



Department of  
Education

***SENIOR HIGH***  
***PROGRAM OF STUDIES***  
***AND***  
***LIST OF AUTHORIZED MATERIALS***



**English Programs, French Programs and Student Services**  
**Department of Education**  
**Charlottetown, PE**  
**2003-2004**



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## **THE SENIOR HIGH SCHOOL PROGRAM**

Students who successfully complete a senior high school program are awarded a high school graduation certificate from the Prince Edward Island Department of Education.

### **GRADUATION REQUIREMENTS**

In senior high grades, schools operate on a credit system. This system allows for individualization of student timetables and for subject promotion.

Each course credit consists of 110 hours of instructional time. The pass mark for each school subject is 50 percent.

Minister's Director No. MD 99-01, dated March 4, 1999 states:

The minimum number of credits required for senior high school graduation (grade 12) will be increased from 18 credits to 20 credits.

This change will be phased in, so as not to adversely effect students part way through senior high. Students who entered grade 10 in September of 1999 will be required to complete 19 credits for graduation, students entering grade 10 in subsequent years will be required to complete 20 credits.

- 5 at grade 12 level
- 4 language arts, English and/or French, including a first language course at grade 12 level
- 2 mathematics
- 2 sciences
- 2 social studies

### **SENIOR HIGH SCHOOL PROGRAM AND GRADUATION REQUIREMENTS**

1. For students with at least eight credits in vocational courses the minimum credits for graduation includes:
  - 5 courses at grade 12 level
  - 8 vocational courses
  - 3 language arts courses including a first language course in English or French at grade 12 level
  - 2 mathematics courses
  - either 2 sciences and 1 social studies or 1 science and 2 social studies courses.

2. High schools are required to award their basic diploma to all students who meet provincial graduation requirements; however, schools may award specific diplomas or certificates to students who achieve beyond the provincial requirements.
3. No modification may be made to the credit value of provincial courses without the prior approval of the Department. For example, a school is not permitted to take a 110 hour course in English and convert it into a 110 hour course plus an additional 55 hour half course.
4. Non-provincial codes, known as local programs, may be approved for schools by the Department of Education.
5. Students should be advised to enrol in more than the minimum number of courses required for graduation.
6. Students should be advised to take courses that will capitalize on their abilities, interests and educational and career goals.

## ABBREVIATIONS

Most of the instructional materials listed for the school programs and courses described in this document appear as indicated by the following example:

Title and Author	Publisher	Ratio	Stock	Abbreviation	Number
Robin Run by Thorn et al	GAG	1/p	04-0825		

Please note:

1. The publisher abbreviations and the publishers they refer to are given at the on the following pages.
2. The ratios at which instructional materials are provided have meanings as indicated by the following examples:
  - 1/p - one per pupil
  - 1/10p - one per 10 pupils
  - 1/t - one per teacher
  - 1/c - one per class
  - 1/s - one per school
  - 1/u - one per school board
  - 1/ws - one per work station
  - cs/s - class set per school
  - cs/t - class set per teacher
3. The stock number is a unique number for each item. The numbers are assigned by the Provincial Learning Materials Distribution Centre (PLMDC).
4. There is a unique course code for each subject in the curriculum and the course code for each section is explained. Furthermore, the code is used at the beginning of the description of each course.

## **ENGLISH PROGRAMS**

### **MANDATE**

The English Programs Divisions provides quality English language curriculum and support services to teachers and students and provides leadership and coordination in the development of quality learning opportunities for all students.

There are more than 200 courses in the public school curriculum. With such a large number of courses, the process of course development, replacement, updating or other types of revisions is a continuous one. The procedures for conducting such work are described below.

### **COURSE DEVELOPMENT/UPDATE PROCEDURE**

1. The Department of Education assesses the effectiveness of existing school courses in consideration of the Province's educational goals and the needs of students. The following information is used as part of the assessment process:
  - a. reports from teachers
  - b. submissions from school boards/district
  - c. submissions from community groups
  - d. government studies and initiatives
  - e. academic and professional literature in education
  
2. The decision of whether or not to proceed with development of a revision project is made by the department based upon:
  - a. the result of the assessment
  - b. the impact on other existing courses/programs
  - c. recommendations from appropriate curriculum committees
  - d. approval of the appropriate Standing Committee if major changes are involved
  - e. fiscal considerations.
  
3. The curriculum development work is carried out by an Ad Hoc Curriculum Committee in conjunction with a Department of Education Consultant. Nominations to a committee are requested from each school board/district, and, if appropriate, from Holland College or the University of Prince Edward Island. The committee:
  - a. assesses strengths and weaknesses of the present course or program
  - b. determines, with reference to provincial education goals and any appropriate Foundation Documents, the outcomes for the new or revised course
  - c. evaluates instructional materials
  - d. outlines a course of studies
  - e. makes recommendations on pilot projects and in-service training for pilot teachers.

4. Based on recommendations from the Ad Hoc Committee and the Consultant, the appropriate Department of Education Coordinator:
  - a. submits a request to the appropriate Standing Committee for approval in principle and to the Director for final approval.
  - b. consults with school boards to identify pilot schools and teachers.
  - c. insures that pilot materials are ordered and that appropriate in-service training is carried out.
  
5. The Department of Education monitors the progress of the pilot projects and provides information back to the Standing Committee. With this information the committee:
  - a. reviews the progress of the project and recommends discontinuing the project, continuing the project, or proceeding to implement a new or revised course
  - b. revises, as needed, the course of study to reflect any course changes
  - c. makes provision for in-service training and other supports which will ensure effective implementation.

The carrying out of the procedure outlined above helps ensure that high quality, effective courses are available in the schools of the province.

## **FAIR PRESENTATION ON CULTURAL AND OTHER GROUPS**

The Department of Education recognizes that fair comment is to be assured in school presentations respecting any cultural group. Furthermore, stereotypes are to be avoided, whether in association with gender or any other characteristic. Therefore, in the curriculum planning process, curriculum committees, consultants and coordinators are directed as follows:

- (i) To evaluate aims, instructional materials and courses of study to ensure that there is fair and reasoned comment upon the characteristics or practices of any cultural group. Fair and reasoned comment is characterized by, for example, providing clear and reasonably complete explanations of characteristics and practices, distinguishing between facts and inferences or value judgements in discussions of characteristics and practices, and discouraging students from making hasty value judgements about characteristics and practices or other cultures.
  
- (ii) To evaluate educational aims, instructional materials and courses of study to ensure that generalizations made about people are based upon reasonable evidence and that stereotypes are voided.

The following guidelines apply in evaluating instructional materials:

1. Texts and other instructional materials should portray a wide variety of occupations, activities and interests as being equally suitable for both men and women.
2. Human experiences presented in textbooks should include references to both men and women.
3. Messages about society and an individual's place in it should imply equality of women and men.

## ***COURSE CODING SYSTEM - GRADES 7 TO 12***

The unique course code is composed of seven characters. Each course code also has a course title associated with it.

<u>Length</u>	<u>Field</u>	<u>Description</u>
3	Subject Examples:	MAT - Mathematics, HIS - History
1	Grade	1 = Grade 7 2 = Grade 8 3 = Grade 9 4 = Grade 10 5 = Grade 11 6 = Grade 12 7 = Grade 10 or 11 8 = Grade 11 or 12 9 = Grade 10, 11 or 12
1	Category	0 = Open 1 = Enriched or advanced 2 = Academic 3 = General 5 = Practical 6 = Modified Program
1	Credit Value	0 = no credit and for grades 7 - 9 1 = one credit 2 = two credits 3 = three credits 4 = four credits 5 = one half credit
1	Program Identifier	The seventh digit is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding.  A to E - English-language courses F to J - French immersion courses M to Q - French-language courses W to Z - local program courses

**GRANTING OF CREDIT FOR EDUCATIONAL ACTIVITIES  
NOT PROVIDED BY A SCHOOL BOARD**

**MINISTER'S DIRECTIVE  
NO. MD 01-07**

Granting of Credit for Educational Activities  
Not Provided by a School Board  
(Supersedes MD No. 95-04)

Pursuant to section 8 and 52 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Granting of Credit for Educational Activities Not Provided by a School Board.

1. Parents of a student who participated in an approved home education program, a licensed private school program, or an approved correspondence program and who enrol the student in a public school are responsible for providing the student's academic record to the school principal.
2. The placement of a student who enrolls in a public school following participating in an approved home education program, a licensed private school program, or an approved correspondence program shall be decided by the school board, and results of achievement tests and other assessments may be used to determine the appropriate placement for the student.
3.
  - (1) A student who participated in a licensed private school program or an approved correspondence program and who plans to graduate from a public high school
    - (a) must obtain credit for the minimum number of credits required for high school graduation including credits for compulsory courses; and
    - (b) may be given credit for a maximum of seven grade 10 courses and seven grade 11 courses successfully completed through
      - (i) a licensed private school program, and/or
      - (ii) an approved correspondence program.
  - (2) Notwithstanding subsection 3(1)(b), credit may not be given for more than a total of eight credits completed through a licensed private school program and/or an approved correspondence program in any time period equivalent to a school year.

4. A student who is enrolled in a public school may be given credit for courses successfully completed through a correspondence program approved by the Department of Education provided that the student obtains authorization in writing from the principal of the school prior to enrolling in the correspondence program.
5. A student who successfully completes courses or programs which are authorized by the Minister of Education but which are not offered by a school board shall be given credit on the basis of the transcript supplied to the public school by the educational organization. Organizations included in this category include the Atlantic Provinces Special Education Authority and the Government of Prince Edward Island.
6. A student who successfully completes Provincial requirements for senior high school graduation (MD-99-01) is eligible to receive a high school graduation certificate from the Department of Education.

DATED at Charlottetown, October 26, 2001

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Jeffrey E. Lantz  
Minister of Education

## **PUBLIC SCHOOL EDUCATION**

In Prince Edward Island the public school system embodies grades 1-12. For program planning purposes, grades 1-6 are the elementary grades, 7-9 are the intermediate grades and 10-12 the senior high grades. The program is taught in schools which are organized within the Western School Board the Eastern School District and La Commission Scolaire de Langue Française.

A full school program is available for both English language and French language education. The schools of La Commission Scolaire de Langue Française operate in the French language. Second language courses are available in all schools, with instruction beginning not later than grade four. Early French Immersion and late French Immersion programs are available in some English language schools.

Other general information on public education is available in the following documents:

- (a) School Act and Regulations
- (b) Annual Report of Department of Education
- (c) A Philosophy of Public Education for Prince Edward Island schools.

## PHILOSOPHY OF PUBLIC EDUCATION

In 1989 the aims of public education were reviewed. The resulting document, A Philosophy of Public Education for Prince Edward Island Schools, was adopted in March 1990. It contains a statement of the purpose, principles and goals, summarized below, along with the supporting rationale and context.

### **Purpose**

The purpose of the Prince Edward Island public education system is to provide for the development of children so that each may take a meaningful place in society.

### **Basic Principles**

Public education in P.E.I. is based on a quality program that respects the intrinsic value of the individual and centers on the development of each child.

The public education system recognizes that education is a responsibility shared among the school, the family, and the community.

The public education system demonstrates respect and support for fundamental human rights as identified in the Canadian Charter of Rights and Freedoms and the P.E.I. Human Rights Act.

The public education system reflects the character, cultural heritage, and democratic institutions of the society it serves.

The programs in the public education system reflect a contemporary view of the knowledge, skills, and attitudes that are of most worth to the individual and to society.

### **The goals of public education are to enable the student to:**

- develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
- develop the ability to think critically, apply knowledge, and make informed decisions;
- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols;
- develop an understanding of the natural world and of the applications of science and technology in society;
- acquire knowledge about the past and an orientation to the future;

- develop an appreciation for one's heritage and a respect for the culture and traditions of others;
- develop a sense of self-worth;
- develop a respect for community values, a sense of personal values, and a responsibility for one's actions;
- develop a sense of pride and respect of one's community, province, and country;
- develop a sense of stewardship for the environment;
- develop creative skills, including those in the arts, and an appreciation of creativity in others;
- develop skills and attitudes related to the workplace;
- develop good mental and physical health and the ability to creatively use leisure time;
- acquire knowledge of the second official language and an understanding of the bilingual nature of the country;
- develop an understanding of gender equity issues and of the need to provide equal opportunities for all; and,
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school's curriculum is of prime importance in addressing the goals. The curriculum may be defined as all the experiences, formal and informal, which the student encounters under the guidance of the school. The present document, Program of Studies and List of Authorized Materials, outlines the formal part of the school's program.

## PUBLISHER ABBREVIATIONS

ACA	Editions d'Acadi	HMF	Houghton Mifflin
AQC	Aquilla Communications	HMS	Harknett Music Services
BAN	Bantam Books (H.H. Marshall)	HER	PEI Heritage Foundation
BEA	Editions Beauchemin	HURT	Editions Hurtubise
BRA	Brault & Bouthillier	KEH	Kendall/Hunt
BRU	Brunswick Press	LAC	Librarie Acadien
CAH	CAHPER	LGF	Librairie Generale Francaise
CAW	Canada & the World	LGO	Librairie Generale Ourse
CBE	Carleton Bd of Education	LIA	Librairie Acadenne
CEC	Centre Educatif et Culturel	LID	Lidec Inc.
CEP	Centre Pedagogique	LSC	Librairie Scolaire
CGPC	Can Gov't Publishing Centre	MAR	Maritext
CHN	Les Eds de la Cheneliere	MED	Medialiv (Now Dimedia)
CIR	Can Intramural Recreation	MER	Editions Du Meriden
CMP	Company's Coming Pub	MHL	MacLean-Hunter
CRC	Canadian Red Cross Soc	MHR	McGraw-Hill Ryerson
CRF	Centre Ress Franco Ont	MOD	Modulo Publ/Editeur
CTF	Canadian Track & Field Assn	MOS	C V Mosby
DDI	Diffusion Dimedia (Médialiv)	MPE	Maritime Prov Ed Foundation
DFL	Diffulivre Inc.	MTH	Merwether Publishing
DGL	Douglas & McIntyre	MTP	Metro Toronto Press
DIS	Distican	NEL	Nelson Canada
DJA	Davis & Johnson Assoc.	NGS	National Geographic Soc
DLM	Diffusion Du Livre Mirabel	NIM	Nimbus Publishing
DLC	Diffusion L. Couteau	OGF	Ontario Gymnastic Fed
DSP	Dominion Simplicity Patterns	OMM	Ontario Milk Marketing Board
EFW	E.F. Williams	OUP	Oxford University Press
EIA	Editions Image de L'Art	PEC	Pearson Education Canada
EDU	Educalivres	PEI	Prince Edward Island
FID	Editions Fides	PJM	Production Jeux de Mots
FRA	Editions Francaise	POC	Pop-Club
FWH	Fitzhenry & Whiteside	PRO	Progress Books
GAG	Gage Pub	PST	Michael Preston Associates
GNP	General Pub Co (& Irwin)	QUQ	Les Quoditiens du Quebec
GRA	Les Publications Graficor	RAG	Ragweed Press
GRO	Grolier (Now Nelson)	RDC	Reader's Digest (Canada)
GUE	Guerin Editeur	REI	Reidmore Books
HBJ	Harcourt Brace & Company, Canada	RES	The Resource Centre
HCP	Harper/Collins	REV	Revenue Canada
HEJ	Herff Jones	RGR	Rae Graphics
HHM	HH Marshall	RNV	Editions Renouveau Ped.

SBF	School Book Fairs	TBE	Toronto Board of Education
SCH	Scholastic Book Service	UTP	University of Toronto Press
SCL	Scholars Choice	WEP	West Publishing
SER	Servidec	WHF	WH Freeman
SES	Spectrum Educ. Supplies	WIC	Williams and Crew
SIE	Science Inquiry Enterprises	WIL	John Wiley & Sons(Now Nelson)
SOL	Le Soleil (Newspaper)	WLL	E F Williams (Now EFW)
SWE	South-Western Educational Publishing		

### **Information on Publishers**

For current information on English and French publishers, including publishers of audio visual materials, consult The Canadian Publishers Directory. The directory is revised annually, and may be obtained by writing:

Quill and Quire Magazine  
70 The Esplanade, 4th Floor  
Toronto, Ontario  
M5E 1R2

The cost of the Directory is \$15.00.

***GRADES 10-12***  
***PROGRAM OF STUDIES***

## ***ENGLISH PROGRAMS***

### ***ARTS***

#### ***Visual Arts***

Art courses at this level may differ considerably from each other. Individual schools have course descriptions on file at the Department, where the courses are assessed for content and credit.

Teachers or others wishing copies of these course descriptions may apply to the English Programs Division.

Requests for textbooks and reference material should be addressed to the Arts Consultant, English Programs Division.

#### ***Course codes proposed***

ART401A ART Grade 10 Art course

ART501A ART Grade 11 Art course

ART601A ART Grade 12 Art course

#### ***Additional Note***

Please note that grades 10 to 12 visual arts curriculum is currently under development.

#### ***DRAMATIC ARTS 801A*** (Optional CEC Course)

This optional English course intends to provide students with opportunities to explore movement and speech and to combine these in a greater range of dramatic forms. The emphasis is on the process of creating script and bringing script to production. Students will create original scripts or theatre pieces from other texts, including script. These scripts may take many forms and may be simulated by any number of texts such as music, literature, improvisation, and existing script. A collage, a collective, a drama symphony, a forum theatre piece, and a script are some of the possible forms of text creation. Students will also explore script using improvisation and other dramatic forms to understand the original text and to create new script for performance. The elements of theatre production and the skills required for presentation, including acting skills, will also be explored.

## ***MUSIC***

Course codes for music courses: MUS421A Music, MUS521A Music, and MUS621A Music.

A school may alter the course title to indicate a specialization within music courses. For example, if students have a choice of vocal, strings or the regular program in grade 10, their enrolment could be recorded as MUS421 (A) Instrumental, (B) Vocal, (C) Strings.

### ***Description***

All students studying music in senior high school must be introduced to the elements of music. At this level, formal lessons in materials of music, form and history may be presented in addition to integrated methods of presentation. Every effort should be made to relate these elements to each other and to music encountered through performance. There is normally a choice of emphasis between instrumental (band or strings) and choral performance. This is reflected in the choices of music available. Where band courses are taught, they are arranged in six levels, each level corresponding to a year of study. Materials available for the first three levels will be found in the junior high school section. Although students will continue from the levels attained in junior high school, it is expected that the sixth level will be completed by the end of senior high school. Although class instruction in strings may not be possible, training in strings may continue in a controlled study situation which must include technical work, some solo playing, and ensemble experience. Listening skills and instruction in the materials of music should also be offered.

Detailed information on the instructional material listed below is to be found in the document, Instrumental Music Curriculum, Intermediate and Senior High Band. It lists each of the various program items, along with the ratio at which they are available and the PLMDC stock number.

### ***Choral Instructional Material***

Material for this course will be ordered by the music consultant in consultation with the teacher.

### ***Strings Instructional Material***

Material for strings will be ordered by the music consultant in consultation with the teacher.

