Kensington Int-Sr High School
Registration Handbook
2011 - 2012

Selecting courses is a very important decision. Decisions you make during your high school years have a major impact upon your future career and job opportunities. Selecting the program and courses that best match your academic ability, achievement, and future goals is an important choice you have to make.

Read this handbook and listen carefully to the explanations from your teachers and school counsellor. Be sure to ask questions about anything you don't understand. Your parents are important partners in the decisions you have to make, so be sure to share this handbook with them. Do not pick courses simply because your friends are picking them.

Students have the opportunity, within certain limits, to choose from a number of elective courses. Make sure you know the requirements for graduation. Your choice of elective courses requires careful consideration to ensure that you have those suitable for your interests, skills, and your goals of work or further study. Selecting courses that are too difficult or too easy can result in frustration, disengagement, and ultimately poor marks or failed courses.

The registration you complete in the spring is used to build a master schedule and to make staff assignments. Make your choices with care; changes will not be made except for legitimate reasons.

Picking wisely will help ensure your success after high school and will increase the chances of being accepted to post secondary programs. Many programs are now limited in numbers, so you may need any advantage you can get.

Have a great year at KISH!

Sincerely,

Terry Foster
Principal

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Introduction

Students entering or moving from grade to grade in high school have many important decisions to make when they are selecting their courses of study. Your course selection is very important to you and may play a role in determining your life's work. We advise you to carefully read the following pages which describe the system of education presently in place at Kensington Intermediate-Senior High School. In addition, you should consult your parents, teachers and counsellor for advice in selecting your courses. Parental and school approval of the courses selected are required before your timetable can be completed.

KISH offers a variety of courses in each grade. These courses are given at different levels of difficulty to better meet the needs of each individual student. Courses may be chosen which prepare students for university, technical college, trades training or the work force. We urge you to choose courses that are at as high a level of difficulty as you can handle. This will ensure that you will keep as many career options open as possible.

We believe a good high school program should include a basic education in English, mathematics, science and social studies. These subjects are required at each grade level. In addition, elective courses are available and are designed to meet your other interests and to aid in your future career decisions.

Credit System

KISH operates on a credit system and your progress is measured by how many credits you successfully complete. Credit is obtained in a course if a mark of 50% or more is achieved. Students are allowed to register for eight (8) credits during each school year. Exceptions are made for students enrolled in music, when students may select nine courses.

PROMOTION - Grade 7,8 & 9

1. Board policy states that the following requirements must be met in order for a student to be promoted to the next level:
   - a minimum of 50% in all subjects
   - an overall average of 60%

2. Students who have met some but not all of the above requirements may be given consideration for CONDITIONAL promotion or a PLACEMENT in the next level. This decision will be made after a meeting of the Promotion Committee consisting of the school administration, guidance counsellor, and staff involved with the student being considered. Grade 9 students who are conditionally promoted to Grade 10 will be provided with resource assistance and course adaptation or modification.

PROMOTION - Grade 10, 11 & 12

Grade levels at high school are assigned mainly for home room purposes and your grade level placement will be according to the following guidelines:

Grade 10 - You must be in your first year of senior high school or have obtained fewer than four full credits during a previous year in Grade 10.

Grade 11 - You must be in your second year of high school and have obtained at least four credits at the Grade 10 level (one of which is Eng. 421) OR You may be in your third year of study and have not obtained enough credits to graduate in that year.

Grade 12 - You must be eligible to graduate at the end of the current year, or have previously graduated.

Promotion is by individual subject and students may be enrolled in courses at different grade levels. For example, you could be taking a Grade 12 level English and a Grade 11 level Mathematics course or vice versa. If a course is not passed (a mark less than 50%), you will not earn the credit value for that course. This would mean that in the following year you

will have to do one of the following:

(a) repeat the course;
(b) take a course in the same subject at a lower level of difficulty;
(c) Choose a course in another subject area if the one failed was not a required one.

Some courses are sequential and build directly on the knowledge and skills developed in previous courses. Experience has shown that moving to the next grade level in sequential courses with a minimum pass mark of 50% is suspect in terms of chances for success, particularly if your achievement level has been declining. All such cases will be reviewed and a recommendation will be made for placement.

