 credits) (MTEXT11)

Extended Mathematics 11 is a 220 hour course that is scheduled over the duration of the school year, September to June. Students who successfully complete this course will receive one grade 11 academic mathematics credit and one grade 11 technology credit.

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

The typical pathway for students who successfully complete Extended Mathematics 11 will be to take Mathematics 12. Alternatively, students who successfully complete Extended Mathematics 11 may choose to select either Mathematics at Work

12 or Mathematics Essentials 12. *While not the typical pathway, Extended Mathematics 11 can also be used as a pre-requisite for Pre-Calculus 11. These courses are to be taken consecutively, not concurrently.*

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

PRE-CALCULUS 11 (Adv) (PCAL11)

This course will be presented as a 110 hour course. Pre-calculus 11 is an advanced high school mathematics course. Students who select Pre-calculus 11 should have a solid understanding of the Mathematics 11 curriculum. Pre-calculus 11 is a prerequisite for Pre-calculus 12. These courses are to be taken consecutively, not concurrently. The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. (Courses in the Pre-calculus pathway are designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.) Some students who successfully complete Pre-calculus 11 may choose to take Mathematics 12. Alternatively, students who successfully complete Pre-calculus 11 may choose to select a graduation credit in Grade 12. Students in Pre-calculus 11 will explore the following topics: absolute value; radical expressions and equations; rational expressions and equations; angles in standard position; analyze and solve quadratic equations; linear and quadratic equations and inequalities in two variables; arithmetic and geometric sequences; and reciprocals of linear and quadratic functions. Prerequisite: Successful completion of Mathematics 11.

CALCULUS 12 (Adv) (CAL12)

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

MATHEMATICS 12 (Acad)

This course will be presented as a 110 hour course. The Mathematics pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Mathematics 12 is the third course in this pathway. Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum. Students in Mathematics 12 will study the following topics: borrowing money; investing money; set theory; logical reasoning; counting methods; probability; polynomial functions; exponential and logarithmic functions; sinusoidal functions. Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11. The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

MATHEMATICS AT WORK 12 (Grad) (MAW12)

This course will be presented as a 110 hour course. The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics. Mathematics at Work 12 is the third course in this pathway. Students in Mathematics at Work 12 will study the following topics: measurement and probability; measures of central tendency; scatterplots; linear relationships; owning and operating a vehicle; properties of polygons; transformations; trigonometry. Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11. The prerequisite for Mathematics at Work 12 must be taken and successfully completed prior to starting Mathematics at Work 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