### **Additional Notes**

1. Music instructional material may be requested from PLMDC. Schools will receive the order form, Music Instructional Material (Senior High School), in March of each year.

\* Please note that sheet music is currently being reviewed and implemented for grades 10 to 12.

## ***COMPUTER STUDIES***

### ***ITC 401A– INFORMATION TECHNOLOGY COMMUNICATION***

#### ***Description***

ITC 401A is highly recommended for life-long learning. In this course students have the opportunity to enhance skills in the following:

1. keyboarding
2. word processing
3. computer literacy/operating systems
4. effective internet and e-mail usage

The above skills are essential for computer integration across the curriculum, computer literacy and today's workplace. Proper keyboarding skills help to reduce injury and strain as a result of increased use of computer technology.

### ***CMP521A - Introductory Computer Studies***

#### ***Description***

This is an introductory Computer Science course and a follow-up to the ITC401 course. It is an academic level course designed to give students an understanding of the computer and its effect upon society. The focus of this course is to develop problem solving skills with various software applications and programming and addresses the following computer areas: Desktop Publishing, Visual Presentations, Literacy (ie. computer systems, societal implications, career implications, etc.), Database, Spreadsheets, and Programming.

## ***CMP621A - COMPUTER STUDIES***

### ***Description***

The Computer 621 course is a continuation of the CMP521 course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming, Internet publishing, and Operating systems and students will be required, through major projects, to demonstrate the attainment of the objectives of this course. An above average standing in mathematics and the successful completion of the CMP521 course are highly recommended for this course.

## ***CMP801A COMPUTER LITERACY***

This course is a practical (hands-on) follow-up to the ITC401 course. It is an open level course designed to allow students to acquire problem solving skills using the computer. The focus of this course is to help students solve real world problem with various application softwares and follows this syllabus: Desktop Publishing, Visual Presentations, File Management, Database, Spreadsheets, Internet Research, and Personal Finance. Students who have obtained a credit in the CMP521 course are not eligible to take this course.

## **ATLANTIC PROVINCES EDUCATION FOUNDATION ENGLISH LANGUAGE ARTS CURRICULUM**

A copy of the Atlantic Provinces Education Foundation Curriculum Document in English Language Arts was distributed to each teacher in October 1996. Additional copies of this document are available at the Department of Education. This document offers a vision of what the learning and teaching of English Language Arts can become when well supported by the education system and the community and when strengthened by collaboration among students, teachers, administrators, and community members.

This document also provides by using curriculum outcomes as a reference point a framework on which educators and others in the learning community can base decisions concerning learning experiences, instructional techniques, and assessment strategies, by using curriculum outcomes as a reference point.

The recent implementation of new curriculum for English Language Arts has created a need to align all senior high language arts courses, both academic and non academic, with APEF Curriculum Outcomes. This alignment began with new resources for English 421 being implemented in September 2001 and continued with English 521 and English 431 which were implemented in September 2002. New resources for English 621 and English 531 will be implemented in September 2003. As well, Communications 801, a Transitions language arts course designed to provide more choice and more flexible time tabling, will continue to be piloted until its implementation in September of 2003. New resources for English 631 will be piloted in February 2003 with implementation to follow in September 2004.

### ***ENGLISH CORE COURSES***

#### ***ENG421A ACADEMIC ENGLISH***

##### ***Description***

This integrated language arts course is designed to help a student become a more assured and adept communicator. New resources offer a wide variety of texts, reading levels, and student responses. The course addresses speaking, listening, reading, viewing, writing and representing, to allow students to respond with critical awareness to various genres and to express themselves competently.

## ***ENG521A ACADEMIC ENGLISH***

### ***Description***

English 521 examines the major genres such as poetry, essays, novels, short stories, drama; and provides supports ( including assessment rubrics) that address all the Outcomes of APEF Language Arts Curriculum. While recognizing the diverse community of learners, English 521 requires all students to apply previously attained knowledge and skills in new ways; thus leading them to higher levels of achievement and increasing their capacity to attain new levels of understanding and skill while pursuing their academic goals.

### ***Additional Note***

Several copies of a parallel text (Shakespearean and modern English) edition of ***Romeo and Juliet*** and of ***The Merchant of Venice*** have been placed in each school. Some teachers find these helpful for students who are absent and must study the plays on their own. The parallel text editions are distributed in Canada by School Book Fairs, Toronto.

## ***ENG621A ACADEMIC ENGLISH***

### ***Description***

This course is for most students the last high school course in English prior to entering post-secondary studies. Therefore, in writing, attention is given to research and argumentative essays; and in literature, the study of form becomes more important. The reading of novels, drama, short stories, essays and poetry begun in earlier years is continued in this course, but with increased emphasis on structure and authors' techniques. However, the inquiry approach with its emphasis on active student involvement is followed. Furthermore, the process approach to writing is continued.

### ***Additional Notes***

1. English 421A, 521A, and 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.
2. Several copies of a parallel text (Shakespearean and modern English) edition of ***Hamlet*** and of ***Macbeth*** have been placed in each school. Some teachers find these helpful for students who are absent and must study the plays on their own. The parallel text editions are distributed in Canada by School Book Fairs, Toronto.

## ***ENGLISH 431A GENERAL ENGLISH***

### ***Description***

Students in this course are provided an opportunity to explore a variety of texts with a variety of meaning and interpretation. Throughout this course students will be provided with frequent opportunities to observe, apply, and practise oral, written, and visual forms of language. In addition, they will use these frequent language opportunities to discern the structures and use of language to access and use information.

## ***ENGLISH 531A GENERAL ENGLISH***

### ***Description***

This course is designed for students who have some difficulty with oral and written communication. The goal of the course is to encourage the reading and enjoyment of novels, short stories, and drama. This program will help student increase their vocabulary and discuss and express their ideas.

## ***ENGLISH 631A GENERAL ENGLISH***

### ***Description***

This course provides the student with a survey of both traditional and modern literary forms. This survey includes a study of the following: twentieth century poetry, including a section of modern Canadian poetry; the short story and short story writers; traditional and modern plays and novels, dealing with present-day concerns; and non-fiction.

## ***PRACTICAL ENGLISH 451A, 551A, 651A AND LIFE SKILLS 551A***

These courses, for grades 10, 11, and 12, emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.

## ***ENGLISH ELECTIVES***

### ***WRT521A WRITING***

#### ***Description***

This optional English course is intended to improve the power and fluency of students' writing. Through the use of the writing process, students become familiar with techniques for acquiring the content and focus for a piece of writing, for giving and securing feedback which results in improvements at the revision stage, and for editing and polishing so that the finished piece meets the standards of the intended audience. Writing assignments in the course provide for both transactional (information centered) and poetic (creative or imaginative) writing. The assignments are based on recognized forms for writing, including description, exposition, narration, and persuasion. For each assignment, students have considerable latitude to choose a topic, consider the point of view, and purpose. Grammar, mechanics, and usage are an integral component of this course, so many pieces of writing are edited and polished to conform to generally accepted standards.

### ***LSK551A LIFE SKILLS ENGLISH***

This optional English course emphasizes everyday applications of reading, writing, speaking, listening and viewing skills. Students participate in activities and projects centered around evaluating television programs, simulating job interviews, obtaining and learning how to complete the various forms people use in job applications or in banking, practising the reading, writing, and thinking skills needed for operating an automobile or maintaining an apartment, and learning oral communication skills for dealing with people in social settings such as hospitals, the courts, governments and business. The study of literature, grammar, and mechanics are not emphasized in this course. However, appropriate language usage is stressed for the everyday applications which are the focus of study.

### ***MED531A MEDIA***

#### ***Description***

This optional English course provides for the study of four of the mass media: television, radio, newspapers and magazines. Students learn the appropriate terminology to describe, discuss and compare the main features of the media. In addition, project work helps to develop an understanding of how media are used and produced. Besides the media themselves, advertising and the media is an important topic of the course. For each medium, the methods and impact of

advertising are examined.

***Additional Note***

A copy of the videotape series *Inside the Box* has been sent to each teacher of this course. This series examines several types of programming for television. This material is meant to be used as supplementary material for the course. Please preview these tapes before presenting them to the students, since some of the material is controversial.

***COMMUNICATIONS 801***

This course is designed to help the student master the fundamental principles of communication in order to be successful in an ever-changing marketplace. Emphasis is placed on the six strands of the communication process: reading with comprehension, writing with clarity and purpose, speaking with confidence and precision, listening with sensitivity and perception, viewing with understanding, and representing as a means of exploration. In addition, students will acquire technological skills needed for tomorrow's workplace which include: word processing skills, advanced features of e-mail, and effective Internet searching.

## ***FRENCH (CORE)***

The Senior High Core French program is based on a multidimensional curriculum which incorporates the life experiences and interests of the learners. The communication skills targeted for development are those which the learners need in order to function independently in French within the fields of experience studied.

Since French is to be the working language of the classroom, a variety of teaching strategies, including extensive small-group work, is necessary to ensure maximum student interaction and collaboration. Comprehension, interaction and production skills are developed through experiential teaching units which incorporate a variety of authentic materials used by Francophones in their daily lives.

### ***FRE421 FRENCH***

#### ***Description***

The French 421 A course is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules, *The Francophone World*, *Getting a Driver's Licence*, *The Informed Consumer* and *The Newspaper*. The two optional modules are *Relationships* and *Travel /Exchanges*. Both oral and written communication skills are developed in the context of authentic situations and French is the working language of the classroom. For each module studied, the student will be responsible for completing a final project or task and all work in that unit will contribute to the success of that goal. Evaluation will be based on listening and reading comprehension, as well as written and oral production.

### ***FRE521A FRENCH***

#### ***Description***

FRE521A is a continuation of the FRE421A program but with different themes which include *Careers*, *Planning a Trip*, *Lifestyles - Knowing Yourself*, *Crime and Violence* and *The Theatre*.

## ***FRE621A FRENCH***

### ***Description***

The same philosophy, methodology and organization of modules is used in FRE621A as is outlined at the two previous levels. The themes identified for this level are *Racial Discrimination, The Arts, The Media, Life after School, and Technology in Society*.

### ***Course Outline Information***

The Programme d'études et guide d'enseignement français de base 10e-11e-12e (final version 2000) is available from PLMDC.

FSL CORE FRENCH 10-11-12; Teaching and learning in a Core French setting, a resource document for school boards and administrators is available from the Department of Education consultant.

## ***FAMILY LIFE EDUCATION***

### ***FAM421A FAMILY LIFE EDUCATION (may be offered as \*FAM425A)***

#### ***Description***

This personal development curriculum has themes on relationships, human sexuality and healthful living. It is intended to help students know and appreciate themselves - their values, interests and abilities - develop a variety of skills, attitudes and behaviours that promote successful relationships, assume responsibility for personal health and well-being and to enhance the central roles played by work and family in daily life. Its main focus is on adolescence.

This course is designed to be participatory, with emphasis upon effective communicating and decision-making.

#### ***Additional Notes***

Family Life Education 421 may be offered as a full credit, or as one-half of a physical education-family life combination. Suggestions for time allotments appear in the outline. The teacher may exercise discretion in this area.

The process of aligning course content with junior high health/family life and senior high home economics family studies is continuing.

\* Family Life Education may be offered as a half-credit course, FAM425A when time-tabled back to back with a half course in physical education.

FAM421 Curriculum Guide was updated in April 1995 and is available at the Department of Education.

### ***FAM621A FAMILY LIFE***

#### ***Description***

The Senior High Family Life Curriculum Committee completed revision of the 621A Family Life course in January 1997. The primary text for the course is "Families Today" - McGraw-Hill. Unit topics included are: Family as a Basic Unit, Choosing a Partner, Getting Married, The Marriage Relationship, Facing Family Challenges, Transition to Parenthood, Late Adulthood and the Nature of Marriage and the Family

## ***HOME ECONOMICS***

### ***FDS421 FOODS***

Nutrition and food preparation are the main emphasis of this course. Meal planning and service , nutritional needs from birth to adulthood, eating disorders, fad diets, and world food problems are studied. Lab work includes baking and meal preparation.

### ***CFC421A COMBINATION FOODS & CLOTHING***

This course is designed for schools that are unable to attract enough students to offer FDS421A or CLO521A as separate courses. However, schools offering this course must not also offer FDS421A or CLO521A.

For schools needing courses over and above those listed we recommend that they take advantage of the local program option.

#### ***Description***

Foods includes: nutrients (in relation to Canada's Food Guide, sources, functions, requirements, deficiencies; digestion, absorption, calories, metabolism, obesity, anorexia nervosa, osteoporosis, malnutrition, special diets, e.g. food, weight reduction, vegetarian), nutritional requirements for family members (infant and school age, pregnant and nursing women, elderly); fruits and vegetables (classification, selection and storage, nutrient content, preparation, milk and milk products, cheese, eggs, meat (port, beef, poultry, fish), breads and cereals, microwave cookery). Food selection and storage includes food spoilage, food poisoning prevention, food selection and storage, world food problems, microwave cookery. Clothing includes fabrics (fibres, choosing, and preparation of fabric), pattern (figure types, size, pattern envelope, symbols, pattern guide sheets/layout, alterations); the sewing machine (threads/operations, safety and care); small equipment, basic sewing techniques (plain seam, machine basting, basic seam finishes, darts/tucks, gathering).

### ***CHD521 CHILD DEVELOPMENT***

#### ***Description***

The goal of this course is to help young people prepare for their future role as parents or other type of care givers. Topics include: a study of the male and female reproductive systems, the process of conception and fertilization, the development of the embryo and fetus, family planning, a study of the physical, emotional, social intellectual development at various ages, parenting, health, etc.

## ***CLO521A CLOTHING***

### ***Description***

This course is designed to create an interest in all aspects of clothing including fabrics, fibres, construction and wardrobe planning. Students will learn to use and care for a sewing machine and other sewing equipment, to select and use commercial patterns, and to select and prepare fabric for clothing construction. Students will be required to construct sufficient sewing projects to practice such techniques as: waistbands, collars, sleeves and cuffs, zippers and buttonholes, pockets, hems and pressing techniques. In addition to these skills, students should also have the knowledge to help them make wise clothing related choices in the marketplace and to maintain and care for their own clothing.

## ***HSG621A HOUSING***

### ***Description***

This course is a study of all aspects of housing as it affects the consumer. Major concepts include: **factors influencing space needs and choices of housing** (stages of family cycle, economic and social situation); **types of architectural forms and styles** (forms, multiple housing, styles); **financial aspects of housing** (buy, rent, build/renovate, sources of money, terms connected with buying, insurance); **choosing a site** (problems of location, rural vs urban, zoning, lot, size, shape/location, exposure, taxes, landscaping); **structure of the housing**; **factors to consider in floor plan/layout**; **interiors** (principles/elements of design); **selection and arrangement of furniture** (periods and styles, traditional, contemporary, and arrangement); **development of architecture**; **careers in housing**.

## RESOURCE-BASED LEARNING & SCHOOL LIBRARY PROGRAMS

The APEF and Prince Edward Island curricula and programs promote resource-based learning as a key instructional approach across all grade levels, subjects and disciplines. This means that the integrated school library program should support the development of students' information literacy through resource-based learning activities at all grade levels across the curriculum. Resource-based learning actively involves students in the effective use of a wide range of print, non print, electronic and human or community resources. Teachers and Teacher-Librarians need to ensure that all students are involved in activities emphasizing skills and strategies required to think critically about the information they access, use, and apply, regardless of the source or format. They also need to assess students' learning (process and products) for evidence of 'learning about' rather than simply 'finding out about' information-related topics, problems and issues.

Schools should have a plan for making optimal use of the school library (facility, collection of learning resources, and instructional program), and for developing learning outcomes for students' information literacy, as well as promoting the enjoyment of reading and appreciation of literature. The school library's centralized collection of learning resources should include print (books, periodicals, etc. including fiction and nonfiction) non print materials (including audio, visual, computer software) and the equipment necessary to manage, use or produce them. Collections of learning resources need to be viewed from several perspectives; on-site, local, regional and global, and selected primarily to support the school curriculum and learners' needs. Library-resource centres are increasingly viewed as access points to information within and beyond the school; learning resources, including human resources, are frequently accessed or borrowed and shared among other school or public collections and from community agencies.

The selection of supplementary learning resources for school library collections is another important part of the role for all school library personnel. Support is available from the Department of Education; information about a variety of selection aids and sources for assistance (print, online and consultant's services) is available in the *PEI School Library Handbook*. The Selection Ad Hoc Committee has also developed an online selection database which will include lists of learning resources recommended by qualified personnel from across the province. The Selection Criteria Ad Hoc Committee has also developed the *Guidelines for the Evaluation and Selection of Learning Resources* document to assist educators with the entire area of selection and challenged materials.

Support for school library instructional programs continues to be available in the form of services offered by consultants and a portion of the *PEI School Library Handbook* is also devoted to curriculum and instruction. In addition to these, *Building Information Literacy (BIL)*, the online curriculum support document, provides schools with interactive and accessible support for developing and implementing their integrated school library programs. The URL for *BIL* is <<  
<http://www.edu.pe.ca/bil> >>

The translation of the *School Library Handbook* into French is nearing completion and plans are underway to create a French version of *Building Information Literacy*, which will be integrated fully with French curricula and programs.

## ***MATHEMATICS***

### ***MAT421A - MATHEMATICS***

#### ***Description***

An introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as: Sequences and Series, Polynomials, Relations and Functions, Coordinate Geometry, Trigonometry and Data Management. *It is recommended that students have a good background in Grade 9 Mathematics.*

### ***MAT431A - MATHEMATICS***

#### ***Description***

An introductory high school mathematics course which demonstrates how to use mathematics in everyday life. Combined with the grade 11 mathematics course, MAT 531A, and the grade 12 mathematics course, MAT 631A, this course may meet requirements to enter some community college programs. It includes topics that prepare students to enter the work force directly from high school, such as: Wages, Salaries, and Expenses; Personal Banking; Spreadsheets; Consumer Decisions; Geometry and Trigonometry; and Sampling and Probability.

#### ***Additional Note***

This program is presently under revision.

### ***MAT451A PRACTICAL MATHEMATICS***

#### ***Description***

Intended for students who have considerable difficulty with mathematics, this course emphasizes the subject as it may be used in everyday consumer applications and in workplaces. Among the applications are food energy calculations, recipes and shopping, estimating travel times and costs, and the mathematics associated with various sports. Workplace mathematics include building calculator skills and estimating result, figuring out pay slips, and calculating the cost of various items and materials.

## ***MAT521A MATHEMATICS***

### ***Description***

A second level mathematics course which is intended for all students planning to attend university and will be needed for some Holland College courses as well. It introduces students to topics such as: Systems of Linear Equations, Quadratic Functions, Trigonometry, Consumerism, and Matrices and Networks.

## ***MAT521B MATHEMATICS***

This course, although optional, is highly recommended for students planning to enter university business or science programs. The topics covered are: Radicals; Reasoning, Justification and Proof; Plane and Coordinate Geometry; Linear Inequalities and Linear Programming; Rational Expressions; Equations, Inequalities and Developing a Function Toolkit.