GUIDELINES FOR CHANGING COURSE LEVELS

A student who attains a mark of 50% in a subject will be permitted to take the same subject at the next grade and at the same level. However, students who have not attained a mark of 50% may register according to the following general guidelines subject to school approval:

1. A student who has a mark below 35% in a subject may NOT take the same subject at a lower level in a higher grade.
EXAMPLE: Math 421, mark of 28% - he/she is NOT permitted to take Math 531.
2. A student who has a mark of 35% to 49% in a subject may request to take the same subject at a lower level in a higher grade.
EXAMPLE: History 421, mark of 42% - he/she may be permitted to take Law 531. Of course, he/she would not get credit for History 421.
3. A student who wishes to change from a general course to an academic course at the same grade level may request to do so provided he/she has passed the subject at the general level.
4. A student who wishes to choose an academic course at the next grade level after successful completion of a general course may request to do so provided he/she has met both requirements listed below:
a) an average of 80% or more at the general level
b) obtained school permission and approval from his/her teacher

TYPES OF COURSES

Courses are offered at various levels of difficulty to better match the needs, interests and ability levels of students.
ADVANCED PLACEMENT new beginning September 2009. Advanced Placement (AP) courses will cover regular 621 curriculum add labs (where applicable), topics and more challenging assignments to complete Advanced Placement courses. Students would be placed in the 621 course and then add on extra sessions outside of class hours. Students will have to write AP exams at the end of the program. This may allow students to challenge for university credit.

A. **ENRICHED** - Math 611 is offered to students who have demonstrated a high degree of competency and interest in mathematics. This course will provide a higher level of preparation for studies beyond high school.

B. **ACADEMIC** - (University Preparatory) - Courses at this level provide the student with an in-depth understanding of the subject matter. Students choosing these courses will normally be those who have demonstrated the ability to cope with subjects requiring a studious approach. The content and method of instruction will require a high degree of student performance. Courses at this level are necessary for admission to university.

C. **GENERAL** - Courses at this level provide basic training and understanding in the subject area. Students choosing these courses are normally those who have experienced difficulty in coping with the more academic aspects of the subject area. The content and approach of these courses should provide a broad general understanding of the subject matter. General level courses will not normally prepare students for admission to university but may allow entry into some trade and technical training programs.

D. **PRACTICAL** - Courses at this level are designed to provide a program for students who have experienced considerable difficulty in school over the years and are unable to cope with Academic or General courses. The material is of interest to the age group in that it relates to everyday experiences. School recommendation is required for entry into these courses.

E. **CAREER & TECHNOLOGY STUDIES** - These courses familiarize students with current career and occupational opportunities. Each course will reflect current technology and will provide hands-on experience. These courses are valuable components of both general and academic programs.

F. **OPEN** - These programs are open to all students. Generally speaking, these are elective courses and are activity

oriented. Students planning on attending university should limit the number of open courses to no more than 2 in grade 12.

COURSE REQUIREMENTS - FULL TIME STUDENTS

Our system allows for a maximum course load of eight (8) credits per school year [Nine if taking MUS421, 521 or 621 as these are scheduled early morning or after school].

Since the 1999-2000 school year Grade 10 students have been involved in a school pilot program. All Grade 10 students will choose between academic and general maths and English and will follow a common academic core program in other subjects.

As a **Grade 10 student,** you **must** register for a complete eight (8) credit program which would include courses in English, writing, math, sciences, computer and social studies.

As a **Grade 11 student,** you **must** register for eight (8) credits which would include at least 1 course in English, science, social studies and mathematics.

As a **Grade 12 student,** you must register for a minimum of eight (8) credits which would include at least 1 course in English, mathematics, science and social studies.

******* Students looking at a University path need to select at least 5 "621" courses and attain a minimum average of 70% in these courses to meet University entrance requirements. Please check University Calendars for specific course requirements.

RECOMMENDATIONS

1. Students are advised to learn about requirements for university by the end of Grade 10. Canadian university calendars and information are available on-line or in the Guidance Office.

2. Every student should take the Career Cruising Career Search program available as a Career Search option for all senior high students

3. Science - If you are registering for science courses at the academic level, You should plan to complete at least two of biology, chemistry or physics at the Grade 12 level. If you plan to go on to university, especially in the science related areas, **you must take two of the above, one of which should be Chemistry.**

Advanced Placement

In 2009-2010 we began to offer AP courses within the school course offerings. Beginning with chemistry and mathematics we will look at how students respond to the higher level courses. We will investigate accessing other AP courses through synchronous on-line connection with other schools. Students are advised to check the regulations of the universities of their choice to see how AP courses may be used to their advantage.

On-Line Learning

If students want courses that are not on our course offering list, we may be able to access these courses through non-synchronous courses. This means that the courses may be taken whenever it fits into the student schedule.