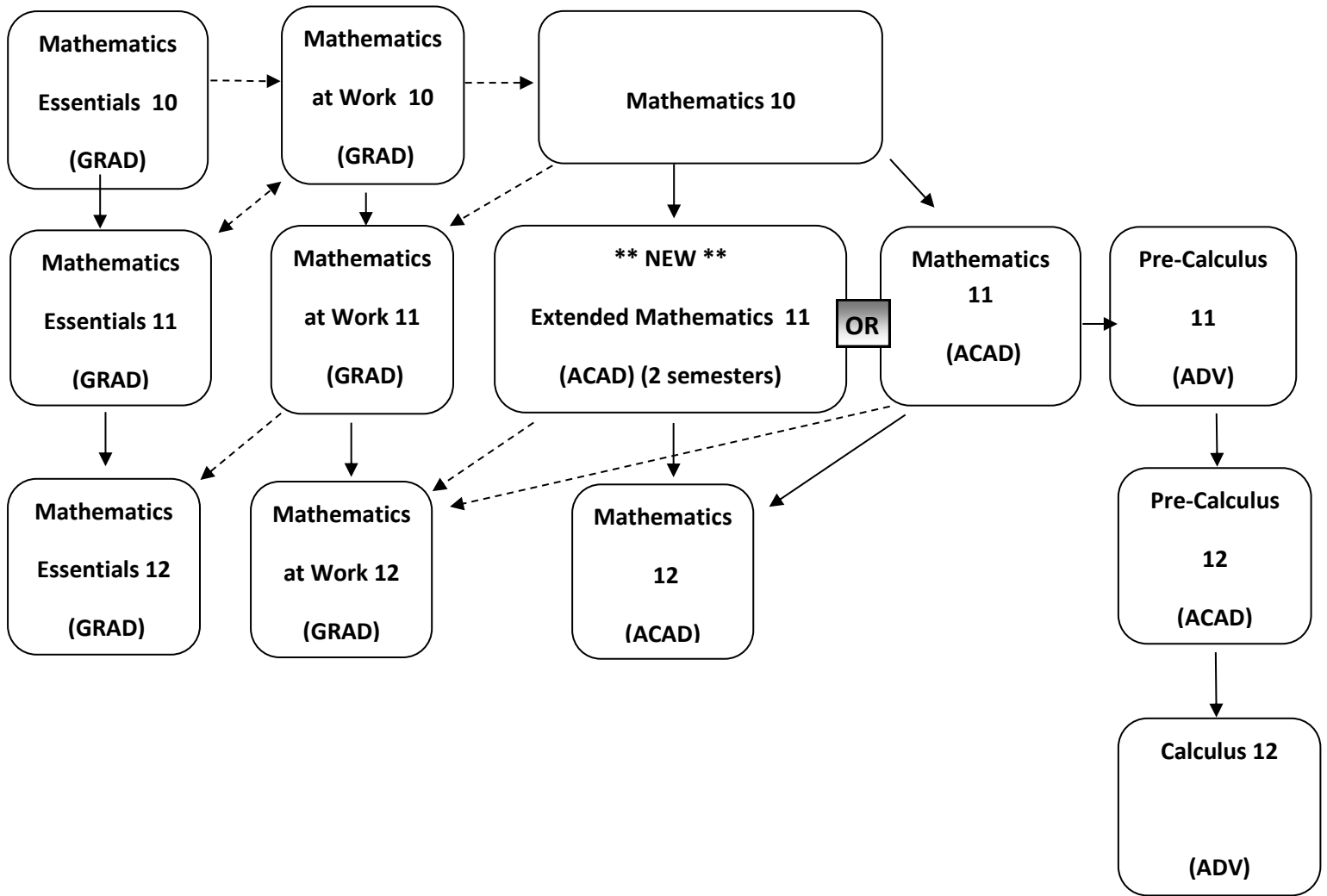
PRE-CALCULUS MATHEMATICS 12 (Adv) (PCAL12)

This course will be presented as a 110 hour course. The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Students who select Pre-calculus should have a solid understanding of the Pre-calculus 11 curriculum. Students in Pre-calculus 12 will study the following topics: transformations; radical functions; polynomial functions; trigonometry; exponential and logarithmic functions; rational functions; function operations; permutations; combinations and the binomial theorem. Prerequisite: Successful completion of Pre-calculus 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

SENIOR HIGH MATHEMATICS

COURSE PATHWAYS

Effective 2017-2018 School Year



GRAD (Graduation Credit)

ACAD (Academic Credit)

ADV (Advanced Credit)

Solid Arrow \longrightarrow Typical Pathway

Dashed Arrow \dashrightarrow Alternate Pathway

PHYSICAL EDUCATION

Any one of these courses will meet the requirement for the Physical Education credit for students who entered Grade 10 in 2008-09 and after.

PHYSICAL EDUCATION 10 (Open) (PHE10)

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 10 includes some theory components, coupled with predominately active experiences whereby students will have the opportunity to participate in a variety of indoor and outdoor fitness, sport and recreational experiences. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life. The course is divided into four modules: Outdoor Pursuits, Exercise Science, Personal Fitness and Leadership.