## ***MAT531A - MATHEMATICS***

### ***Description***

This general level course includes traditional topics as well as consumer mathematics. Basic mathematics skills are practised in reading schedules, evaluating algebraic expressions, and working with exponents. Manipulating algebraic expressions is applied in rearranging formulas in order to solve linear and elementary quadratic equations. The study of consumer mathematics is extended into analysing the costs of transportation, and calculating interest on borrowed or invested money. Topics in statistics, measurement and applied geometry are also included.

### ***Additional Note***

This program is presently under revision.

## ***MAT551A - PRACTICAL MATHEMATICS***

### ***Description***

This course emphasis the concepts and skills associated with comprehending and using mathematics on a day to day basis. Included are the mathematics associated with utility bills, food buying and preparation, transportation, mortgages and loans, credit buying and insurance. In addition, the course includes interpreting charts, tables, graphs, rate schedules, scale drawings, and statistical information.

### ***MAT611B- MATHEMATICS***

This course is designed for students with a strong mathematical background planning to enter university business or science programs. The topics covered are: Advanced Trigonometry, Complex Numbers and Polar Coordinates, Functions and Limits, Derivatives and Applications, and an Introduction to Integration.

### ***MAT621A - MATHEMATICS***

A third year mathematics course intended for students planning to enter university arts and social science programs. Topics covered are: Transformations; Exponents and Logarithms; Sequences and Series; Trigonometric Functions; Combinatorics and Probability; and Statistics.

### ***MAT621B - MATHEMATICS***

A third year mathematics course intended for all students planning to enter university business or science programs. The topics covered are: Transformations; Exponents and Logarithms; Sequences and Series; Trigonometric Functions; Conics; and Combinatorics and Probability. This course is highly recommended for students planning to take MAT611B.

### ***MAT631A - GENERAL MATHEMATICS***

#### ***Description***

This course includes topics in algebra, probability, trigonometry, and consumer mathematics. In algebra, factoring and solving linear and quadratic equations are studied. The consumer topics include income, sales, and property taxes with a special unit on PEI. As well, the economics of home ownership are explored, along with various types of investments.

#### ***Additional Note***

This program is presently under revision.

### ***MAT651A - CONSUMER & CAREER MATH***

#### ***Description***

Consumer and Career Mathematics is intended for students who might benefit from a program that emphasizes problem solving. The content includes problems involving income banking, credit, transportation, housing, taxes, insurance, investments; and renting, purchasing, and budgeting. Additional content is left to the discretion of the teacher.

## **PEER HELPER**

### ***PEER HELPER 701A- ( PHP 701A )***

Students enrolled in this full credit program will have the opportunity to earn a credit while helping other students with special/unique educational needs to meet the many challenges they encounter in the integrated setting and the resource room. The Peer Helpers work on a one to one basis with the student and are closely supervised by the classroom teacher and/or resource teacher. After being selected through an interview process, the successful applicants will be given a brief training program. This program will outline the roles and responsibilities of Peer Helpers and present strategies and techniques to help the Peer Helper meet the specific needs of his or her assigned student(s).

### ***PEER HELPER 801A- ( PHP 801A )***

Students enrolled in this full credit program will be using the skills they developed during their pursuit of the PHP701 credit. (This prerequisite will be waived in the first year of implementation of the Peer Helper course in a high school). These experienced Peer Helpers will work on a one-on-one basis with students with special educational needs either in the regular classroom setting or in the resource room to facilitate their individual programs according to directions from the supervising teacher. The Peer Helpers will enhance their understanding of their assigned student by researching the student's particular condition and contributing ideas to the student's Individual Education Plan process. Selection of these Peer Helpers will stem from successes observed in the PHP701 program and successful completion of the referral and application process.

## ***PHYSICAL EDUCATION***

### ***PED401A PHYSICAL EDUCATION (PED401A OR PED405A)***

#### ***Description***

Although not compulsory in terms of provincial graduation requirements this course is highly recommended for all grade 10 students and in many of our schools is compulsory. The course is designed to provide students with an appreciation for life time fitness, physical activity and well being. With the increasing emphasis on preventative health and active life styles the course offers a unit on fitness that will give the student a greater understanding of the importance of incorporating fitness into everyday lifestyle choices. The course also offers a number of activities that will provide the student with skills to remain active upon graduating. These activities, besides the popular team sports include, recreational carry over activities such as cross-country skiing, orienteering, aerobics, racquet sports, curling, golf, modern fitness training, archery, touch football, rugby and dance. (Activities may be added or deleted pending on availability of facilities and equipment.)

Physical education should be offered every second day over the full school year as opposed to every day for one semester. This allows for the exposure of seasonal activities and provides a much better program.

For the convenience of schools offering a half credit family life program, physical education could be offered as a PED405A. However, it is desirable to teach it over the full year.

### ***PED801A PHYSICAL EDUCATION - LIFE STYLE***

#### ***Description***

Physical Education - A Life Style is an elective credit for students in their second or third year of senior high school. The course is sequential with PED 401 and is intended to further develop an appreciation for an active healthy lifestyle. Greater emphasis is placed on the understanding and practice of sound fitness concepts. Students are also given greater opportunity to develop useful recreational skills.

The activities offered are similar to those in grade 10 but can be covered more extensively while still offering plenty of opportunity for recreational play.

As with to PED401A, this course is more beneficial if offered over the full year.

#### ***Course Outline Information***

A Junior-Senior High Physical Education Curriculum Guide is available from PLMDC.

## ***PED621A PHYSICAL EDUCATION - LEADERSHIP***

### ***Description***

The Physical Education Leadership Course is designed to provide an involvement for students that have a prospective interest in community recreation, fitness, physical education, coaching, and/or personal appreciation, as a participant or volunteer, for the various leadership roles in society. A large percentage of the instruction will take place in the classroom, with the gymnasium, outdoors and other practical settings used to supplement course content. Part of the evaluation will be derived from participation in individual or group projects involving administration and organization within both the school and the community. Some of the major unit topics include: leadership, event management, sport history, coaching certification, fitness appreciation, sports medicine, teaching and various other sports appreciation topics.

### ***Prerequisite***

At least one previous grade 10 or 11 physical education course is highly recommended.

Some of the resource material listed for PED621A leadership program would be useful for PED401A or PED801A as well. Please check with your leadership teacher for location of resources.

## ***SCIENCE***

### ***AGS801A AGRISCIENCE***

#### ***Description***

Agriscience is the application of scientific principles and technology to the study of natural resource management and agriculture. Topics include: air, water and soil quality, forestry and wildlife management, aquaculture, plant science, crop and pest management, home gardening and indoor/outdoor plant scaping.

#### ***Note:***

Students who take AGS801 Agriscience may take one but not both of AGR621A (Animal Science) and AGR801A (Animal Science).

### ***AGR621A ANIMAL SCIENCE***

#### ***Description***

Animal Science covers in detail such topics as: animal nutrition, breeding, and health. Dairy, beef, swine and poultry production, as well as various other Island livestock enterprises are also examined.

#### ***Additional Note***

A laboratory facility or renovated classroom (flat top desks, storage, water supply) is required.

### ***AGR801A ANIMAL SCIENCE***

#### ***Description***

This course deals with animal science. The topics covered will be similar to those listed for AGR621A.

## ***BIO521A BIOLOGY***

### ***Description***

This course has been designed to develop an understanding of the central ideas and principles that unify biological concepts. These concepts include biodiversity, energy flow and cellular matter, energy and matter exchange by humans and other organisms, and energy - matter exchange in representative ecosystems.

Various strategies of instruction including microscopy, laboratory dissections and biochemical analysis will allow students to develop the skills and understanding of the processes by which biological sciences evolve in inter-science relationships, technology and societal applications.

## ***BIO621A BIOLOGY***

### ***Description***

This course is a progression of the skills and applications acquired by students in BIO521(A) Biology. In continuing the development of the principles that unify biological concepts the following units of study are studies: systems regulating change in humans and other organisms, reproduction and development, chromosomes, genes and DNA, change in population, communities and species.

Strategies of instruction include microscopy, biochemical process analysis, and laboratory dissections. This course of study allows students the opportunities to experience applications of the skills and understandings acquired throughout the whole program.

## ***BIO631A HUMAN BIOLOGY***

### ***Description***

This course deals with the systems of the human body with respect to their structure, function and interaction. Other things which affect the human body such as cancer, aids, smoking, alcohol and drug abuse, genetic engineering and pregnancy are discussed. Laboratory investigations are limited. However, numerous audio visual materials are used throughout the course.

### ***Reference Materials***

A complete list of all audio visual materials to be used in the course is available from the Science Consultant, Department of Education.

## ***CHM511A CHEM-STUDY***

### ***Description***

This course follows the chem-study approach, which builds upon lab work and discovery learning. Emphasis is placed on applying the scientific skills learned to new problem solving situations.

### ***Course Outline Information***

Chemistry Experimental Foundations, Chapters 1-10 inclusive.

## ***CHM521A CHEMISTRY***

Matter and chemical change are the themes common to all the units in grade 11 chemistry encompassed by the unifying concepts of change, diversity, energy, equilibrium, matter, models and systems.

Chemistry 11 consists of four units of study:

- Unit 1: Matter and Energy in Chemical Change
- Unit 2: Matter as Solutions and Gases
- Unit 3: Quantitative Relationships in Chemical changes
- Unit 4: Chemical Bonding in Matter

## ***CHM611A CHEM-STUDY***

### ***Description***

This course is the grade 12 part of the chem-study course. Again emphasis is placed upon experimentation. Topics covered include atomic structure, chemical bonding, reaction kinetics, acids and bases, oxidation and reduction, and radioactivity.

### ***Course Outline Information***

Chemistry Experimental Foundations, Chapters 11-22 inclusive.

## ***CHM621A CHEMISTRY***

### ***Description***

This course is a continuation of CHM521A and includes further development of the principles included there. The themes of systems, energy, and change are central in Chemistry 12. Equilibrium and matter are subordinate themes that are also addressed.

Chemistry 12 consists of three units of study and an optional unit:

- Unit 1: The Diversity of Matter: An Introduction to Organic Chemistry
- Unit 2: Thermochemical Changes
- Unit 3: Equilibrium, Acids, and Bases in Chemical Changes
- Unit 4: Electrochemical Changes (optional, if time permits)

## ***OCN621A OCEANOGRAPHY***

### ***Description***

Oceanography 621 is an integrated science course that examines the geological, chemical, physical and biological aspects of the marine environment. Students will be made aware of regional, national and global ocean-related issues.

## ***PHY521A PHYSICS***

### ***Description***

The unifying theme for the high school physics program has as its focus energy transformations and conservation with major emphasis on waves in grade 11.

Program overview:

1. Waves (50% of program)
  - Mechanical
  - Sound
  - Light
  
2. Electricity and Magnetism (30% of program)
  - Static
  - Current
  - Magnetism
  - Electromagnetism

3. Atom (20% of program)
  - Atomic Models
  - Nuclear Fission and Fusion

## ***PHY621A PHYSICS***

### ***Description***

The unifying theme for the high school physics program has as its focus energy transformation and conservation with major emphasis on mechanics in grade 12.

Program overview:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Linear Motion (20% of program)               <ul style="list-style-type: none"> <li>•Uniform Motion</li> <li>•Accelerated Motion</li> </ul> </li> </ol>          | <ol style="list-style-type: none"> <li>4. Impulse and Momentum (15% of program)               <ul style="list-style-type: none"> <li>•Impulse</li> <li>•Momentum</li> <li>•Conservation of Momentum</li> </ul> </li> </ol>   |
| <ol style="list-style-type: none"> <li>2. Forces (25% of program)               <ul style="list-style-type: none"> <li>•Vectors</li> <li>•Newton's Law</li> <li>•Fields and Forces</li> </ul> </li> </ol>  | <ol style="list-style-type: none"> <li>5. Work and Energy (20% of program)               <ul style="list-style-type: none"> <li>•Work and Energy Transformations</li> <li>•Kinetic Energy</li> <li>•Potential Energy</li> <li>•Conservation of Energy</li> <li>•Power</li> </ul> </li> </ol> |
| <ol style="list-style-type: none"> <li>3. Two Dimensional Motion (20% of program)               <ul style="list-style-type: none"> <li>•Projectile Motion</li> <li>•Circular Motion</li> </ul> </li> </ol> |  |

## ***SCI431A SCIENCE***

### ***Description***

This course introduces students to concepts that are relevant in today's world. It should encourage students to become interested and inquisitive in scientific topics. Lab and field activities will complement the curriculum. The course is divided into four units: Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics.

### ***Course Outline Information***

- Unit 1            Ecosystems and Human Activity:
- Understand how ecosystems change and how they are sustained
  - Investigate factors that affect ecosystems
  - Analyze issues that affect the sustainability of ecosystems
- Unit 2            Chemical Reactions and Their Practical Applications
- Demonstrate an understanding of chemical reactions and how they are represented
  - Investigate the chemical reactions encountered in everyday life and their practical applications
  - Demonstrate an understanding of chemical reactions that are used to make the products used in everyday life
- Unit 3            Motion and Its Applications
- Describe different kinds of straight-line motion
  - Design and conduct investigations to study the motion of a vehicle
  - Identify ways in which the principles of motion are used in developing new technologies, and the impact of these technologies
- Unit 4            Weather Systems
- Understand the factors that create weather systems and cause them to change
  - Investigate and understand patterns on local and global weather conditions to help you forecast local weather patterns
  - Describe how weather technology helps us to understand the effect of weather

## ***SCI421A SCIENCE***

### ***Description***

This course introduces students to the physical and life sciences and provides a background for further study in chemistry, physics and biology.

Topics include: The Nature of Science, Energy and Energy Transfer, Forces and Their Effects, The Properties of Living Things, Life Processes and Organization of Living Things, Matter and its Properties, The Structure of Matter, and The Nature of Chemical Change.

## ***SOCIAL STUDIES***

### ***CAS 401 - CANADIAN STUDIES 401***

This course examines Canadian geography, history, government, arts and entertainment, sports and recreation. This course explores the unique landscape, cultures and history of each region to enable students to become more informed citizens. The course also examines significant Canadians, past and present, as well as issues involving Canada today. This course does not include the research skills needed for university.

*Course Outline being prepared*

### ***ECO621A INTRODUCTORY ECONOMICS***

#### ***Description***

The major areas of study in this course are: What is economics, the market, institutions in our economic system, labour relations, the Canadian economy; its goals and how they are pursued by government, entrepreneurship and the international economy. The course examines an overview of both microeconomics and macroeconomics while attempting to promote the development of analytical, research and presentation skills suitable for the senior high school level.

### ***GEO421A GEOGRAPHY OF CANADA***

#### ***Description***

Students investigate the major physical and cultural patterns of Canada and thus expand their application of the principles of the discipline of geography from the Atlantic Region (grade 9) to the country as a whole. The course is organized into three sections; Canada Studies; Canada and the World; The Built Environment (optional units of study).

### ***GEO521A GLOBAL STUDIES***

#### ***Description***

This course is designed to introduce students to a study of world physical/cultural geography. It follows in sequence the study of Canada in grade ten by providing students with an opportunity to investigate significant world regions through the examination of global physical and cultural patterns. Beginning with a study of the North American continent students proceed to develop skills in locational analysis through map and globe skills in the context of Eurasia, South America and Oceanic.

## ***GEO531A WORLD GEOGRAPHY***

### ***Description***

This program emphasizes human geography in a world setting. The influences of land and water forms, climates, and resources on people in various parts of the world are considered.

## ***GEO621A GLOBAL ISSUES***

### ***Description***

This course will provide a global perspective on contemporary issues. It will challenge students to apply geographic skills in order to increase their understanding of the world, recognize its diversity, and clarify their place in its varied, interacting systems. The course is divided into four sections; Geographic Approaches to Global Issues; Environmental Issues; Economic and Resource Issues; and Cultural and Political Studies.

## ***GEO631A GLOBAL ISSUES***

### ***Description***

The course content in this program includes physical geography, cultural geography, economic geography, environmental and future studies.

## ***HIS421A ANCIENT AND MEDIEVAL HISTORY***

### ***Description***

This course covers the period from the early civilizations to the Renaissance and Reformation. Major emphasis is given to the study of Greece and Rome.

## ***HIS521A MODERN WORLD SURVEY***

### ***Description***

This course is sequential to HIS421A - Ancient and Medieval History and it is a survey of world history from 1500 to the present. Major topics studied in the program are: absolutism, revolution, Industrial Revolution, imperialism, world wars, and the contemporary world.

## ***LAW531A - CANADIAN LAW***

### ***Description***

Students were introduced to the principles of law in the HIS431A Canadian Studies. This course is designed to develop a fuller understanding of the Canadian Legal System. Students will study specific areas of criminal and civil law using case studies and simulations.

*This course is under review.*

## ***HIS621A CANADIAN HISTORY***

### ***Description***

Understanding our heritage as it developed within the context of North America is the objective of the program. The course is designed to help students explore the similarities and differences in the experiences of Canada and the United States. A unifying theme in this course is the study of ideas that have linked /or separated the two North American neighbours during their common history. Our shared history begins with the sixteenth and seventeenth century period of contact between European and native groups to the twentieth century era of concern for human rights. There are four major areas of study: The New World Experience; The Emerging Nations; The Industrial State and; Contemporary North America.

A senior high history program emphasizes the development of research skills.

### ***Course Outline Information***

A guide to the Teaching of Canadian History 621 is available.

## ***HIS621B P.E.I. HISTORY***

### ***Description***

This is a multi-resource based course utilizing both written and non-written sources. It traces the historical, social, political, and economic development of P.E.I. from early settlement to the present. Major themes studied in the course are: Native people, French period, English period, land question, confederation, and economic and social development of the province. One of the major objectives of the program is to have the students use community resources and do research in the local community.

*This course is under review.*

## ***HIS631A WORLD SURVEY (PART II)***

### ***Description***

This course is sequential to HIS531A - World Survey (Part I). It continues the study of world history from the age of absolutism to the present day.

## ***HIS631B MODERN WORLD ISSUES***

### ***Description***

The major emphasis of this course is the study of selected 20th century world issues.

## ***LAW521A CANADIAN LAW***

### ***Description***

The purpose of the Introductory Law Program is to raise the awareness among students for the importance of law in their lives. To accomplish this purpose, the program will assist the student to:

- (1) develop a knowledge of some of the principles of the law in Canada;
- (2) develop skills that will enable them to deal with the multitude of laws that exist;
- (3) explore their attitudes about the law and enhance their appreciation of Canada's legal system.

## ***POL521A INTRODUCTORY POLITICS***

### ***Description***

This course includes a study of: people and their communities, basic forms of government, and structure and process of Canadian government.

## ***POL621A ADVANCED POLITICAL STUDIES***

### ***Description***

This program is divided into two parts. Part A studies the development of Canada's political system and party leadership in Canada. Part B is a comparative study of Canadian, British and American governments.

### ***Additional Notes***

1. It is recommended that this course be made available to students who have taken POL521A Introductory Politics.
2. Part A of the course and Option 1 from Part B constitute a full credit course.