GRADUATION REQUIREMENTS

During the three years at high school, students will enrol in a minimum of 24courses. Students who enter Grade 10 level after September 2000 have two pathways to graduation:

Pathway 1 -	**Pathway 2-**
a) Must earn a total of 20 credits b) must have 4 language arts including a grade 12 First Language c) must have 2 mathematics courses d) must have 2 science courses e) must have 2 social studies courses f) must have 5 grade 12 level (600 or 800) courses	a) Must earn a total of 20 credits b) must have 8 vocational or CEC courses c) must have 3 language arts including a grade 12 First Language d) must have 2 mathematics courses e) must have 2 science and 1 social studies or 2 social studies and 1 science f) must have 5 grade 12 level (600 or 800) courses.

COURSE IDENTIFICATION

Each type of course described in the previous section may be recognized by its full name followed by a three digit number.

To map out a program of study you must understand this system of identification as each number tells you something about the course. The following diagram explains the system.

ENGLISH	**4**	**3**	**1**
Area of Study	year in which course is usually attempted	Type of Course	Credit Value
English Science Etc	4-grade 10(first) 5-grade 11(second) 6-grade 12(third) 7-grade 10 or 11 8-grade 11 or 12	0- Open 1- Enriched 2- Academic 3- General 4- Vocational 5- Practical 6- Modified	1 - 1 credit 2 - 2 credits 3 - 3 credits 4 - 4 credits
EXAMPLES English 531A - this course is Grade 11 General English and is valued at one credit**.** History 421A - this course is Grade 10 Academic History and is valued at one credit**.** Hospitality 801A - this course is a Grade 11 or 12 open level course and is valued at one credit**.**			

COURSE SELECTION

You are about to make some very important decisions. Remember to follow these guidelines:

(1) Get help from your subject teachers, home room teacher, and/or school counsellor.

(2) Discuss your course selection with your parents/guardians.

(3) Make sure you know the level of course for which you qualify.

(4) Keep future plans in mind as you select your courses, and be sure to read the section entitled, "Summary of Entrance Requirements for Maritime Post- Secondary Institutions".

(5) Choose at least one course in English, mathematics, science and social studies each year.

(6) Read carefully the course descriptions.

(7) Grade 10 & 11 students choose 8 credits. Grade 12 students choose 7 or 8 credits.

(8) Remember to make any necessary changes in your course selection prior to the end of this school year.

COURSES OFFERED -

grade 10	grade 11 academic	grade 11/12 general	grade 12 academic
ENG421A WRT421A MAT421A SCI421A] SCI701A HIS421A ITC401A PED401A FDS421A FRE421A GEO421A MUS421A CRP701A CEO401	ENG521A [3] MAT521A [3] MAT521B [3] CHM521A [2] BIO521A [2] PHY521A [2] HIS521A [2] LAW521A [2] FRE521A [1] MUS521A [1] AGR621A - may be taken in grade 11 or 12	-Core Senior General courses are offered in a two year cycle as follows: Sept of even # yr / Sept of odd # yr ENG 531A--- ENG631A MAT531A--- MAT631A AGS801A----BIO801A GEO531A----LAW531A	ENG621A MAT621A MAT611B MAT611A CHM621A CHM621B BIO621A PHY621A AGR621A HIS621A GEO621A ECO621A ACC621A CMP621A FRE621A MUS621A PED621A
Optional Certificate Programs 1. Agriculture 2. Travel & Tourism	OPEN COURSES AAR802 Aerospace ART501 Art AUT 701/801 Automotive CAR701/801 Carpentry CMM801A Multi Media	CWS501/601 Co-op DES701 Design Technology DRA801 Drama FSC801 – Food Service HOS801A - Hospitality	PED 801A – Phys Ed PHP701/801 Peer Helping ROB801 Robotics TRA802A Transitions WLD701/801 Welding

Concurrent Certificate: Canadian Academy of Travel & Tourism [Level I and Level II **]**

The Canadian Academy of Travel & Tourism is a national program functioning within the context of a regular high school education. This is a three year program starting in grade 10. Students will follow the regular curriculum with a "specialization" in tourism. It offers work experience in co-op education, a paid internship after the completion of grade 11, opportunities to travel, perform volunteer services and acquire skills and experience.
Whether or not a student is certain of his/her career path, a skills profile such as that provided by this program would be beneficial in enhancing his/her high school program and in seeking employment. Each successful Academy student will have marketable and transferrable skills to take to work or to study in any field. At the completion of Grade 12 and with the successful completion of the required courses, the students will receive their regular high school graduation diploma and a certificate stating they are graduates of the Canadian Academy of Travel & Tourism.