MODE DE VIE ACTIF 11 (Ouvert) (MVA11)

Mode De Vie Actif 11 fournit aux élèves une variété d'activités de sport de forme physique pour mettre en valeur la compréhension de la forme physique personnelle et du bien-être. Ce cours comprend des composants de théorie avec des travaux actifs où les élèves auront l'occasion de participer aux activités qui encouragent la responsabilité d'une vie active et la bonne santé pour la vie. Il y a quatre divisions: les activités en plein air, les sciences de l'exercice, la forme physique personnelle et le leadership.

YOGA 11 (Acad) (YOGA11)

Yoga 11 will introduce students to the tradition of yoga with its various forms and styles. The intention is that students will develop a lifelong personal practice of yoga to maintain vibrant health, develop healthy relationships with self and others, while enjoying it as a regular form of physical and leisure activity. Students will be participating in various activities that will include physical practice, personal reflection, group discussion and classroom theory. The physical aspect of yoga will include the acquisition and development of skills, including strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental focus. All of these skills are of great benefit to overall health and to other physical pursuits. Classroom sessions will address topics such as: history of yoga, mediation, the essentials of good nutrition, ethnical yogic principles like kindness and generosity and discussion on becoming positive contributing members of society.

PHYSICAL EDUCATION 12 (Open) (PHE12)

The Physical Education 12 course is designed to aid students in developing greater self-confidence and moral responsibility through serving in an effective and positive youth leadership role. The course consists of three modules: Defining Leadership, Effective Leaders and Learning through Service, with a heavy emphasis on promoting physical activity within the school community.

SCIENCES

SCIENCE 10 (Acad) (SCI10)

The senior high science program builds on a foundational science course, Science 10. Science 10 is an introductory senior science course. It consists of four units: biology, weather, physics and chemistry. The intent is to give all students basic knowledge within each of these disciplines. The students will become more scientifically literate.

AGRICULTURE/AGRIFOODS 11 (Acad) (AGRIC11)

This course will give students an introduction to the agriculture and agrifood industry. Agriculture/Agrifood 11 offers students opportunities to explore the processes of agriculture and agrifood in provincial and global contexts. Students will gain an understanding of the role of technology, science and government in the production of primary agricultural products, of the role of systems with support production, and of agriculture and agrifood related activity beyond the farm gate. Learning experiences generally have a strong applied focus with an emphasis on integrating, applying and extending learning, making connections with learning in other courses, and exploring career opportunities.

BIOLOGY 11 (Acad) (BIO11)

Biology is important for all students. This course provides an introduction to the knowledge and skills needed for further work in science and biology. A broad overview of representative topics in biology, with an emphasis on humans, make up the course content. Recommended prerequisite: Successful completion of Science 10 or a minimum mark of 80% in Science 9.

CHEMISTRY 11 (Acad) (CHE11)

Chemistry 11 is an introductory first level course in general chemistry. Topics include matter and energy in chemical change, atomic structure, chemical bonding, quantitative relationships in chemical changes, and introductory organic chemistry. Integrated classroom and laboratory work is a feature of the course. Recommended prerequisite: Successful completion of Science 10 or a minimum mark of 80% in Science 9 and a solid background in mathematics.

OCEANS 11 (Acad) (OCNS11)

Oceans 11 is an academic course that satisfies the second science credit requirement for high school graduation. This course offers students the opportunity to explore aspects of global and local oceanography and current ocean-related issues. There is a compulsory field trip involved and this offers a unique hands-on learning venue. This course delves into all aspects of oceanography and gives the students a new view on our water planet.

PHYSICS 11 (Acad) (PHY11)

Physics is an important science course designed to increase a student's knowledge about and appreciation of the world around us. This introduction to physics includes units on kinematics (motion), dynamics (forces), energy and momentum, and wave theory. Recommended prerequisite: Successful completion of Math 10 with a mark of at least 80%.

BIOLOGY 12 (Acad) (BIOL12)

Biology 12 is a continuation of Biology 11. The course is designed to assist students to develop an understanding of the fundamental science concepts and principles and to develop an awareness of the tremendous impact of biology and association technology in society. Students who plan to enrol in the courses are encouraged to take Chemistry 11 prior to or concurrently with Biology 12. Topics include: cell biology, energy relationships and transformations, regulation and control, and anatomy and physiology. Recommended prerequisite: Successful completion of Biology 11.