3. This program is under review with a stronger focus on comparative political systems anticipated.

### ***SOC451A PRACTICAL SOCIAL STUDIES***

#### ***Description***

This course has been designed to meet the needs of grade ten students who would have difficulty with the academic or general programs. The program content is drawn from a number of social science disciplines with an emphasis on Canadian based topics and materials. Current Issues, Citizenship topics as well as our legal system are examined along with selected Canadian History and Geography topics.

#### ***Course Outline Information***

A course outline and teaching notes are available.

### ***SOC851A PRACTICAL SOCIAL STUDIES***

#### ***Description***

This course is an overview of the geography, history and society of Canada in North American and World content. It is designed to compliment and continue the area of study undertaken in SOC451A.

#### ***Course Outline Information***

A course outline and teaching notes are available.

### ***SOC851B PRACTICAL SOCIAL STUDIES***

#### ***Description***

This course examines the role of the individual in today's world. Issues concerning Global Citizenship will be explored as will selected International current and recent event.

## ***BUSINESS EDUCATION***

### ***ACC621A - ACCOUNTING PRINCIPLES***

#### ***Description***

Accounting Principles is an introductory course that includes concepts, procedures, and applications. It is designed for students who plan to take advanced accounting courses at the college or university level. Simply is the computer software used to support a curriculum component.

#### ***Additional Note***

This course is currently under revision. A draft curriculum is available from the Career Technology Studies Consultant at the Department of Education.

### ***ACC801A - ACCOUNTING***

#### ***Description***

Accounting is designed as a foundation course in fundamental accounting principles, terminology, the significance of accounting in business, and accounting processes as applied to manual and automated data processing systems. The course stresses the preparation and maintenance of basic accounting records as a basis for further study, entrance to employment or personal use.

#### ***Curriculum Information***

The curriculum is available from the Career Technology Studies Consultant at the Department of Education.

### ***BUS701A - THE WORLD OF BUSINESS***

#### ***Description***

This course introduces students to the fundamental concept and the organization of Canadian Business and is designed to improve the level of economic understanding among young people. The course focuses on an overview of the place and purpose of business in Canadian society, private and public sector, as well as consumerism.

## ***ENT521A ENTREPRENEURSHIP***

### ***Course Description***

This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore and develop their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture, and individually plan a business venture.

Topics will include:

- identifying opportunities
- assessing risk
- generating and refining ideas
- marketing
- organization options
- financing and financial management

Learning resources will include speakers, videotapes, software, and numerous current print resources. Learning activities will involve group and individual projects.

## ***RKP701A- RECORD KEEPING***

### ***Description***

This course is designed as an introductory course for students who wish to acquire basic RECORD KEEPING skills in order to manage personal finances and to work effectively in a business office. The course covers the basic skills and activities that apply to both personal and business RECORD KEEPING.

## ***TYP801A - BUSINESS TYPING***

### ***Description***

Business Typing is an advanced course which emphasizes refinement of typing speed, precision and production efficiency in preparation for office employment. The course includes simulated office situations and production mastery is achieved through the use of office oriented material for timed writings, practice jobs, texts and production projects.

## ***PRE-VOCATIONAL - TECHNICAL***

### ***WOD705A - WOODWORKING FUNDAMENTALS***

#### ***Description***

Woodworking fundamentals is designed as an exploratory course to assist students in developing fundamental skills and acquiring technical information in relation to tools, equipment, materials processes, and career opportunities in woodworking and related fields.

### ***WEL705A - WELDING FUNDAMENTALS***

#### ***Description***

Welding fundamental is designed as an exploratory course to assist students in developing fundamental skills and acquiring technical information in relation to welding concepts, systems, equipment, tools, and career opportunities, as a preparation for more advanced vocational courses.

### ***DRF705A - DRAFTING FUNDAMENTALS***

#### ***Description***

This course is designed to give the students an insight into and develop fundamental skills that are common to the many different types of drafting that exists today. It will make the student aware of career opportunities available in one of these fields. It will stress the importance of drafting in relation to all the trades.

### ***MEC705A - POWER MECHANICS***

#### ***Description***

Power Mechanics fundamentals is designed as an exploratory course to assist students in developing fundamental skills and acquiring technical information in relation to power concepts, systems, equipment, tools and career opportunities, as a preparation for more advanced vocational courses.

## ***ELE701A - ELECTRICITY & ELECTRONICS***

### ***Description***

Electricity - Electronics is designed as an exploratory course to assist students to develop fundamental skills and acquire technical information in relation to such things as residential wiring, electrical servicing, basic electrical circuits and electronic components, and career opportunities, as a preparation for more advanced vocational courses.

## **CAREER/TECHNICAL COURSES**

### ***CARPENTRY***

**CRP704A CARPENTRY**

**CRP804A CARPENTRY**

#### ***Description***

To prepare students for employment in the carpentry trade. Graduates of this program may be granted credit toward a term of apprenticeship.

#### ***Course Outline Information***

Use and care of hand tools; use and care of power tools (stationary and portable); general types of building materials; types of footings and forms; methods of construction and installation; methods of framing floors and ceilings and sheathing; basic roof framing--gable, shed; hip, valley, and sheathing; scaffolds and ladders (metal and wood); exterior wall coverings; windows and doors; exterior trim; types of insulations--methods of installing; types of plaster lath and grounds; types of drywall--installation of base and ceiling trim; construction and installation of basic kitchen cabinets; construction of basic stair (straight and landing).

### ***HOSPITALITY & TOURISM 801A***

#### ***Description***

**HOS 801A**

#### **Hospitality & Tourism 801A**

This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the various sectors of the industry: accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services and transportation. Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called *Super Host*

## ***COSMETOLOGY***

**COS704A COSMETOLOGY**

**COS804A COSMETOLOGY**

### ***Description***

The Cosmetology program is a pre-employment program designed to aid the students in developing the necessary skills and techniques to prepare them for employment in the Beauty Culture trade.

## ***DRAFTING TECHNICIAN***

**DRF704A DRAFTING**

**DRF804A DRAFTING**

### ***Description***

The Drafting Technician program is designed, as a comprehensive drafting course, (covering all aspects of drawing) and as the application of these drafting skills to architectural & engineering fields, and as a sound foundation upon which to further ones education in a specialized field relating to one or more of the above mentioned disciplines.

The course stresses the need for well prepared drawings based on standard drawing practices, sound mechanical reasoning and the ability to communicate with others.

### ***Course Outline Information***

Basic drafting; lettering; geometric construction; pictorial drawing; architectural drawing; mechanical drawing; structural drawing; surveying; survey drawing; electrical drawing.

## ***ELECTRICAL WIRING***

**ELW704A ELECTRICAL WIRING**

**ELW804A ELECTRICAL WIRING**

### ***Description***

This is a pre-apprenticeship program designed to prepare students for employment in the Electrical Wiring trade. Graduates of this course may be granted credit toward a term of apprenticeship.

### ***Course Outline Information***

D.C. theory; Electrical Circuits; Magnetism/Batteries; A.C./Inductance/P.F.; capacitance/A.C. circuits/P.F. Correction; Industrial Electronic (under development); Transformers/Power Supplies; Three-phase Systems; A.C. Motors; A.C. Motor Controls; Equipment Installation; D.C. Equipment; Wiring Methods/A.C. & N.M. Cable/Flush & Service Devices; Splices/Soldering/Signal Wiring/Conduit Work; Cable Installation/Surface & Concealed; Conduit Installation with E.M.T. & Ridgit/Service Installation; Fasteners/Power Bending/Masonry & Slab Installation; Special Wiring.

## ***MOTOR VEHICLE REPAIR***

### **MVR704A MOTOR VEHICLE REPAIR**

### **MVR804A MOTOR VEHICLE REPAIR**

#### ***Description***

The Motor Vehicle Repair Program is a pre-apprenticeship program designed to provide the student with a wide variety of skills and technical knowledge necessary for entrance employment in the Motor Vehicle Repair field as an apprentice. Graduates of this program may be granted credits toward a term of apprenticeship.

#### ***Course Outline Information***

The automobile and automobile industry; shop practice; engine cooling system; springs and suspensions; brakes; tire; steering system; engine operation and construction; fuel and electrical systems; tune-up and trouble shooting.

## ***WELDING***

### **WEL704A WELDING**

### **WEL804A WELDING**

#### ***Description***

The Welding Program is a pre-apprenticeship program designed to aid the students in developing the necessary skills and techniques to prepare them for employment in the welding trade. Graduates of this program may be granted credit toward a term of apprenticeship.

#### ***Course Outline Information***

Basic skills in gas and electric arc welding; the set up and operation of equipment; safety and general precautions of welding and cutting; identification of metals and their characteristics; expansion and contraction; drafting and blueprint reading.

## ***INDUSTRIAL EDUCATION***

The following industrial education course are offered by a few high schools.

IND401A Industrial Technology  
IND601A Industrial Technology  
IND701A Industrial Technology  
IND801A Industrial Technology

In addition the following courses are offered in a few schools.

CRP701A Carpentry  
CRP801A Carpentry  
DRF701A Drafting  
WEL701A Welding

# ***COOPERATIVE EDUCATION***

## ***Description***

Cooperative Education is a broad term covering all types of programs/courses in which high school students, while under the supervision of the school, are involved in the world of work educational experiences at selected job sites in the community.

The main goals of the Cooperative Education are to enable high school students to have an understanding of the world of work, to become aware of personal aptitudes and skills, to explore a number of careers/occupations and develop employment skills that will enable them to become productive and satisfied workers in society.

Cooperative Education involves a cooperative arrangement between the school and the employer whereby students receive instruction which includes regular high school courses and occupational instruction. This is done by alternating study in school with training on the job. These two experiences must be planned, correlated and supervised by the school and employers so that each contributes to the student's education and employability. School attendance and work periods may be on alternate half days, full days, weeks or other convenient periods of time in fulfilling the Cooperative Education program requirements.

## ***Program Components***

The Cooperative Education program consists of two components:

Cooperative Work Study Training (CWS)  
Vocational Experience Training (VET)

High schools may offer one or more of the components depending upon the student and school requirements.

## ***COOPERATIVE WORK STUDY***

### ***Course Codes***

Depending upon the time students spend on work sites, schools may offer varied credits. These may include CWS502A, CWS502B at the grade 11 level and CWS602A, CWS602B at the grade 12 level

### ***Description***

Cooperative Work Study (CWS) is a four-credit program which provides all high school students with an opportunity to integrate formal in-school course offerings with World of Work learning experiences which are acquired by placing students in a variety of training/work stations within the private and public sectors. The CWS component utilizes school and community resources through an integrated approach and is designed to assist students to discover career interests, develop positive attitudes and employability skills and to assist youth to bridge the gap from the school environment to the World of Work.

### ***Target Group***

Any individual at least 15 years of age enrolled as a full-time high school student.

### ***Credit Guidelines***

A recommended maximum of four CWS credits are recognized for high school graduation, but under exceptional circumstances by authorization of the high school principal and superintendent, the maximum allowable CWS credits for high school graduation may be increased to eight.

- Program activities normally restricted to school hours on school days.
- No pay involved.
- Credit(s) assigned by school on basis of satisfactory student performance.

## ***CWS601B WORKPLACE DYNAMICS - PERSONAL SKILLS FOR THE WORLD OF WORK***

### ***Description***

Workplace Dynamics is the theory component of the co-op work course. It can be offered in-school (110 hour) component for students who are enrolled in the co-operative education program.

This course is designed to introduce students to the workplace application of employability skills, attitude, and behaviour. Students will explore and develop academic, personal management, and

teamwork competencies.

A variety of learning strategies, including teamwork in large and small groups, independent study, and personalized learning, will help students develop effective workplace abilities.

Learning resources will include speakers, videotapes, and numerous current print resources.

The general areas of learning competencies include:

- Personal Development
- Career and Choices
- Job Search
- Human Relations
- Workplace Communications
- Personal Management
- Succeeding on the Job
- Workplace Rights and Responsibilities

***Additional Note***

A list of supplementary teaching resources is included in the curriculum guide (1994) which is available from the Department of Education.

## ***FRENCH IMMERSION***

The French Immersion program at the senior high level has been planned to accommodate students coming from early and late French immersion programs. In addition to the French language courses offered at each level, five social studies courses and one science course are available and offered at the discretion of individual schools.

The major objectives of the French Immersion Program are:

- to enable students to pursue their education in either French or English;
- to develop skills for employment in which the working language is either English or French;
- to enable students to live in either French or English communities with linguistic and cultural ease.

There is now a provincial certificate offered by the Department for French Immersion students who have successfully completed the program requirements. This means that if students choose the certificate, they must enrol in two French Immersion courses in each year of senior high school.

### ***Description***

The French language courses at Grades 10, 11 and 12 aim at maintaining the steady development of linguistic acquisitions of students coming from both early and late French immersion programs. The goal of the program is to improve students' ability to understand, produce and communicate under various circumstances in order to meet basic, personal and social needs in French. Grammar and writing skills—such as the production of different types of texts—as well as culture are integrated into the program.

## ***FRENCH LANGUAGE ARTS***

### **Description**

Students participate in communicative activities based on their experiences within four general themes during the year. These activities allow them to practice planned and spontaneous oral and written communication and to use the informative, expressive, persuasive, and poetic functions of the language. Students also participate in activities aimed at understanding and appreciating the prescribed literature materials.

### ***FRE421F***

This course integrates vocabulary development, grammar, composition and culture. The emphasis at this level is on the written text, whether it be fiction or non-fiction, and on the increase of vocabulary. The literary form studied at the grade 10 level is the short story. Students will be increasing their writing skills by a variety of structured and progressive exercises. Culture is integrated throughout the course.

### ***FRE521F***

This course is a continuation of the 421F level program with more emphasis on literature including plays, novels, short stories and comic strips. Students will be expected to present individually and in groups several oral projects through the year. Prerequisite FRE421F.

### ***FRE621F***

This course continues to emphasize the development of communication skills. Emphasis is on literature, oral and written expressions, with attention being given to the functional aspect of grammar. Prerequisite FRE521F.

## ***SOCIAL STUDIES (FI)***

Learning social studies is an opportunity for students to understand the world in which they live. Skills that students practice in social studies will be useful in their entire academic career and beyond: to develop the ability to think critically; to retrieve and process information; to apply knowledge, and to communicate effectively orally and in writing. These goals are reflected in the Philosophy of Education for P.E.I., and they form the backbone of the French Immersion Social Studies Program.

While all intermediate level students take the same courses within the social studies program, this cannot be said for grades 10, 11 and 12. A glance at the high school courses listed below reveals five options from which schools may presently choose. Three of those courses, Canada in Today's World, The Individual in Society and Economics complement social sciences concepts introduced in Grade 9 through a study of the diversity of Atlantic Canada. In order to give schools some flexibility, one other option is also available: Introductory Law (521). Schools have the difficult task of selecting options which best meet the needs of their French immersion students.

Schools are not limited to offering one French social studies course per grade level; moreover, Grade 10 students should not be restricted to 400 level courses, nor should Grade 11 and 12 students be limited to 500 or 600 level courses. Students should have the opportunity to take higher or lower level courses than their actual grade level. Students should realize, however, that a higher level course will be intellectually more challenging.

### ***ECO621F ECONOMICS FI - L'ÉCONOMIE***

#### ***Description***

This course will provide students with an understanding of our economic system and the various forces that affect individual, collective, organizational, and social decision making in our society. It will introduce basic economic concepts that serve as a foundation to economic inquiry, reasoning, and analysis. Major areas of study are: economics and society, production and affluence, money and financial institutions, international economics.

## ***HIS421G CANADA IN TODAY'S WORLD FI - LE CANADA DANS LE MONDE***

### ***Description***

This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focussing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes studied are: Canadian government, French-English relations, Canadian-American relations, World War I and II, the Great Depression, and Canada and the World 1945 to present.

### ***Course Outline Information***

A preliminary version of the curriculum guide is available from the Department of Education.

## ***LAW521F CANADIAN LAW FI - LE DROIT***

### ***Description***

This is an introductory law course designed to give students an overview of the following legal topics: Introduction to the Canadian legal system, rights of the individual, criminal law, civil law, the Young Offenders Act, family law, the law on drugs and alcohol.

## ***SOC621F THE INDIVIDUAL IN SOCIETY FI - INDIVIDU EN SOCIÉTÉ***

### ***Description***

This course is an introduction to social and psychological issues and is designed to develop students' understanding of society and of their own needs and motivations. Students will learn social science research procedures involving experiments, surveys and reports. Learning activities also include discussions, debates, role-playing, case studies, and exposure to a variety of print and non-print media. The course embraces four major themes:

1. The Individual in Society
2. Human Communication
3. The Impact of Culture
4. Social Institutions

### ***OPTIONAL THEMES***

5. Prejudice and Discrimination
6. The Economically Underprivileged in Society

### ***Course Outline Information***

The curriculum guide may be obtained from the Department of Education.

## ***SCIENCE (FI)***

### ***SCI 421F Science***

This course introduces students to topics that are relevant in today's world. It should encourage students to further their scientific studies in later years.