<table>
<tr><th></th><th>grade 10</th><th>grade 11</th><th>grade 12</th></tr>
<tr><td>Graduation requirements (Compulsory for all KISH students)</td><td>English
Mathematics
Science
Social Studies
Writing</td><td>English
Mathematics
Science
Social Studies</td><td>English
Mathematics
Science
Social Studies</td></tr>
<tr><td rowspan="2">Additional Requirements for Canadian Academy of Travel & Tourism Certificate</td><td rowspan="2">French 421A*

Computer 401A</td><td>French 521A</td><td>French 621A</td></tr>
<tr><td colspan="2">(This course can be taken in grade 11 or 12)

Hospitality 801A</td></tr>
<tr><td>Suggested electives</td><td>Music 421

Cdn Geography 421</td><td colspan="2">(The following courses can be taken in grade 11 or 12)
Career Futures 801A Geography 531A
Creative Multi Media 801 Communication 801A
Agriculture 621A Agriscience 801A
Music 521/621A Computer 621A
Accounting 621A Transitions 602Y
Co-operative Work Study</td></tr>
<tr><td>Other Certificate Requirements</td><td colspan="3">First Aid/CPR, Career Day Participation, 240 hr combined Co-op & paid internship, Superhost, Tourism Awareness Workshops, compulsory infusion (cross-curricular) activities, and an exit interview to showcase your portfolio. Each student must complete at least 10 volunteer hours in each year of the program which equals a minimum 30 volunteer hours upon completion of the program at graduation. These hours are to be recorded by individual students and reported to the co-ordinator. Attendance at Travel & Tourism meetings is mandatory.</td></tr>
<tr><td>Additional Value Activities</td><td colspan="3">Other courses/ workshops that may be available from time to time such as WHMIS training, FOODSAFE Sanitation course, CHOICES, Personal Dimensions and/or additional internship hours</td></tr>
</table>

* Students who do not complete the French course requirement can qualify for a Level 2 Certificate
** In grade 11 or 12 special arrangements may need to be made

Concurrent Certificate - The Agriculture Certificate

The **Agriculture Certificate** is a three year program which students complete during their grade 10, 11, and 12 years. Students enrolled will complete the regular high school curriculum with a "specialization" in agriculture.

Special features of the program include

✔ Recognized by Nova Scotia Agricultural College
✔ Agriculture activities within the regular high school courses.
✔ Agriculture industry co-operative education placements.
✔ Opportunities to complete short courses or workshops in concert with the agriculture industry: i.e. WHMIS, farm safety, Safe Livestock Handling, and Tractor Safety.
✔ A 3-6 week paid agricultural internship at the completion of grade 11.
✔ A skills profile portfolio which would be beneficial in seeking employment.
✔ Upon graduation, a recognized Agriculture Certificate and a regular high school diploma.

This program is open to all students, even those who may be uncertain of a career path. The **Agriculture Certificate** is designed to better prepare students for: life-long learning, entry directly into the workforce, or pursual of post-secondary education.

	grade 10	grade 11	grade 12
Graduation Requirements (Compulsory)	**English Mathematics Science Social Studies Writing**	**English Mathematics Science Social Studies**	**English Mathematics Science Social Studies**
Additional Requirements for Agriculture Certificate	**Computer 521A**	***(The following courses can be taken in grade 11 or 12)*** **➜ One of Agriculture 621A or AgriScience 801A** **➜ 240 Agriculture Internship hours *** **➜ One of:Accounting 621/801A, Economics 621A, Computer 621A, Entrepreneurship 521A**	
Suggested Electives	**Carpentry 701A**	*(The following courses can be taken in grade 11 or 12)* **Carpentry 801A Industrial Arts Biology 521A CMM801A Biology 621/801A Physics 621A Chemistry 521A**	
Other Certificate Requirements	**First Aid/CPR, Farm Safety Course, Career Day participation, 240 hour combined Co-op Work Study and paid Internship, CHOICES, and compulsory infusion (cross-curricular) activities.**		
Added Value Activities	**Other courses/workshops that may be available from time to time such as: WHMIS training, Pesticide/Herbicide use, farm business short courses, Internet for farmers, or additional internship hours, etc.**		

Note 1: In Grade 11 or 12 special arrangements may need to be made.
Note 2: In scheduling CWS hours 240 hours may be achieved through any combination of CWS, paid or unpaid summer employment and agriculture related training.

SPECIFIC INFORMATION FOR GRADE 12 STUDENTS

SUMMARY OF ENTRANCE REQUIREMENTS FOR POST SECONDARY INSTITUTIONS

Graduation from high school does not guarantee admission to a university or college program. Students who are considering study beyond high school should consult university and college calendars in the Guidance Office to determine what courses to choose during high school.