CHEMISTRY 12 (Acad) (CHE12)

Chemistry 12 is a second level course in general chemistry and a foundational year for college chemistry. Topics include: solutions, chemical equilibrium, thermochemistry, acids and bases, and electrochemistry. Recommended prerequisite: Successful completion of both Chemistry 11 and Math 11.

PHYSICS 12 (Acad) (PHY12)

This is a continuation of Physics 11. This course does a more in-depth study of the topics presented in Physics 11, using vectors and trigonometry as aids in understanding. It then uses this information in introducing fields (electric and gravitational), and modern physics topics. Recommended prerequisites: Successful completion of Physics 11 with a mark of at least 70% and Pre-calculus 11.

SOCIAL STUDIES**GEOGRAPHY 10 (Acad) (GEOG10)**

This is an introductory physical geography course that examines the natural environment in which we live. Students will be expected to develop an understanding in constructing and using the image, map and graph skills commonly used by geographers. Students will also study the various land, ocean and atmospheric processes that sculpt the shape of the earth.

HISTORY 10 (Acad) (HIST10)

Ancient History deals with the origins of civilization and a comparison of civilizations which have shaped the modern world. A number of points of view, including geography, archaeology, sociology, religion and politics will be used to evaluate early cultures such as Mesopotamia, Egypt, Greece, Rome and India. Students will have an opportunity to make connections between ancient cultures and contemporary life.

AFRICAN CANADIAN STUDIES 11 (Acad) (ACS11)

The African Canadian Studies 11 course focuses on the history of people of African descent in Canada and abroad. It is divided into six units: Unit 1: Evolution and Change; Unit 2: Pre-colonial African Societies; Unit 3: Triangular Slave Trade and the Movement of People of African Descent; Unit 4: Colonial Expansion; Unit 5: Pursuit of Political, Economic Justice and the Journey to Empowerment; and Unit 6: Local Community Study (Independent Study). This course is designed to equip students with a sound understanding of the global and local experiences, achievements and contributions of people of African descent. It focuses on the 31 experiences, struggles and life stories of people of African descent who have contributed to world history. Designed to be inclusive, African Canadian Studies 11 will appeal to learners of all ability levels and ethnic and racial backgrounds. This course may be used to fulfill the required Canadian Social Studies credit for high school graduation.

CANADIAN HISTORY 11 (Acad) (CHS11)

Canadian History 11 considers Canada from pre-written history to present day. It presents several perspectives through primary and secondary sources in order to allow students to become critical thinkers. Major themes will include: Globalization, Development, Governance, Sovereignty and Justice. These themes will be analyzed by studying concepts such as Canada's First Peoples, Early Explorers, New France, British North America, Confederation, the Riel Rebellions, World War I, World War II and the Construction of Canada's Railway. Students will have the opportunity to make connections between historic events and contemporary Canadian society.

HISTOIRE DU CANADA 11 (Acad) (HCS11)

Le cours Histoire du Canada 11 s'articule autour de cinq thèmes du cours: "La mondialisation", "Le développement", "La souveraineté", "Le gouvernement" et "La justice". Les sujets fondamentaux étudiés dans le cadre de ces approches sont, entre autres: les Premières Nations, le colonialisme, la confédération, les deux guerres mondiales, le libre-échange, les questions d'ordre constitutionnel, le rôle du Canada dans la communauté mondiale, l'industrialisation, les questions des droits de l'homme et l'immigrations. L'évaluation du cours consiste des tests, du travail en classe, de l'apprentissage autonome, et de l'examen. **Please Note: Histoire du Canada 11 will be offered in the 2019-2020 school year.**

GLOBAL GEOGRAPHY 12 (Acad) (GGS12)

This is a Grade 12 course that may be used to satisfy the Global Studies requirement for successful completion of the high school program. This course focuses on human geography and explores major themes which help students understand the nature and origins of complex human environment relationships in the contemporary world guided by the fundamental themes and skills of modern geography. Students will be expected to understand the interdependence of nations to consider global conditions and global issues, and to understand how our world arrived at its current state.