Topics covered are :

- Sustaining Ecosystems
- Chemical Processes
- Motion
- Weather Dynamics

***SENIOR HIGH***

***LIST OF***

***AUTHORIZED INSTRUCTIONAL MATERIALS***

## ***ARTS***

### ***DRAMATIC ARTS 801***

Stage and School 7th ed.	MHR	1/s	110-10106
Stage and School Teacher Resource Binder	MHR	1/t	110-10107
Play Production Today National Textbook	MHR	1/t	111-11117
Play Production Today Teacher Resource	MHR	1/t	111-11118
Scenes that Happen	MHR	1/t	111-11119
Stage and School 8th ed.	MHR	1/t	111-11067

## ***MUSIC***

### ***MUS421A Music***

### ***MUS521A Music***

### ***MUS621A Music***

#### **Reference Materials**

Encyclopaedia of Music in Canada, 2nd Edition	UTP	1/s	110-10371
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#### **Theory Resources**

Bray et al - For Young Musicians, Book 2 Recordings as necessary	NEL	35/s	110-10370
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#### **Playing Resources:**

Fussell - Ensemble Drill	HMS	35/s	116-16041
Smith - Treasury of Scales Conductor	HMS	35/s	116-16014
Smith - Treasury of Scales FLUTE	HMS	35/s	116-16015
Smith - Treasury of Scales OBOE	HMS	35/s	116-16016
Smith - Treasury of Scales CLARINET 1	HMS	35/s	116-16017
Smith - Treasury of Scales CLARINET 2	HMS	35/s	116-16018
Smith - Treasury of Scales CLARINET 3	HMS	35/s	116-16019
Smith - Treasury of Scales ALTO SAX	HMS	35/s	116-16020
Smith - Treasury of Scales BASS CLARINET	HMS	35/s	116-16021
Smith - Treasury of Scales BASSOON	HMS	35/s	116-16022
Smith - Treasury of Scales ALTO SAX 1	HMS	35/s	116-16023
Smith - Treasury of Scales ALTO SAX 2	HMS	35/s	116-16024
Smith - Treasury of Scales TENOR SAX	HMS	35/s	116-16025
Smith - Treasury of Scales BARITONE SAX	HMS	35/s	116-16026
Smith - Treasury of Scales CORNET 1	HMS	35/s	116-16027
Smith - Treasury of Scales CORNET 2	HMS	35/s	116-16028
Smith - Treasury of Scales CORNET 3	HMS	35/s	116-16029

Smith - Treasury of Scales HORN IN F - 1	HMS	35/s	116-16030
Smith - Treasury of Scales HORN IN F - 2	HMS	35/s	116-16031
Smith - Treasury of Scales HORN IN F - 3	HMS	35/s	116-16032
Smith - Treasury of Scales HORN IN F - 4	HMS	35/s	116-16033
Smith - Treasury of Scales TROMBONE 1	HMS	35/s	116-16034
Smith - Treasury of Scales TROMBONE 2	HMS	35/s	116-16035
Smith - Treasury of Scales TROMBONE 3	HMS	35/s	116-16036
Smith - Treasury of Scales BARITONE BC	HMS	35/s	116-16037
Smith - Treasury of Scales TUBA	HMS	35/s	116-16038
Smith - Treasury of Scales ELECTRIC BASS GUITAR	HMS	35/s	116-16039
Smith - Treasury of Scales DRUMS	HMS	35/s	116-16040
I Recommend FLUTE	HMS	35/s	107-7392
I Recommend OBOE	HMS	35/s	107-7393
I Recommend CLARINET	HMS	35/s	107-7394
I Recommend BASS CLARINET	HMS	35/s	107-7395
I Recommend BASSOON	HMS	35/s	107-7396
I Recommend ALTO SAXOPHONE	HMS	35/s	107-7397
I Recommend TENOR SAXOPHONE	HMS	35/s	107-7398
I Recommend BARITONE SAXOPHONE	HMS	35/s	107-7399
I Recommend FRENCH HORN	HMS	35/s	107-7400
I Recommend TRUMPET	HMS	35/s	107-7401
I Recommend TROMBONE	HMS	35/s	107-7402
I Recommend BARITONE, TREBLE CLEF	HMS	35/s	107-7403
I Recommend BARITONE, BASS CLEF	HMS	35/s	107-7404
I Recommend TUBA	HMS	35/s	107-7405
I Recommend PERCUSSION	HMS	35/s	107-7406
I Recommend CONDUCTOR'S SCORE	HMS	1/t	107-7407
McLeod-Staska Rhythm Etudes CONDUCTOR	HMS	35/S	116-16001
McLeod-Staska Rhythm Etudes FLUTE-OBHOE	HMS	35/S	116-16002
McLeod-Staska Rhythm Etudes CLARINET	HMS	35/S	116-16003
McLeod-Staska Rhythm Etudes ALTO SAX - ED HORN	HMS	35/S	116-16004
McLeod-Staska Rhythm Etudes TENOR SAX	HMS	35/S	116-16005
McLeod-Staska Rhythm Etudes BARITONE SAX	HMS	35/S	116-16006
McLeod-Staska Rhythm Etudes CORNET	HMS	35/S	116-16007
McLeod-Staska Rhythm Etudes HORN IN F	HMS	35/S	116-16008
McLeod-Staska Rhythm Etudes TROMBONE	HMS	35/S	116-16009
McLeod-Staska Rhythm Etudes BAR. TC - BASS CLAR.	HMS	35/S	116-16010
McLeod-Staska Rhythm Etudes BAR. BC - BASSOON	HMS	35/S	116-16011
McLeod-Staska Rhythm Etudes TUBA	HMS	35/S	116-16012
McLeod-Staska Rhythm Etudes PERCUSSION - BELLS	HMS	35/S	116-16013
16 Bach Chorales FLUTE 1	HMS	12/s	107-7408
16 Bach Chorales FLUTE 2	HMS	12/s	107-7427
16 Bach Chorales OBOE 1	HMS	12/s	107-7409

16 Bach Chorales OBOE 2	HMS	12/s	107-7428
16 Bach Chorales CLARINET 1	HMS	12/s	107-7410
16 Bach Chorales CLARINET 2	HMS	12/s	107-7429
16 Bach Chorales CLARINET 3	HMS	12/s	107-7430
16 Bach Chorales BASS CLARINET	HMS	12/s	107-7411
16 Bach Chorales BASSOON 1	HMS	7/s	107-7412
16 Bach Chorales BASSOON 2	HMS	7/s	107-7431
16 Bach Chorales ALTO SAX 1	HMS	7/s	107-7413
16 Bach Chorales ALTO SAX 2	HMS	7/s	107-7432
16 Bach Chorales TENOR SAX	HMS	cs/s	107-7414
16 Bach Chorales BARITONE SAX	HMS	cs/s	107-7415
16 Bach Chorales FRENCH HORN 1	HMS	3/s	107-7416
16 Bach Chorales FRENCH HORN 2	HMS	3/s	107-7433
16 Bach Chorales FRENCH HORN 3	HMS	3/s	107-7434
16 Bach Chorales FRENCH HORN 4	HMS	3/s	107-7435
16 Bach Chorales TRUMPET 1	HMS	cs/s	107-7417
16 Bach Chorales TRUMPET 2	HMS	cs/s	107-7436
16 Bach Chorales TRUMPET 3	HMS	cs/s	107-7437
16 Bach Chorales TROMBONE 1	HMS	cs/s	107-7418
16 Bach Chorales TROMBONE 2	HMS	cs/s	107-7438
16 Bach Chorales TROMBONE 3	HMS	cs/s	107-7439
16 Bach Chorales BARITONE, TREBLE CLEF	HMS	cs/s	107-7419
16 Bach Chorales BARITONE, BASS CLEF	HMS	cs/s	107-7420
16 Bach Chorales TUBA	HMS	3/s	107-7421
16 Bach Chorales MALLETT PERCUSSION	HMS	4/s	107-7422
16 Bach Chorales CONDUCTOR'S SCORE	HMS	1/t	107-7423

The following may be provided, in the ratio of 1 score, 1 cassette, and 20 parts per school:

Canadian Brass Quintets - Beginning CONDUCTOR	HMS	35/S	119-19001
Canadian Brass Quintets - Beginning CASSETTE	HMS	35/S	119-19002
Canadian Brass Quintets - Beginning TRUMPET 1	HMS	35/S	119-19003
Canadian Brass Quintets - Beginning TRUMPET 2	HMS	35/S	119-19004
Canadian Brass Quintets - Beginning HORN	HMS	35/S	119-19005
Canadian Brass Quintets - Beginning TROMBONE	HMS	35/S	119-19006
Canadian Brass Quintets - Beginning TUBA	HMS	35/S	119-19007
Canadian Brass Quintets - Easy CONDUCTOR	HMS	35/S	119-19008
Canadian Brass Quintets - Easy CASSETTE	HMS	35/S	119-19009
Canadian Brass Quintets - Easy TRUMPET 1	HMS	35/S	119-19010
Canadian Brass Quintets - Easy TRUMPET 2	HMS	35/S	119-19011
Canadian Brass Quintets - Easy HORN	HMS	35/S	119-19012
Canadian Brass Quintets - Easy TROMBONE	HMS	35/S	119-19013
Canadian Brass Quintets - Easy TUBA	HMS	35/S	119-19014

**History Resources:**

Experiencing Music - Text	HMS	cs/s	107-7424
Experiencing Music Workbook	HMS	1/t	107-7425
Experiencing Music Cassettes	HMS	1/s	107-7426

**Sheet Music**

\* Please note that sheet music is currently being reviewed and implemented for grades 10 to 12. New resources for sheet music should be ordered through the consultant responsible for Senior High Music.

***Strings Instructional Material***

If string instruction is offered, books selected from the list below may be provided. The number to be allotted will be decided by the teachers concerned and the Arts consultant.

Bornoff - Finger Pattern - Violin	HMS		118-18001
Bornoff - Finger Pattern - Viola	HMS		118-18002
Bornoff - Finger Pattern - Cello	HMS		118-18003
Bornoff - Finger Pattern - Bass	HMS		118-18004
Bornoff - Fun For Fiddle Fingers Violin	HMS		118-18005
Bornoff - Fun For Fiddle Fingers Viola	HMS		118-18006
Bornoff - Fun For Fiddle Fingers Cello	HMS		118-18007
Bornoff - Fun For Fiddle Fingers Bass	HMS		118-18008
Mueller-Rusch-String Method 1 - Violin	HMS		118-18009
Mueller-Rusch-String Method 1 - Viola	HMS		118-18010
Mueller-Rusch-String Method 1 - Cello	HMS		118-18011
Mueller-Rusch-String Method 1 - Bass	HMS		118-18012
Mueller-Rusch-String Method 2 - Violin	HMS		118-18013
Mueller-Rusch-String Method 2 - Viola	HMS		118-18014
Mueller-Rusch-String Method 2 - Cello	HMS		118-18015
Mueller-Rusch-String Method 2 - Bass	HMS		118-18016
Mueller-Rusch-String Method 3 - Violin	HMS		118-18017
Mueller-Rusch-String Method 3 - Viola	HMS		118-18018
Mueller-Rusch-String Method 3 - Cello	HMS		118-18019
Mueller-Rusch-String Method 3 - Bass	HMS		118-18020
Frost-All For Strings - Book 1 Conductor	HMS		118-18021
Frost-All For Strings - Book 1 - Violin	HMS		118-18022
Frost-All For Strings - Book 1 - Viola	HMS		118-18023
Frost-All For Strings - Book 1 - Cello	HMS		118-18024
Frost-All For Strings - Book 1 - Bass	HMS		118-18025

Frost-All For Strings - Book 2 Conductor	HMS	118-18026
Frost-All For Strings - Book 2 - Violin	HMS	118-18027
Frost-All For Strings - Book 2 - Viola	HMS	118-18028
Frost-All For Strings - Book 2 - Cello	HMS	118-18029
Frost-All For Strings - Book 2 - Bass	HMS	118-18030
Frost-All For Strings - Book 3 Conductor	HMS	118-18031
Frost-All For Strings - Book 3 - Violin	HMS	118-18032
Frost-All For Strings - Book 3 - Viola	HMS	118-18033
Frost-All For Strings - Book 3 - Cello	HMS	118-18034
Frost-All For Strings - Book 3 - Bass	HMS	118-18035
Essentials for Strings - Score	HMS	118-18036
Essentials for Strings - - Violin	HMS	118-18037
Essentials for Strings - Viola	HMS	118-18038
Essentials for Strings - Cello	HMS	118-18039
Essentials for Strings - Bass	HMS	118-18040
Applebaum-Orchestral Bowing Etudes - Violin	HMS	118-18042
Applebaum-Orchestral Bowing Etudes - Viola	HMS	118-18043
Applebaum-Orchestral Bowing Etudes - Cello	HMS	118-18044
Applebaum-Orchestral Bowing Etudes - Bass	HMS	118-18045

## ***COMPUTER STUDIES***

### ***ITC401A -INFORMATION TECHNOLOGY COMMUNICATION***

Software Program: MicroType MultiMedia

Century 21 Keyboarding, Book1	NEL	35/s	110-10015
Teacher's Resource Kit	NEL	1/t	110-10016
Teacher's Edition, Semester 1	NEL	1/t	110-10017
Teacher's Edition, Semester 2	NEL	1/t	110-10018

#### **Additional Resource Materials**

Contact Career Technology Studies Consultant at the Department of Education.

### ***CMP521A INTRODUCTION TO COMPUTER STUDIES***

Computer Studies 521 Curriculum Guide PEI	PEI	1/t	110-10341
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Department/School Developed Manuals/Lab Books for Operating Systems, Programming, WordPerfect, Database, Spreadsheets, Desktop Publishing, and Presentations		1/p	
Griesbauer, P., & McBurney, K. (1998) WordPerfect		1/t	
Department Developed Manuals: Internet Handbooks I and II for Island Teachers		1/t	

#### **Software:**

Operating System: WIN 3.11 or WIN 95  
Word Processing : WordPerfect 6.x or higher  
Database: Microsoft Works  
Spreadsheet: Microsoft Works  
Desktop Publishing  
and Presentations: Corel Suite  
Programming: Qbasic 4.5  
Graphics: Paint Shop Pro6

## ***CMP621A COMPUTER STUDIES***

No text has been assigned to this course. A set of study notes has been written for teachers.

Computer 621 Course Notes by P. Griesbauer (1994)	PEI	1/t	112-12019
Computer Studies Curriculum Guide 1995	PEI	1/t	112-12020
Department/School Developed Manuals/Lab Book for Operating Systems, Programming,		1/p	
Department Developed Manuals:			
Internet Handbooks I and II for Island Teachers		1/t	
Griesbauer, P. (1998) Paintshop Pro Manual		1/t	
Griesbauer, P. & Garland, L. (1999) HTML Manual		1/t	

### **Software:**

Operating System: WIN 3.11 or WIN 95

Internet: Netscape 4.x

HTML: Front Page 2000

Graphics: Paint Shop Pro 6

Programming: Visual Basic 6.0

## ***CMP801A COMPUTER APPLICATIONS***

Computer 801 Curriculum Guide	1/t
Department developed manual for Quicken 5 : Student Manual	1/s
Department developed manual for Quicken 5: Teacher Man	1/t
Department developed manual for Database : Student Manual	1/s
Department developed manual for Database : Teacher Manual	1/t
Department developed manual for Spreadsheet : Student Manual	1/s
Department developed manual for Spreadsheet : Teacher Manual	1/t
Department developed manual for Desktop Publishing : Student Manual	1/s
Department developed manual for Desktop Publishing: Teacher Manual	1/t

### **Software:**

Operating System: WIN 3.11 or WIN 95

Word processing: Database, Spreadsheets: Microsoft Works

Personal Finance: Quicken 5 for Windows

Graphic: Paint Shop Pro 6.x

Internet: Netscape 4.x

Desktop Publishing and Presentations: Corel Suite

## **ENGLISH**

<i>Atlantic Canada English Language Arts Foundation Document</i>	PEI	1/t	101-1005
<i>Atlantic Canada English Language Arts Curriculum Guide</i>	PEI	1/t	101-1006

### **ENG421A ACADEMIC ENGLISH**

#### **Main Texts:**

<i>Sightlines</i> 10 TE	PEC	1/t	110-10148
<i>Sightlines</i> - Student Text	PEC	1/p	110-10145
<i>Resourcelines</i>	PEC	1 cs/t	110-10146
<i>Julius Caesar</i>	NEL	1 cs/2c	110-10129
<i>Julius Caesar</i> Teacher Resource	NEL	1/2t	110-10130
<i>Gage Canadian Thesaurus</i>	GAG	1/5p	110-10128
<i>Gage Canadian Dictionary</i>	GAG	1/5p	110-10092
<i>A Canadian Writer's Reference</i>	NEL	1/cs/s	110-10140
<i>Introducing Shakespeare</i>	NEL	1 cs/s	110-10127
<i>Introducing Shakespeare</i> CD Rom	NEL	1/s	110-10126
<i>The Communication Handbook</i>	NEL	1/t	110-10110
<i>Writers Inc. Sourcebook</i>	NEL	1/t	110-10112
<i>Writers Inc. Sourcebook</i> TE	NEL	1/t	110-10114
<i>Writers Inc. Student Workbook</i>	NEL	1 cs/2c	110-10113

#### **Novels and Long Non-Fiction Recommended (select 2 or 3)**

<i>I am the Cheese</i> by Cormier	NIM		110-10089
<i>The Last of the Curlews</i> by Bodsworth (Out of Print)	PEC		110-10090
<i>Who Has Seen the Wind</i> by Mitchell (Out of Print)	NIM		110-10085
<i>To Kill a Mockingbird</i> by Lee	PEC		110-10086
<i>The Year Without Michael</i> by Susan Pfeiffer	NIM		110-10087
<i>Black Like Me</i> by Griffin	NIM		110-10088
<i>The Lord of the Flies</i> by Golding	NIM		110-10084
<i>The Old Man and The Sea</i> by Hemingway	MHR		110-10083
<i>The Pearl</i> by Steinbeck	GAG		110-10082
<i>Of Things Not Seen</i>	NIM	1/6p	110-10131
<i>The Giver</i>	NIM	1/6p	110-10135
<i>Nightjohn</i>	NIM	1/6p	110-10136
<i>Light in the Forest</i> (Out of Print)	NIM	1/6p	110-10137
<i>The Pigman</i>	NIM	1/6p	110-10133
<i>The Pigman's Legacy</i>	NIM	1/6p	110-10134
<i>The Snow Goose</i>	NIM	1/6p	110-10138
<i>Remember Me</i> (Out of Print)	NIM	1/6p	110-10132
<i>The Jade Peony</i>	NIM	1/6p	110-10139

## ENG521A ACADEMIC ENGLISH

### Main Texts:

<i>Echoes 11</i> Student Text	OUP	1/p	111-11350
<i>Canadian Students' Guide to Language, Literature, and Media</i>	OUP	1/p	111-11367
<i>Echoes 11</i> TE	OUP	1/t	111-11368
<i>The Canadian Oxford High School Dictionary</i>	OUP	1/5p	111-11365
<i>Gage Canadian Thesaurus</i>	GAG	1/10p	110-10128
<i>A Canadian Writers' Reference: 2<sup>nd</sup> Edition</i> by Hacker	NEL	1/10p	111-11364
<i>The Canadian Oxford Spelling Dictionary</i>	OUP	1/t	111-11366
<i>The Gift of Reading</i> by Bouchard & Sutton	RAB	1/t	111-11363
<i>Plays on a Human Theme</i> edited by Groves	MHR	1/p	111-11085
<b>and</b>			
<i>Romeo and Juliet</i> by Shakespeare	HBJ	1/p	111-11086
<i>Romeo and Juliet</i> T.Ed.	HBJ	1/t	111-11087
<b>or</b>			
<i>The Merchant of Venice</i> by Shakespeare	HBJ	1/p	111-11088
<i>The Merchant of Venice</i> T.Ed.	HBJ	1/t	111-11089

### Novels

#### Option 1—Select any 2 from the following list:

<i>More Joy in Heaven</i> by Callaghan (New Canadian Library)	NIM		111-11091
<i>Huckleberry Finn</i> (Bantam Classic Ed.)	NIM		111-11090
<i>I Heard the Owl Call My Name</i> by Craven (Out of Print)	IRW		111-11095
<i>All Quiet on the Western Front</i> by Remarque	NIM		111-11094

#### Additional Novels (provides a third novel title only)

<i>The Catcher in the Rye</i> by Salinger	NIM		111-11092
<i>In the Heat of the Night</i> by Ball	FWH		111-11093

**Option 2**—Teachers teaching a Grade 11 or Grade 12 language arts core course may opt to have students read from the *reading tote* for ½ a semester instead of selecting a second novel title from **Option 1**.

## ENG621A ACADEMIC ENGLISH

*Note: New Authorization. New resources will be ordered through the Secondary Language Arts Consultant*

*The following resources, however, can be ordered through PLMDC*

<i>Macbeth</i> HBJ edition by Shakespeare	HBJ	1/p	112-12031
<i>Macbeth</i> T.Ed. (Out of Print)	HBJ	1/t	112-12032

or

<i>Hamlet</i> HBJ Edition by Shakespeare	HBJ	1/p	112-12033
<i>Hamlet</i> T.Ed.	HBJ	1/t	112-12034

**Drama ( one of the following three is recommended ):**

<i>The Birthday Party</i> by Pinter	MEP	1/p	112-12035
<i>Murder in the Cathedral</i> by Eliot (Educ. Ed.)	OUP	1/p	112-12036
<i>Death of a Salesman</i> by Miller, edited by Weales	SBF	1/p	112-12037

**Novels**

**Option 1—Select any 2 from the following list:**

<i>Brave New World</i> by Huxley	NIM		112-12038
<i>The Nymph and the Lamp</i> by Raddall (Out of Print)	PEC		112-12043
<i>Ordinary People</i> by Guest	NIM		112-12044
<i>A Separate Peace</i> by Knowles	GDS		112-12041
<i>The Mountain and the Valley</i> by Buckler	NIM		112-12042
<i>Wild Geese</i> by Martha Ostenso	PEC		112-12028

**Additional Novels** (provides a third novel title only)

<i>1984</i> by Orwell	NIM		112-12039
<i>Animal Farm</i> by Orwell	NIM		112-12040
<i>The Great Gatsby</i> by F. Scott Fitzgerald	SBF		112-12047

**Option 2**—Teachers teaching a Grade 11 or Grade 12 language arts core course may opt to have students read from the *reading tote* for ½ a semester instead of selecting a second novel title from **Option 1**.

**ENG431A GENERAL ENGLISH**

**Main Texts:**

<i>Crossroads 10</i> Student Text	GAG	1/p	110-10464
<i>Crossroads 10</i> TE	GAG	1/t	110-10465
<i>Canadian Student Writer’s Guide</i>	GAG	18/t	110-10486
<i>The Oxford Pocket School Dictionary</i>	OUP	10/t	110-10487
<i>The Oxford Pocket School Thesaurus</i>	OUP	10/t	110-10488
<i>Teaching the Skills</i> by Phenix	PPL	1/t	110-10489

### Novels and Long Non-Fiction (Select 2 or 3)

<i>Tie Breaker</i> by Batten	GDS		110-10078
<i>The Hand of Robin Squires</i> by Clark	PEC		110-10079
<i>The Keeper of the Isis Light</i> by Hughes	BUT		110-10080
<i>You Can Pick Me Up at Peggy's Cove</i> by Doyle	UTP		110-10081
<i>To Kill a Mockingbird</i> by Lee	PEC		110-10086
<i>Black Like Me</i> by Griffin	NIM		110-10088
<i>The Year Without Michael</i> by Susan Pfeiffer	NIM		110-10087
<i>The Pearl</i> by Steinbeck	GAG		110-10082
<i>Of Things Not Seen</i>	NIM	1/6s	110-10131
<i>The Giver</i>	NIM	1/6s	110-10135
<i>Nightjohn</i>	NIM	1/6s	110-10136
<i>Light in the Forest</i>	NIM	1/6s	110-10137
<i>The Pigman</i>	NIM	1/6s	110-10133
<i>The Pigman's Legacy</i>	NIM	1/6s	110-10134
<i>The Snow Goose</i>	NIM	1/6s	110-10138
<i>Remember Me</i>	NIM	1/6s	110-10132
<i>The Jade Peony</i>	NIM	1/6s	110-10139
<i>I am the Cheese</i> by Cormier	NIM		110-10089
<i>The Last of the Curlews</i> by Bodsworth (Out of Print)	PEC		110-10090

### ENG531A GENERAL ENGLISH

**Note:** *New Authorization. New resources will be ordered through the Secondary Language Arts Consultant*

**The following resources, however, can be ordered through PLMDC:**

#### Novels

**Option 1—Select any 2 from the following list:**

<i>The Mad Trapper</i> by Wiebe	PEC		111-11106
<i>Hold Fast</i> by Major	NIM		111-11107
<i>Of Mice and Men</i> by Steinbeck	NIM		111-11108
<i>More Joy In Heaven</i> by Callaghan	PEC		111-11091
<i>In the Heat of the Night</i> by Ball	FWH		111-11093

**Option 2—**Teachers teaching a Grade 11 or Grade 12 language arts core course may opt to have students read from the *reading tote* for ½ a semester instead of selecting a second novel title from **Option 1**.

## **ENG631A GENERAL ENGLISH**

<i>Connections 3: Discovering</i> - 2nd Ed. (Out of Print)	GAG	1/p	112-12048
<i>Connections 3: Discovery</i> T.Ed. 2nd Ed.	GAG	1/t	112-12049
<i>Writing Power 3</i> by Bartlett (Out of Print)	MHR	1/p	112-12050
<i>Writing Power 3</i> T.Ed. (Out of Print)	MHR	1/t	112-12051
<i>Your Speech</i> by Griffith et al	HBJ	1/p	110-10096
<i>Front Row</i> by MacNeill et al (Out of Print)	NEL	1/p	111-11103

### **Novels or Long Non-Fiction**

**Option 1**—Select any 2 from the following list:

<i>Animal Farm</i> by Orwell	NIM		112-12040
<i>Alive</i> by Read	SBF		112-12052
<i>Flowers for Algernon</i> by Keyes	NIM		112-12053

**Option 2**—Teachers teaching a Grade 11 or Grade 12 language arts core course may opt to have students read from the *reading tote* for ½ a semester instead of selecting a second novel title from **Option 1**.

## **ENG451A PRACTICAL ENGLISH**

Subscription to <i>Scope Magazine</i>	SCH	1/c	110-10101
<i>Globe Modern Dictionary</i> (Out of Print)	PEC	5/c	110-10143
<i>Teaching Spelling</i> 2nd Edition	GAG	1/t	110-10104
<i>A Matter for Judgement</i>	PEC	1/t	110-10102

### **Novels (Select 2 or 3)**

<i>The Boy Who Drank Too Much</i> by Shep Greene	NIM		110-10068
<i>Tex</i> by S.E. Hinton	NIM		110-10069
<i>No Dragons to Slay</i> by Jan Greenberg (Out of print)	HCP		110-10070

The additional set of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A or ENG651A.

**Feature Series** (magazine-format anthologies)

<i>Spotlight on You</i> (Out of Print)	NEL	1/p	110-10116
<i>Spotlight on You</i> , T.Ed. (Out of Print)	NEL	1/t	110-10117
<i>Meet the Challenge</i>	NEL	1/p	110-10120
<i>Meet the Challenge</i> , T.Ed. (Out of Print)	NEL	1/t	110-10121
<i>Out of the Shadows</i> (Out of Print)	NEL	1/p	110-10118
<i>Out of the Shadows</i> , T.Ed. (Out of Print)	NEL	1/t	110-10119

**Complete Library Set Short Classics**

GAG 1cs/t 110-10125

(This is a complete set of 29 classics, each of which is condensed and written at a much lower level.)

**Read Aloud Novels** (excerpts from several of these novels appear in “Features”).

It is recommended that teachers find ways to share these novels orally with students.

<i>Blood Red Ochre</i>	NIM	1/t	108-8031
<i>Who Killed My Daughter</i>	NIM	1/t	110-10122
<i>Angel Square</i>	NIM	1/t	110-10123
<i>Up to Low</i>	NIM	1/t	110-10124
<i>You Can Pick Me Up at Peggy’s Cove</i>	NIM	1/t	110-10081

\*Many of these resources will be especially useful for resource room teachers.

**Special Materials English 451A****Additional sets of support novels**

<b>Series 2000</b> novels	PEC	1/p	110-10071
<i>Fastbacks</i>	PEC	1/p	110-10072
<i>Hopes and Dreams</i>	PEC	1/p	110-10073
<i>Bestsellers</i>	PEC	1/p	110-10074
<i>MatchBook Thrillers</i>	PEC	1/p	110-10075
<i>Flashbacks</i> (sports) (Out of Print)	PEC	1/p	110-10076
<i>Flashbacks</i> (disaster) (Out of Print)	PEC	1/p	110-10077

**ENG551A PRACTICAL ENGLISH**

<i>Globe Modern Dictionary</i> (Out of Print)	PEC	5/t	110-10143
Subscription to <i>Scope Magazine</i> (See note 1)	SCH	1/p	110-10101
<i>Teaching Spelling</i> , 2nd ed.	GAG	1/t	110-10104

**Novel**

<i>The Taming of the Star Runner</i> by S.E. Hinton	NIM		111-11096
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### **Novels, Additional**

The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.

### ***ENG651A PRACTICAL ENGLISH***

<i>Globe Modern Dictionary</i> (Out of Print)	PEC	5/c	110-10143
<i>Teaching Spelling</i> 2nd Ed.	GAG	1/t	110-10104
Subscription to <i>Scope Magazine</i>	SCH	1/p	110-10101

### **Novels**

<i>Dare</i> by Marilyn Halverson	IRW		112-12045
<i>Dear Bruce Springsteen</i> by Kevin Major	DOU		112-12046

### **Novels, additional**

The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A

## ***ENGLISH ELECTIVES***

### ***WRT521A WRITING***

<i>Act of Writing</i> Conrad 4 <sup>th</sup> edition	MHR	1/p	111-11045
<i>Rule of Thumb</i> Silverman et al. 1 <sup>st</sup> Canadian edition	MHR	1/p	111-11047
<i>Good Measures</i> Silverman et al. 1 <sup>st</sup> Canadian edition	MHR	1cs/t	111-11048

### ***MED531A MEDIA***

#### **Optional Resources**

<i>Getting Started in Mass Media</i> - Text	NTC	1/p	111-11109
<i>Getting Started in Mass Media</i> - T. Ed.	NTC	1/t	111-11110
<i>Understanding Mass Media</i> 5th Ed.-Text	NTC	1/p	111-11111
<i>Understanding Mass Media</i> 5th Ed.- Workbook	NTC	1/t	111-11112
<i>Understanding Mass Media</i> 5th Ed.- T. Ed.	NTC	1/t	111-11113
<i>Channel Your T.V. Viewing</i> - T. Ed.	CUA	1/t	111-11121

<i>Scanning Television &amp; Guides</i> (4 videos)	HBJ	1/s	111-11114
<i>Mass Media and Popular Culture</i> - T. Ed.	HBJ	1/t	111-11115
<i>Mass Media and Popular Culture</i> - Resource Binder	HBJ	1/t	111-11116

### ***LSK551A LIFE SKILLS ENGLISH***

<i>Language for Living 2</i> (Out of Print)	GAG	1/p	111-11124
<i>Language for Living 3</i> (Out of Print)	GAG	1/p	111-11125
<i>Language for Living 4</i> (Out of Print)	GAG	1/p	111-11126
<i>Read and Think 1</i> by Weber (Out of Print)	GAG	1/p	111-11127
<i>Read and Think 2</i> (Out of Print)	GAG	1/p	111-11128
<i>Becoming a Driver</i>	PEC	1/p	110-10103
<i>Newspaper Workshop</i> by Decker	PEC	1/t	111-11129
<i>Newspaper Workshop</i> Teacher's Guide	PEC	1/t	111-11130

### ***COMMUNICATIONS 801***

***Note: New Authorization. New resources will be ordered through the Secondary Language Arts Consultant.***

## ***FRENCH (CORE)***

### ***FRE421A FRENCH***

En direct 1, texte de l'élève	GAG	35/t	110-10211
En direct 1, guide et ressource de l'enseignant(e)	GAG	1/t	110-10212
En direct 1, feuilles à reproduire (cahier)	GAG	1/t	110-10214
En direct 1, cassettes	GAG	1/t	110-10213
En direct 1, acétates en couleur	GAG	1/t	110-10215
En direct 1, Le magazine, texte de l'élève	GAG	18/t	110-10216
En direct 1, Le magazine, guide et ressource de l'enseignant(e)	GAG	1/t	110-10217
Franco-jeu, cahier d'activités	PEI	1/p	110-10203
Franco-jeu, guide du professeur	PEI	1/t	110-10204
Franco-jeu et Le journal, cassette audio	PEI	1/t	110-10205
Consommateur averti, cahier d'activités	PEI	1/p	110-10206
Consommateur averti, guide du professeur	PEI	1/t	110-10207
Voyages-Échanges, cahier d'activités	PEI	1/p	110-10208
Voyages-Échanges, guide du professeur	PEI	1/t	110-10209
Voyages-Échanges-Entrevues, cassette vidéo	PEI	1/t	110-10210
Le journal, cahier d'activités	PEI	1/p	110-10290
Le journal, guide du professeur	PEI	1/t	110-10291
Le permis de conduire, cahier d'activités	PEI	1/p	110-10201
Le permis de conduire, guide du professeur	PEI	1/t	110-10202
Programme d'étude et guide d'enseignement: 10 <sup>e</sup> , 11 <sup>e</sup> , 12 <sup>e</sup> version finale	PEI	1/t	110-10293

### ***FRE521A FRENCH***

En direct 2, texte de l'élève	GAG	1/p	109-9162
En direct 2, guide et ressource de l'enseignant(e)	GAG	1/t	109-9163
En direct 2, cassettes	GAG	1/t	109-9165
En direct 2, acetates en couleur (NON-IMPRIMÉ)	GAG	1/t	109-9166
En direct 2, cahier d'activités	GAG	30/t	109-9167
Connaissance de soi, cahier d'activités	PEI	1/p	111-11200
Connaissance de soi, guide du professeur	PEI	1/t	111-11201
Planification d'un voyage, cahier d'activités	PEI	1/p	111-11202

Planification d'un voyage, guide du professeur	PEI	1/t	111-11203
Planification d'un voyage et Vers une carrière, cassette audio	PEI	1/t	111-11207
Le théâtre, cahier d'activités	PEI	1/p	111-11204
Le théâtre, guide du professeur	PEI	1/t	111-11205
Le théâtre, cassette vidéo	PEI	1/t	111-11206
Vers une carrière, cahier d'activités	PEI	1/p	111-11208
Vers une carrière, guide du professeur	PEI	1/t	111-11209
Programme d'étude et guide d'enseignement 10 <sup>e</sup> , 11 <sup>e</sup> , 12 <sup>e</sup> version finale	PEI	1/t	110-10293

### ***FRE621A FRENCH***

En direct 2, texte de l'élève	GAG	1/p	109-9162
En direct 2, guide et ressource de l'enseignant(e)	GAG	1/t	109-9163
En direct 2, cassettes	GAG	1/t	109-9165
En direct 2, acetates en couleur (NON-IMPRIMÉ)	GAG	1/t	109-9166
En direct 2, cahier d'activités	GAG	30/t	109-9167
En direct 3, Et puis après... texte de l'élève	GAG	1/p	112-12142
En direct 3, Et puis après... cahier d'activités	GAG	1/p	112-12143
En direct 3, Et puis après...guide et ressource de l'enseignant(e)	GAG	1/t	112-12144
En direct 3, Et puis après...cassettes	GAG	1/t	112-12145
Racisme et discrimination, cahier d'activités	PEI	1/p	112-12171
Racisme et discrimination, guide du professeur	PEI	1/t	112-12172
Programme d'étude et guide d'enseignement 10 <sup>e</sup> , 11 <sup>e</sup> , 12 <sup>e</sup> version finale	PEI	1/t	110-10293

### **Reference materials available for Core French teachers 10-11-12**

Plan de perfectionnement en français langue seconde : selon une démarche communicative/expérientielle par Roger Tremblay.			
Production orale non-interactive	CEC	1/t	107-7250
Compréhension orale	CEC	1/t	107-7251
Compréhension écrite	CEC	1/t	107-7252
Personnalisation des matériels didactiques (NON-IMPRIMÉ)	CEC	1/t	107-7253
Avec Brio - Guide Pratique de communication	GAG	1/t	107-7295
L'évaluation formative des apprentissages en français langue seconde - niveau avancé	CASLT	1/t	

## ***FAMILY LIFE EDUCATION***

### ***FAM421A FAMILY LIFE EDUCATION***

Married and Single Life (Riker, Palm, Brisbane 5th Edition - Glencoe) Text	MHR 1/p	110-10303
Married and Single Life Teacher Resource Binder	MHR 1/t	110-10306
Married and Single Life Annotated Edition	MHR 1/t	110-10305

#### **Additional Resources** (refer to Guide for more detail)

Dimensions of Life by Henderson	NEL 1/p	110-10301
Growing Through Knowing 3 by Kieren	PEC 1/p	110-10302
Sexuality: an Education Resource by Campbell - Out of Print	PEC 1/t	107-7329

### ***FAM621A FAMILY LIFE***

Families Today, Sasse - Glencoe	MHR 1/p	112-12084
Families Today, Teacher Resource Binder, Glencoe	MHR 1/t	112-12085
Families Today, Annotated Edition, Glencoe	MHR 1/t	112-12086
Your Marriage and Family Living, Landis	MHR 1/p	112-12089
Education in Sexuality, Merki 1996		
Education in Sexuality, Merki 1996, - Text	MHR 1/p	112-12087
Education in Sexuality, Merki 1996, T.Ed.	MHR 1/t	112-12088

#### **Course Outline**

Available at the Department of Education.