GEOGRAPHIE PLANÉTAIRE 12 (Acad) (GEOPLA12)

Ce cours tente de répondre aux questions « Comment le monde est-il arrivé à son état actuel à l'aube du 21^e siècle? » et « Quels sont les grands enjeux de la géopolitique? » Il traite également de l'interdépendance dans une perspective géographique. Le programme comprend six thèmes : la méthode géographique et le phénomène de la mondialisation, la population, le développement et l'inégalité, l'alimentation et l'eau, l'environnement, et la géopolitique.

GLOBAL HISTORY 12 (Acad) (HGS12)

This is a Grade 12 course that may be used to satisfy the Global Studies requirement for successful completion of the high school program. It is comprised of five compulsory units each of which focuses upon an historical construct of the post-World War II era. The study of these units is based upon the historical method and employs political, economic and social perspectives.

LAW 12 (Acad) (LAW12)

The Canadian Law course is designed to provide students with a knowledge of law and its function in society and the opportunity to develop skills and attitudes that will enable them to understand the process of law. Topics include the origins of law, the Canadian legal system, criminal law, human rights and civil law.

MI'KMAW STUDIES 11 (Acad) (MKS11)

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

SOCIOLOGY 12 (Acad) (SOCAC12)

This is an introductory course to the study of Sociology. The focus in this course is on Canadian Society with an emphasis on issues such as values, beliefs, cultures and institutions and how they apply to the current Canadian social scene. There are various sociological themes examined in this course and many of these are examined in such a way as to apply them to real life situations so that students may obtain a good understanding of how popular theory applies to modern Canadian society. It is intended to be a university preparatory course, but has relevance for students who have a variety of post-secondary intentions.

TECHNOLOGY RELATED EDUCATION

COMMUNICATIONS TECHNOLOGY 11 (Open) (CMT11)

Communications Technology is a course that involves a hands-on approach to electronic, print and web communication concepts. It introduces students to a broad spectrum of technological concepts, both in traditional media and new media. By the end of the course, students are able to use a range of technological tools, processes and applications, integrate communications technology with other academic disciplines, design and create communication materials that solve technological problems, and explain the consequences of technology and how it affects society. The course is composed of the following modules: Fundamentals, Photography, Graphic Design, Web Publishing and Animation.

ENERGY, POWER AND TRANSPORTATION (Open) (ENERGY11)

Energy, Power and Transportation 11 is a course where students will be able to demonstrate in a variety of ways an understanding of different forms of energy, the ways energy is harnessed, and the application of energy to modern day transportation systems. Students are required to obtain a non-working 4-stroke gas engine, ie. tiller motor, and not to expect the motor to be in working order when project is completed.

FILM & VIDEO PRODUCTION 12 (Acad) (FVP12)

Film & Video Production 12 involves students in the production of a film or video. Students work independently and as part of a production team to explore roles in the film industry, develop skills required in production roles, develop a critical awareness of historical and cultural aspects of film, and work through the process of producing a film or video from script development to final edit. Modules for this course include: Fundamentals, Production Team Skills, Film Industry Disciplines and Careers, and Film Development and Production.

MULTIMEDIA 12 (Acad) (MM12)

As multimedia technology becomes increasingly apparent within our society, the demand for individuals with an understanding and interest within these processes grows each year. Careers in advertising and marketing, film, music, web content and development, production, etc. are increasingly placing a growing demand on the workforce. Multimedia 12 will give students a chance to explore these fields and the career opportunities that exist in expanding arts and business sectors. The course is composed of the following modules: Creating and Manipulating Images (Photo Editing), Creating and Manipulating Sequenced Images (Animation), Sound, and Collaborative Project and Personal Portfolio.