## ***HOME ECONOMICS***

### ***FDS421A FOODS AND NUTRITION***

World of Food, by Medred Eva, 1990 Ed. PEC 1/p 110-10321

#### **References**

The World of Food, Teacher's Resource Binder 1990 PEC 1/t 110-10323

The World of Food, Annotated Teacher's Ed. 1990 PEC 1/t 110-10322

Company's Coming Series, Jean Paré

- Salads MHR 1/t 110-10324

- Casseroles MHR 1/t 110-10325

- Muffins and More (Out-of-Print) MHR 1/t 110-10326

- Soups and Sandwiches MHR 1/t 110-10327

- Desserts MHR 1/t 110-10328

#### **Course Outline Information**

Food, Clothing and Housing Curriculum Guide PEI 1/t 110-10329

### ***CHD521A CHILD DEVELOPMENT***

The Developing Child (Understanding Children and Parenting)  
by Brisbane 8th Edition Text MHR 1/t 110-10307

The Developing Child - Student Workbook (x) MHR cs/t 110-10308

The Developing Child - Teacher's Resource Book MHR 1/t 110-10472

The Teachers's Test Makers software MHR 1/t 110-10473

#### **Course Outline Information**

Home Economics Curriculum for Family Living PEI 1/t 111-11233

### ***HSG621A HOUSING***

Housing Decisions NEL 1/p 112-12175

Homes Today and Tomorrow, 5<sup>th</sup> Edition MHR 1/p 112-12173

Homes for Today and Tomorrow, Teacher Resource Binder MHR 1/t 112-12174

## ***MATHEMATICS***

### ***MAT421A - MATHEMATICS***

Math Power 10 - Text	MHR	1/p	110-10353
Teacher's Resource	MHR	1/t	110-10357
Blackline Masters	MHR	1/t	110-10356
Solutions Manual	MHR	1/s	110-10358

#### **Course Outline Information**

Math 421A Curriculum Guide (2000)	PEI	1/t	110-10491
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### ***MAT431A - GENERAL MATHEMATICS***

#### **Course Outline Information**

Senior High General Mathematics Curriculum Guide 431,531,631	PEI	1/t	110-10368
<u>Math Matters I</u> - Ebos & Zolis [Nelson]			
<u>Consumer Mathematics</u> - Lange et al [Houghton Mifflin]			

### ***MAT451A PRACTICAL MATHEMATICS***

#### **Course Outline Information**

Senior High Practical Mathematics Curriculum Guide 451, 551, 651	PEI	1/t	110-10369
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### ***MAT 521A MATHEMATICS***

Math Power 11 - Text	MHR	1/p	111-11236
Teacher's Resource	MHR	1/t	111-11237
Blackline Masters	MHR	1/t	111-11238
Solutions Manual	MHR	1/s	111-11239
Matrices and Networks - Student Workbook	PEI	1/p	111-11369
Matrices and Networks - Teacher Workbook	PEI	1/t	111-11370

#### **Course Outline Information**

Math 521A Curriculum Guide (2000)	PEI	1/t	111-11371
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### ***MAT 521B MATHEMATICS***

Math Power 11	MHR	1/p	111-11236
Teacher's Resource	MHR	1/t	111-11237
Blackline Masters	MHR	1/t	111-11238
Solutions Manual	MHR	1/s	111-11239

#### **Course Outline Information**

Math 521B Curriculum Guide (2000)	PEI	1/t	111-11372
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### ***MAT531A - GENERAL MATHEMATICS***

Mathematics for a Modern World Book 3, 3rd Ed. (Out of Print)	GAG	1/p	111-11246
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#### **Course Outline Information**

Senior High General Mathematics Curriculum Guide 431,531,631	PEI	1/t	110-10368
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### ***MAT551A - PRACTICAL MATHEMATICS***

Math in Life, 3rd Ed. - Out of Print	GAG	1/p	110-10361
Math in Life, 3rd Ed. T.E.	GAG	1/t	110-10362
Math in Life, 3rd Ed. Teacher's Resource File	GAG	1/t	110-10360

#### **Course Outline Information**

Senior High Practical Mathematics Curriculum Guide 451,551,651	PEI	1/t	110-10369
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### ***MAT621A MATHEMATICS***

Math 12 - Text	PEC	1/p	112-12264
Teacher's Resource	PEC	1/t	112-12265
Exercise and Problem Bank	PEC	1/t	112-12266

### ***MAT621B MATHEMATICS***

Math Power 12 - ext	MHR	1/p	112-12260
Teacher's Resource	MHR	1/t	112-12261
Blackline Masters	MHR	1/t	112-12262
Solutions Manual	MHR	1/s	122-12263

## ***MAT611BMATHEMATICS***

New authorization, contact consultant

## ***MAT631A - GENERAL MATHEMATICS***

Math Matters 3	NEL	1/p	112-12181
Mathematics for Business	NEL	1/p	112-12182
Exploring Probability	SES	1/p	112-12179
Exploring Probability T.E.	SES	1/t	112-12180
PEI Real Property and Assessment Information	PEI	1/p	112-12183

### **Course Outline Information**

Senior High General Mathematics Curriculum Guide 431,531,631	PEI	1/t	110-10368
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## ***MAT651A - CONSUMER & CAREER MATH***

Consumer and Career Mathematics, 1991 Ed. by Bolster et al	GAG	1/p	112-12177
Consumer and Career Mathematics, 1991 Ed. T.E.	GAG	1/t	112-12178

### **Course Outline Information**

Senior High Practical Mathematics Curriculum Guide 451,551,651	PEI	1/t	110-10369
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## ***PHYSICAL EDUCATION***

### ***PED401A PHYSICAL EDUCATION (PED401A OR PED405A)***

### ***PED801A PHYSICAL EDUCATION - LIFE STYLE***

### ***PED621A PHYSICAL EDUCATION - LEADERSHIP***

Abegweit Dynasty by Charles Ballem (Out-of-Print)	HER	3/s	112-12194
Exercise Prescription for Fitness by Reid-Thompson (Out-of-Print)	PEC	1/s	112-12197
Complete Guide to Sports Injuries by H. Winter Griffith, M.D. (Out-of-Print)	FEN	1/s	112-12195
Sport in Society by Coakley(Out-of-Print)	MOS	3/s	112-12193
Living Anatomy by Joseph E. Donnelly (Out-of-Print)	PEC	1/s	112-12196
Modern Sports Officiating, A Practical Guide by Thompson et al (Out-of-Print)	WCB	3/s	112-12189
The Sports Medicine Handbook by Mirkin et al (Out-of-Print)	LIT	3/s	112-12190
Textbook of Anatomy and Physiology by Anthony, Catherine Parker(Out-of-Print)	MOS	1/s	112-12191
Modern Principles of Athletic Training, 5th Ed. by Klafs et al(Out-of-Print)	MOS	1/s	112-12192
Concepts of Physical Fitness with laboratories ninth edition Charles Corbin and Ruth Lindsey			

**Order through the consultant for 2002/2003**

### ***PED401A, PED801A***

*Physical Education Handbook Seventh Edition (Out-of-Print)	PEC	1/t	112-12185
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### ***PEER HELPER 701A/801A***

New authorization - please order materials through the Secondary Coordinator at Dept of Education ( 368-4676)

## ***SCIENCE***

### ***AGS801A AGRISCIENCE***

Agriscience Fundamentals and Applications, 2nd Ed.	NEL	1/p	112-12208
Instructor's Guide	NEL	1/t	112-12209
Transparencies	NEL	1/s	112-12210
Lab Manual	NEL	1/t	112-12211
Computerized Testbank	NEL	1/s	112-12212
Instructor's Guide for Lab Manual	NEL	1/t	112-12213
Resource Guide	NEL	1/s	112-12214

### ***AGR621A ANIMAL SCIENCE***

#### **Course Outline Information**

Agriculture Curriculum Guide	PEI	1/t	111-11265
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### ***AGR801A ANIMAL SCIENCE***

Agriculture Curriculum Guide	PEI	1/t	111-11265
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### ***BIO521A BIOLOGY***

APEF Biology Curriculum Guide Core Lab Booklet	PEI	1/t	111-11287
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Biology - The Study of Life - Text	PEC	1/p	111-11271
Biology - The Study of Life - T. Ed. - Out of Print	PEC	1/t	111-11272
Biology - The Study of Life - T. Resource Book	PEC	1/t	111-17574
Biology - The Study of Life - Transparencies	PEC	1/s	111-11273
Biology - The Study of Life - Lab Manual	PEC	1/t	111-11275
Biology - The Study of Life - Lab Manual T. Ed.	PEC	1/t	111-11276
Biology - The Study of Life - Sci Fair Man.	PEC	1/s	111-11277
Biology - The Study of Life - Study Guide	PEC	1/s	111-11278

#### **OR**

Biology - Living Systems - Text	MHR	1/p	111-11279
Biology - Living Systems - T. Ed.	MHR	1/t	111-11280
Biology - Living Systems - Lab Manual	MHR	1/t	111-11282
Biology - Living Systems - Transparencies	MHR	1/t	111-11281

Biology - Living Systems - Lab Manual T.Ed.	MHR	1/t	111-11283
<b>OR</b>			
Biology - Nelson - Text	NEL	1/p	111-11284
Biology - Nelson - T.R.	NEL	1/t	111-11285
Biology - Nelson - Classroom Res.	NEL	1/s	111-11286

### ***BIO621A BIOLOGY***

APEF Biology Curriculum Guide Core Lab Booklet	PEI	1/t	111-11287
Biology - The Study of Life - Text	PEC	1/p	111-11271
Biology - The Study of Life - T. Ed.	PEC	1/t	111-11272
Biology - The Study of Life - T. Resource Book	PEC	1/t	111-11274
Biology - The Study of Life - Transparencies	PEC	1/s	111-11273
Biology - The Study of Life - Lab Manual	PEC	1/t	111-11275
Biology - The Study of Life - Lab Manual T. Ed.	PEC	1/t	111-11276
Biology - The Study of Life - Sci Fair Man.	PEC	1/s	111-11277
Biology - The Study of Life - Study Guide	PEC	1/s	111-11278

### **OR**

Biology - Living Systems - Text	MHR	1/p	111-11279
Biology - Living Systems - T. Ed.	MHR	1/t	111-11280
Biology - Living Systems - Lab Manual	MHR	1/t	111-11282
Biology - Living Systems - Transparencies	MHR	1/t	111-11281
Biology - Living Systems - Lab Manual - T.Ed.	MHR	1/t	111-11283

### **OR**

Biology - Nelson - Text	NEL	1/p	111-11284
Biology - Nelson - T.R.	NEL	1/t	111-11285
Biology - Nelson - Classroom Res.	NEL	1/s	111-11286

### ***BIO631A HUMAN BIOLOGY***

Biology and Human Progress by Tanzer 1986	PEC	1/p	112-12198
Biology and Human Progress Workbook (x) Out of Print	PEC	1/p	112-12199
Biology and Human Progress Teacher's Resource Manual - O/P	PEC	1/t	112-12200

### Course Outline Information

Human Biology, A Teaching Guide	PEI	1/t	112-12201
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### ***CHM511A CHEM-STUDY***

Chemistry SI Edition - Student Text	PEC	1/p	111-11258
Chemistry SI - Teacher's Edition - <b>Out of Print</b>	PEC	1/t	111-11259
Chemistry SI - Teacher' Resource Package (Out-of-Print)	PEC	1/s	111-11260
Chemistry SI Edition - Lab Manual, T.Ed.	PEC	1/t	111-11261
Chemistry SI Edition - Skills Practice Book	PEC	1/t	111-11262
Chemistry SI Edition - Data Bank Book	PEC	1/t	111-11263
Chemistry SI Edition - Lab. Manual SI Edition	PEC	1/t	111-11264

### ***CHM521A CHEMISTRY***

Chemistry SI Edition - Student Text	PEC	1/p	111-11258
Chemistry SI - Teacher's Edition - <b>Out of Print</b>	PEC	1/t	111-11259
Chemistry SI - Teacher' Resource Package (Out-of-Print)	PEC	1/s	111-11260
Chemistry SI Edition - Lab Manual, T.Ed.	PEC	1/t	111-11261
Chemistry SI Edition - Skills Practice Book	PEC	1/t	111-11262
Chemistry SI Edition - Data Bank Book	PEC	1/t	111-11263
Chemistry SI Edition - Lab. Manual SI Edition	PEC	1/t	111-11264

**Note:** Existing chemistry texts by Masterton et al could also be used as resource material. These textbooks will not be replaced.

### ***CHM611A CHEM-STUDY***

Chemistry SI Edition - Student Text	PEC	1/p	111-11258
Chemistry SI - Teacher's Edition - <b>Out of Print</b>	PEC	1/t	111-11259
Chemistry SI - Teacher' Resource Package (Out-of-Print)	PEC	1/s	111-11260
Chemistry SI Edition - Lab Manual, T.Ed.	PEC	1/t	111-11261
Chemistry SI Edition - Skills Practice Book	PEC	1/t	111-11262
Chemistry SI Edition - Data Bank Book	PEC	1/t	111-11263
Chemistry SI Edition - Lab. Manual SI Edition	PEC	1/t	111-11264

### ***CHM621A CHEMISTRY***

Chemistry SI Edition - Student Text	PEC	1/p	111-11258
Chemistry SI - Teacher's Edition - <b>Out of Print</b>	PEC	1/t	111-11259
Chemistry SI - Teacher' Resource Package (Out-of-Print)	PEC	1/s	111-11260

Chemistry SI Edition - Lab Manual, T.Ed.	PEC	1/t	111-11261
Chemistry SI Edition - Skills Practice Book	PEC	1/t	111-11262
Chemistry SI Edition - Data Bank Book	PEC	1/t	111-11263
Chemistry SI Edition - Lab. Manual SI Edition	PEC	1/t	111-11264

**Note:** Existing chemistry texts by Masterton et al could also be used as resource material. These textbooks will not be replaced.

### ***SCI431A SCIENCE***

Science 10 Concepts and Connections 2002 Ed	NEL	1/p	110-10484
Science 10 Concepts and Connections Teacher's Resource	NEL	1/t	110-10485
Science 431A Curriculum guide	NEL	1/t	

### ***OCN621A OCEANOGRAPHY***

Oceanography: An Initiative to Marine Science - Out of Print	NEL	1/p	112-12202
Instructor's Manual with Test Items (Out of Print)	NEL	1/t	112-12203
Transparencies (Out of Print)	NEL	1/t	112-12204
Answers (Out of Print)	NEL	1/t	112-12205
Test bank (Out of Print)	NEL	1/t	112-12206
Oceanous: The Marine Environment (Out of Print)	NEL	1/t	112-12207

### ***PHY521A PHYSICS***

Physics Principles and Problems - Text	PEC	1/p	111-11266
Physics Principles and Problems - T. Manual - Out of Print	PEC	1/t	111-11267
Physics Principles and Problems - T. Classroom Resource - O/P	PEC	1/t	111-11268
Physics Principles and Problems Lab Manual - T.E. (Out-of-Print)	PEC	1/t	111-11269
PEI Physics Curriculum Guide (APEF)	PEI	1/t	111-11270

### ***PHY621A PHYSICS***

Physics Principles and Problems - Text	PEC	1/p	111-11266
Physics Principles and Problems - T. Manual - Out of Print	PEC	1/t	111-11267
Physics Principles and Problems - T. Classroom Resource - O/P	PEC	1/t	111-11268
Physics Principles and Problems Lab Manual - T.E. (Out-of-Print)	PEC	1/t	111-11269
PEI Physics Curriculum Guide (APEF)	PEI	1/t	111-11270

**Note:** The Paul Hewitt textbook entitled Conceptual Physics: A High School Physics Program is also authorized as a resource but will not be re-order. All the materials are now in the schools.

## ***SCI421A SCIENCE***

Coordinating Science Book 1

CUP 1/p 110-10377

Coordinating Science 1 - Teacher Resource Book

CUP 1/t 110-10378

Biology Module for Science 421

NEL

## ***SOCIAL STUDIES***

### ***CAS 401A - CANADIAN STUDIES***

Gateway to Canada	OUP	1/p	110-10404
Women Changing Canada	OUP	1/p	110-10414
Aboriginal People For Future Building	OUP	1/p	110-10416
World Affairs: Defining Canada's Role	OUP	1/p	110-10418
CANADIAN Oxford School Atlas	OUP	1/p	110-10413
Women Changing Canada: Student Activity Workbook	OUP	1/t	110-10415
Aboriginal People For Future Building: Student Activity Workbook	OUP	1/t	110-10417
World Affairs: Student Activity Workbook	OUP	1/t	110-10419

### ***ECO621A - INTRODUCTORY ECONOMICS***

Made in Canada: Economics for Canadians 3rd Ed. by James Thexton	OUP	1/p	112-12243
Made in Canada: Economics for Canadians T.E.	OUP	1/t	112-12244
<b>OR</b>			
Economics: A Problem Solving Approach by Elijah M. James	PEC	1/p	112-12248
Economics: A Problem Solving Approach Study Guide	PEC	1/t	112-12249
<b>AND</b>			
Working with Economics 2nd Ed. by H.Richard Hird (Out-of-Print)	PEC	cs/s	112-12250
Working with Economics 2nd Ed. T.E. (Out-of-Print)	PEC	1/s	112-12251
<b>Course Outline Information</b>			
Economics 621 Curriculum Guide	PEI	1/t	112-12252

### ***GEO421A GEOGRAPHY OF CANADA***

Canada: Exploring New Directions	FWH	1/p	110-10425
Canada: Exploring New Directions T.E.	FWH	1/t	110-10426
Canada: Exploring New Directions Blackline Masters	FWH	1/t	110-10427
Canadian Oxford School Atlas 7th Ed. by Standford	OUP	1/2p	110-10413
<b>OR</b>			
Canada and the World: An Atlas Resource (Out-of-Print)	PEC	1/p	110-10410
Canada and the World: An Atlas Resource, T.E. by Matthews et al	PEC	1/t	110-10411
The Canadian Landscape 3rd Ed. (Map and Air Photo Interpretation)	PEC	15/c	110-10395
The Canadian Landscape 3rd Ed. T.E.	PEC	1/t	110-10396
<b>Course Outline Information</b>			
Senior High Academic Geography T. Guide 421A,521A,621A	PEI	1/t	110-10405

**Course Outline Information**

Geography 431 Curriculum Guide	PEI	1/t	110-10424
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***GEO521A GLOBAL STUDIES***

Glencoe World Geography 3rd Ed. (Out-of-Print)	MHR	1/p	111-11302
Glencoe World Geography 3rd Ed. T.E.	MHR	1/t	111-11303
Glencoe World Geography T. Classroom Res. (Out-of-Print)	MHR	1/t	111-11305
Glencoe World Geography Activity Workbook (x)	MHR	1/p	111-11304
Glencoe World Geography Testmaker (IBM)	MHR	1/s	111-11306

**Course Outline**

Senior High Academic Geography Teacher's Guide	PEI	1/t	110-10405
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***GEO531A WORLD GEOGRAPHY***

Heath - World Geography by Charles F. Gritzner	NEL	1/p	111-11317
Heath - World Geography Teacher's Edition	NEL	1/t	111-11318
Heath - World Geography Teacher's Resource Binder- Out of Print	NEL	1/t	111-11319
Heath - World Geography Student Workbook (X)	NEL	1/p	111-11320
Heath - World Geography Student Workbook Teacher's Edition	NEL	1/t	111-11321
Maps Transparency Masters - Out of Print	NEL	1/t	111-11322

**Course Outline Information**

GEO531A Provincial Curriculum Guide	PEI	1/t	111-11307
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***GEO621A GLOBAL ISSUES***

Challenge for Change 2nd Ed. by Margaret Fagan	MHR	1/p	112-12253
Challenge for Change Teacher's Resource	MHR	1/t	112-12254
	<b>or</b>		
The Global Challenge by Quentin Stanford - Out of Print	OUP	1/p	112-12255

**Course Outline Information**

Senior High Academic Geography Teacher's Guide	PEI	1/t	110-10405
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### ***GEO631A GLOBAL ISSUES***

The Human World: A Changing Place (Out-of-Print)	NEL	1/p	112-12241
The Human World: A Changing Place T.E. (Out-of-Print)	NEL	1/t	112-12242
Canadian Oxford School Atlas, 7th Ed. by Stanford	OUP	35/t	110-10413
Canada and the World: An Atlas Resource (Out-of-Print)	PEC	1/t	110-10410
Canada and the World: An Atlas Resource T.E.	PEC	1/t	110-10411

### ***HIS421A ANCIENT AND MEDIEVAL HISTORY***

World History: The Human Experience 1994 Ed.	MHR	1/p	111-11299
World History: The Human Experience T.E.	MHR	1/t	111-11300
World History: The Human Experience - Text Maker	MHR	1/s	111-11301

### ***HIS521A MODERN WORLD SURVEY***

World History: The Human Experience 1994 ed.	MHR	1/p	111-11299
World History: The Human Experience TE 1994	MHR	1/t	111-11300
World History: The Human Experience Text Maker	MHR	1/s	111-11301
<b>OR</b>			
Modern Perspectives (n Can Ed.) by Trueman - Out of Print	MHR	1/p	111-11288

### ***LAW531A - CANADIAN LAW***

The Law in Canada, Barnhorst et al. (Out of Print)	PEC	1/p	111-11308
The Law in Canada, Teacher's Edition (Out of Print)	PEC	1/p	111-11309

#### **Course Outline Information**

LAW531A Canadian Law Provincial Curriculum Guide	PEI	1/t	111-11311
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### ***HIS621A CANADIAN HISTORY***

Canada: A North American Nation by Bennett et al	MHR	1/p	112-12246
<b>or</b>			
Canada in a North American Perspective	PEC	1/p	112-12245
<b>and</b>			
The North Americans by James Christopher	OUP	1/t	112-12240

#### **Course Outline Information**

HIS621A Provincial Curriculum Guide	PEI	1/t	112-12247
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### ***HIS621B P.E.I. HISTORY*** - Under Review

The Years Before Anne by Bolger	HER	1/c	112-12229
The Cradle of Confederation by Callbeck	BRU	6/c	112-12225
The Making of the Maritime Provinces by MacNutt	CHA	6/c	112-12220
The Charlottetown Conference by Waite	CHA	6/c	112-12221
The Quebec Conference by Whitelaw	CHA	6/c	112-12222
The French Regime in P.E.I. by Harvey	HER	10/c	112-12224
The Native People of Atlantic Canada by McGee	OUP	6/c	112-12228
Geographical Names of P.E.I. by Rayburn	HER	4/c	112-12227
The Master's Wife by MacPhail - Out of Print	HER	1/c	112-12226
Set of Island Magazines 1 copy of each of first 20 editions by MacDonald - Out of Print	HER	1/s/c	112-12230
A Road Map to Island History: A Bibliographical Index for the Island Magazine by MacDonald	HER	1/c	112-12231
The Micmacs: How They Lived 500 Years Ago by McGee and Whitehead	NIM	6/c	106-6183

### ***HIS631A WORLD SURVEY (PART II)***

The Pageant of World History (1986) by Leinwand (Out-of-Print)	PEC	1/p	111-11289
The Pageant of World History (1986) Workbook by Nugent	PEC	1/p	111-11290

### ***HIS631B MODERN WORLD ISSUES***

The Contemporary World: Conflict or Co-operation (Can 2nd Ed) by Cannon et al	HBJ	1/p	112-12215
MacLean In-Class Program by MacLean Hunter	MHL	1/p	112-12216

#### **Course Outline Information**

HIS 631 - Modern World Issues Curriculum Guide	PEI	1/t	112-12217
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### ***LAW521A CANADIAN LAW***

All About Law (4th Ed.) Gibson et al	NEL	1/p	111-11313
All About Law (4th Ed.) Teacher's Resource Book	NEL	1/t	111-11314
Senior Law Computer Test Bank (IBM) - Out of Print	NEL	1/s	111-11316

#### **Course Outline Information**

Law 521 Curriculum Guide	PEI	1/t	111-11312
A course outline identifying topics within the four areas of study is Available from English Programs.			

### ***POL521A INTRODUCTORY POLITICS***

How Are We Governed in the 90's by Ricker & others <b>and</b>	GNP	1/p	111-11293
Challenge of Democracy by Glassford et al school	NEL	35/t	111-11294
The Great Powers by Cannon et al ( <b>Out of-Print</b> )	PEC	35/t	111-11297
Ideologies Text 3 <sup>rd</sup> Ed.	MHR	5/s	111-11390
Ideologies T.Ed - 3 <sup>rd</sup> Ed	MHR	1/t	111-11391
<b>Course Outline Information</b>			
Politics 521 Curriculum Guide	PEI	1/t	111-11298

### ***POL621A ADVANCED POLITICAL STUDIES***

(Part A of Course)			
Party Politics in Canada (5th Ed) by Thorburn - Out of Print	PEC	1/p	112-12232
<b>and</b>			
(Part B of Course)			
Option 1			
Magruder's American Government by McCleanaghan	PEC	1/p	112-12233
Magruder's American Government, T.E. by McCleanaghan	PEC	1/t	112-12234
<b>Course Outline Information</b>			
Politics 621 Parts A & B Curriculum Guide	PEI	1/t	112-12235

### ***SOC451A PRACTICAL SOCIAL STUDIES***

History Makers Series			
Cleopatra by Amy Wachpress	PEC	8/c	110-10406
Galileo: A Man Against the Times by Owen	PEC	8/c	110-10407
Soul Force: The Life of Mahatma Ghandi by Bledsoe by Bledsoe	PEC	8/c	110-10408

### ***SOC851A PRACTICAL SOCIAL STUDIES***

Living in North America by James Crewe et al	NEL	1/p	111-11291
Living in North America T.E. by James Crewe et al	NEL	1/t	111-11292

## ***SOC851B PRACTICAL SOCIAL STUDIES***

### History Makers Series

Cleopatra by Amy Wachpress	PEC	8/c	110-10406
Galileo: A Man Against the Times by Owen	PEC	8/c	110-10407
Soul Force: The Life of Mahatma Ghandi by Bledsoe by Bledsoe	PEC	8/c	110-10408

## ***BUSINESS EDUCATION***

### ***ACC621A - ACCOUNTING PRINCIPLES***

Accounting I (5 <sup>th</sup> Ed.) by G.E. Syme	PEC	1/p	112-12001
Accounting I Workbook (for above)	PEC	1/p	112-12002

#### **Reference Materials**

Teacher's Key	PEC	1/t	112-12003
Annotated Teacher's Edition	PEC	1/t	112-12004
Supplementary Resources			

Software Simply Accounting

### ***ACC801A - ACCOUNTING***

Century 21 Student Text	NEL	1/p	111-11013
Century 21 Working Papers Chapters 1-20	NEL	1/p	111-11014

#### **Reference Materials**

Century 21 Teacher's Resource Manual	NEL	1/t	111-11016
Teacher's Edition of Working Papers Chapters 1-20	NEL	1/t	111-11015

Software Simply Accounting

### ***BUS701A - THE WORLD OF BUSINESS***

The World of Business, 3 <sup>rd</sup> Ed. Murphy, Kelly, McMillan, Williams, Wilson John Wiley and Sons Canada Ltd., 1987	NEL	1/p	110-10001
The World of Business - Workbook, 3 <sup>rd</sup> Ed.	NEL	1/p	110-10002
The World of Business - Teacher's Manual	NEL	1/t	110-10003

### ***ENT521A ENTREPRENEURSHIP***

The Entrepreneurial Spirit by Liepner et al 1991	MHR	1/p	111-11006
The Entrepreneurial Spirit T.M. by Liepner et al 1991	MHR	1/t	111-11007

**Reference Materials**

Entrepreneurship: The Spirit of Adventure by Bodell et al 1991- O/P	HBJ	1/t	111-11001
Entrepreneurship: The Spirit of Adventure, T.G. by Bodell et al 191	HBJ	1/t	111-11002
Entrepreneurship: Creating a Venture by Kretchman et al 1991	NEL	1/t	111-11003
Entrepreneurship: Creating a Venture, Student Workbook by Kretchman et al 1991	NEL	1/t	111-11004
Entrepreneurship: Creating a Venture, Teacher's Resource Package by Kretchman et al 1991	NEL	1/t	111-11005
Creativity in Business: An Entrepreneurial Approach by Luczkiw and Loucks 1992	PEC	1/t	111-11008
Entrepreneurship and World of Work - English	MTB	1/t	112-12026
Entrepreneurship and World of Work - French	MTB	1/t	112-12027

***RKP701A- RECORDKEEPING***

Contact Career Technology Studies Consultant

***TYP801A - BUSINESS TYPING***

Software Program: MicroType MultiMedia

Century 21 Keyboarding, Book 1	NEL	35/s	110-10015
Teacher's Resource Kit	NEL	1/t	110-10016
Teacher's Edition, Semester 1	NEL	1/t	110-10017
Teacher's Edition, Semester 2	NEL	1/t	110-10018
Teacher's Edition, Semester 3	NEL	1/t	110-10019

**Additional Resource Materials**

Contact Career Technology Studies Consultant at the Department of Education.

## ***PRE-VOCATIONAL - TECHNICAL***

### ***WOD705A - WOODWORKING FUNDAMENTALS***

Wood Technology & Processes

Good Heart-Welcox

### ***WEL705A - WELDING FUNDAMENTALS***

Contact Career Technology Studies Consultant regarding materials.

### ***ELE701A - ELECTRICITY & ELECTRONICS***

Basic Electronics

Glenco/McGraw Hill



Modern Welding, Althouse Tuniquist Bowditch  
Welding Principles & Practices by Sacks

GNP 1/p 110-10035  
MHR 1/p 110-10036

## ***COOPERATIVE EDUCATION***

### ***CWS601B WORKPLACE DYNAMICS-PERSONAL SKILLS FOR THE WORLD OF WORK***

Succeeding in the World of Work, Fifth Edition, Text	MHR	30/s	112-12010
Succeeding in the World of Work, Fifth Edition, Student Activity Workbook	MHR	30/s	112-12011
Succeeding in the World of Work, Fifth Edition Teacher Edition	MHR	1/t	112-12012
Succeeding in the World of Work, Fifth Edition, Resource Binder	MHR	1/t	112-12013
Succeeding in the World of Work, Testmaker, IBM	MHR	1/s	112-12014
Expanding Your Horizons - A Career Guide	MMC	10/s	112-12015
Expanding Your Horizons - A Career Guide, T.Ed.	MMC	1/t	112-12016
Career Expo '92, Student Handbook, available from PLMDC	PEI	1/t	112-12017
Career Expo '92, Teacher Handbook, available from PLMDC	PEI	1/t	112-12018
Reference Binder, available from PLMDC	PEI	1/s	
Project Real World, Teacher's Guide	MTB	1/t	112-12021
Module II - Your Economic Decision	MTB	1/t	112-12022
Module II - Your Economic Decision - French	MTB	1/t	112-12023
Module III - Resource Management Skills	MTB	1/t	112-12024
Module III - Resource Management Skills - French	MTB	1/t	112-12025
Module IV - Entrepreneurship & World of Work	MTB	1/t	112-12026
Module IV - Entrepreneurship & World of Work	MTB	1/t	112-12027

## ***FRENCH IMMERSION***

### ***FRE421F FRENCH FI***

#### Literature Resources

L'anneau du guépard	LGF	1/p	110-10253
Viens-t'en Jeff	LGF	1/p	110-12056
Trafic	LGF	1/p	110-10255
La tête sur les épaules (Out-of-Print)	GNP	1/p	110-10269
Le don	LGF	1/p	110-10254

#### **Course Outline Information**

Programme d'études en français - immersion 10e-11e-12e	PEI	1/t	110-10267
Dossier pédagogique sur la littérature 10e-11e-12e	PEI	1/t	110-10268

### ***FRE521F FRENCH FI***

#### Literature Resources

La vie est une bande dessinée	LGF	1/p	111-11211
Jeanne, fille du Roy	SER	1/p	111-11140
La neige en deuil (Out-of-Print)	LGF	1/p	111-11138
Zone	SER	1/p	111-11210
Astérix chez les Bretons	LGF	1/p	111-11139

#### **Course Outline Information**

Programme d'études en français-immersion 10e-11e-12e	PEI	1/t	110-10267
Dossier pédagogique sur la littérature 10e-11-e-12e	PEI	1/t	110-10268

### ***FRE621F FRENCH FI***

#### Literature Resources

En toute liberté (Out of Print)	LGF	1/p	112-12158
D'une race à part	LGF	1/p	112-12157
Annie, François, Monique et l'autre	LGF	1/s	112-12155
Florence	LGF	1/p	112-12156
Le chant des grenouilles (Out of Print)	ACA	1/p	112-12159
Anthologie de la poésie française	LGF	1/p	112-12270

### Course Outline Information

Programme d'études en français- immersion 10e-11e-12e	PEI	1/t	110-10267
Dossier pédagogique sur la littérature 10e-11e-12e	PEI	1/t	110-10268

### Reference Material

ABC de la grammaire	LSC	1/p	110-10266
Clé pour la grammaire	GUE	30/c	107-7197
Le Monde des affaires - texte 2nd ed.	GUE	1/t	111-11212
Clé de l'orthographe des verbes français	MOD	6/t	107-7173
Communication Plus 3 - guide	CEC	1/t	107-7191
Communication Plus 3 - feuilles	CEC	1/t	107-7190
Communication Plus 3 - cassettes	CEC	1/t	107-7192
Communication Plus 4 - guide	CEC	1/t	107-7194
Communication Plus 4 - feuilles	CEC	1/t	107-7193
Communication Plus 4 - cassettes	CEC	1/t	107-7195
Les scribouillards - contes, fables et poésies - livret (Out-of-Print)	GRA	1/t	107-7176
Les scribouillards - contes, fables et poésies - guide (Out-of-Print)	GRA	1/t	107-7177
Les scribouillards - dialogues, portraits et descriptions - livret O/P	GRA	1/t	107-7182
Les scribouillards - dialogues, portraits et descriptions - guide O/P	GRA	1/t	107-7183
Les scribouillards - bandes dessinées - livret (Out-of-Print)	GRA	1/t	107-7184
Les scribouillards - bandes dessinées - guide (Out-of-Print)	GRA	1/t	110-10230
Les scribouillards - lettres et cartes postales - livret (Out-of-Print)	GRA	1/t	107-7174
Les scribouillards - lettres et cartes postales - guide (Out-of-Print)	GRA	1/t	107-7175
Les scribouillards - messages, publicité et autres messages incitatifs - livret (Out-of-Print)	GRA	1/t	107-7180
Les scribouillards - messages, publicité et autres messages incitatifs - guide (Out-of-Print)	GRA	1/t	107-7181
Messages et discours - texte	GUE	1/t	110-10231
Paroles vivantes - texte	GUE	1/t	110-10232
Passages - texte (Out-of-Print)	CEC	1/t	110-10224
Passages - guide (Out-of-Print)	CEC	1/t	110-10225
Passages - cassettes	CEC	1/t	110-10226
Colloques - texte	CEC	1/t	110-10227
Colloques - guide	CEC	1/t	110-10228
Colloques - cassettes	CEC	1/t	110-10229
Situation - texte	PEC	1/t	110-10223
Texte et contexte 4 - texte 1 <sup>re</sup> partie	DDI	1/t	110-10219
Texte et contexte 4 - guide 1 partie	DDI	1/t	110-10220
Texte et contexte 4 - texte 2 <sup>re</sup> partie	DDI	1/t	110-10221
Texte et contexte 4 - guide 2 partie	DDI	1/t	110-10222

## ***SOCIAL STUDIES (FI)***

### ***ECO621F ECONOMICS FI***

Programme d'études, Économie 621	PEI	1/t	112-12122
Cours circuit - Éducation économique - élève ( <b>out of print/contact consultant 368-6293</b> )	EDU	1/p	112-12118
Cours circuit - cahier d'activités - 2 <sup>e</sup> Ed. (x)	EDU	1/2p	112-12119
Cours circuit - Éducation économique - maître	EDU	1/t	112-12120
Cours circuit - cahier d'activités - corrigé 3 <sup>e</sup> édition	EDU	1/t	112-12121
Moi, mes besoins - cahier d'apprentissage	LID	1/t	112-12125
Moi, mes besoins - cahier d'apprentissage corrigé	LID	1/t	112-12126
Activités d'apprentissage en éducation économique - cahier	GUE	1/t	112-12123
Activités d'apprentissage en éducation économique cahier - corrigé	GUE	1/t	112-12124
Le système économique canadien et ses institutions	ACA	1/t	112-12167
Le système économique canadien et ses institutions (guide pédagogique)	ACA	1/t	112-12168
Dictionnaire des termes économiques	LAC	1/t	112-12128
Entrepreneurship: L'esprit d'aventure - guide	CFEE	1/t	112-12090
Entrepreneurship: L'esprit d'aventure - video	CFEE	1/t	112-12091

### ***HIS421G CANADA IN TODAY'S WORLD FI***

Program of Studies – Curriculum Guide	PEI	1/t	110-
Regard sur le Canada	CHN	1/p	110-10233
Les relations Canado-Américaines	CRF	1/t	110-10272
Le Canada et le monde au XX <sup>e</sup> siècle	CRF	1/t	110-10273
Atlas d'histoire du Canada	GUE	7/c	110-10274
Cent ans du Canada, 2 <sup>e</sup> Ed. (Out-of-Print)	MHR	1/t	110-10271
Pleins feux sur le Canada	OUP	1/t	110-10285

### ***LAW521F CANADIAN LAW FI***

Le Droit - Programme d'Études	PEI	1/t	111-11222
Le droit - text	GUE	1/p	111-11224

#### **Reference Materials**

Le Droit de la personne - texte	CRF	1/t	111-11217
Les Droits de la personne - guide	CRF	1/t	111-11218
La constitution du Canada - texte	CRF	1/t	111-11219

La constitution du Canada - guide	CRF	1/t	111-11220
Ressources audiovisuelles Droit 521	PEI	1/t	111-11221
All about law (4th ed.) - text	WIL	1/t	111-11313
All about law (4th ed.) - Teacher's Resource Kit	WIL	1/t	111-11314

Famille, droit et société	ACA	1/t	111-11216
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### ***SOC621F THE INDIVIDUAL IN SOCIETY FI***

Individu en société - programme d'Études	PEI	1/t	111-11226
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La société humaine, défis et changements	GUE	1/p	112-12117
Notre monde actuel - maître	LID	1/t	111-11227
Les grands courants de la pensée contemporaine	LID	1/t	111-11228
Idéologies et régimes politiques comparés (Out-of-Print)	MGL	1/t	111-11229
Les relations internationales	MGL	1/t	111-11230
Les grandes religions (Out-of-Print)	CRF	1/t	111-11231
Familles - Canada - Out of Print	MHR	1/t	111-11232
Le Canada dans le contexte nord-américain	GUE	1/t	112-12127
L'histoire du Canada et du Québec dans quelques épisodes (O/P)	GUE	1/t	111-11214
Tendances sociales canadiennes (Stats Can)	STC	1/t	111-11215
Famille, droit et société	ACA	1/t	111-11216

#### **Reference Materials**

Sociologie générale - Tome 1: L'action sociale	HURT	1/t	112-12163
Sociologie générale - Tome 2: L'organisation	HURT	1/t	112-12164
Dictionnaire de sociologie (Out of Print)	LIA	1/t	112-12129

### ***SCI 421F Science***

Omnisciences 10 - Manuel de l'élève	CHN	1/p	110-10437
Omnisciences 10 - Guide d'enseignement	CHN	1/t	110-10438
Omnisciences 10 - Feuilles reproductibles	CHN	1/t	110-10439

#### **Course Outline Information**

Programme d'études - Science 10e année	PEI	1/t	110-10492
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