Most Maritime universities require five grade 12 (621 or 611) academic courses for admission with a minimum average of 70%. For some programs with limited enrol ment a still higher average is required. Universities usually require that these five courses be taken in the student's final year of study (grade 12).

- To be eligible for most universities, students should choose English, Mathematics, a Science (Chemistry, Biology or Physics), a social studies, plus one more acceptable academic elective.
- Students who plan to pursue studies in Science, Engineering, Forestry, Medicine, Dentistry, Pharmacy, Dental Hygiene, X-Ray Technology, Lab Technology, Nursing, or Physiotherapy should include Chemistry and at least one of Physics and Biology. For most of these programs, it is to your advantage to take all three sciences.
- Students who plan to pursue studies in Engineering, Science or Mathematics related areas beyond high school are advised to select the Enriched Mathematics course in Grade 12 (Math 611).
- Students are reminded that some universities will not accept Computer 621, Accounting 621 or Music 621 as one of the five subjects for admission. Others will accept only one of these for admissions purposes.
- Students are encouraged to make use of the Guidance Office and web sites for up-to-date information on entrance requirements for various post-secondary universities and colleges.

Post-secondary institutions such as Holland College may accept students graduating with General courses into some programs. However, many courses require academic high school programs for entrance. Students are advised to check well in advance as to what doors they are closing when they transfer from Academic to General courses. Each student must accept the responsibility of selecting appropriate courses in high school. Remember- Courses you select now will have a strong bearing on avenues open to you beyond high school. Please make your decisions with care. University and college applications should be sent by mid February for students to have the best choice of acceptance. Special programs may have specific deadlines.

STUDENT SERVICES (GUIDANCE OFFICE)

The school counsellor is available to assist students in three main areas: educational, vocational, personal-social. The school counsellor is available to students on an individual basis to discuss matters relative to school progress, future planning, course selection, post-secondary information and personal development. Assistance is also provided by means of group or class sessions.

Other services offered by the school counsellor include:

a) Orientation for incoming students
b) Assisting students and parents in course registration
c) Liaison with post-secondary institutions
d) Organizing Career Day and other career related activities
e) Maintaining a resource centre with educational and career information where students can gain information helpful in planning for the future
f) Career Counselling through a variety of forum - Bridges is available.
g) Scholarship, student loan and bursary information
h) Liaison with other agencies (Social Services, Community Mental Health, etc.)

Services of the school counsellor are available to students, parents and teachers during regular school hours, and students are encouraged to take advantage of the services provided.

PROGRAM PLANNING SHEET				
Subject Area	**Grade 10**	**Grade 11**	**Grade 12**	**Total Credits**
English				
Mathematics				
Science				
Social Studies				
	Total Credits___	**Total Credits___**	**Total Credits___**	**Grand Total Credits ___**

Kensington Intermediate-Senior High School
Grade 10 Registration

Student Name _____ Phone _____

✔ **Each student must select 8 courses.**
✔ **Students must take at least one English, mathematics, science, and social studies course each year.**
✔ **Grade 10 students must take one computer course (section VII) and a Career Exploration course (section VI)**
✔ **A course will be offered only if the number of registrations is sufficient.**

✔ **To Register for a course, place a check mark in the space to the left of each course chosen.**
✔ **You must choose the number of courses indicated in each block.**
✔ **Courses marked with an * can be taken only with permission from the office or the teacher indicated.**

I Choose one English course

____ English 421 (10)*

____ English 431 (11)

***Students who choose Eng421 must choose Writing 421 in section IV unless given permission from office**

**** Recommendations from grade 9 teachers will be considered**

II Choose one Science Course

___ Science 421 (51)

___ Science 701 (52)

___ Chemistry 521 (46) *

**** Students registering for Chm521 must be recommended by grade 9 teacher and pass a screening test**

III Choose one Math course

___ Math 421 (20)

___ Math 431 (21)

**** Recommendations from grade 9 teachers will be considered**

IV Choose one English Elective

_____ Writing 421

_____ Literacy 401

V Choose one Social Studies

___ History 421 (32)

___ Geography 421 (36)

VI Choose one Career Explorations course

___ Career Explorations 401 (60)

VII Students must choose this course unless they have passed a computer skills inventory test

___ ITC401 – Information Technology Communication

VIII Choose one elective course [choose two courses if you did not register for ITC 401 in section VI]-

___ French 421 (75) **___ Phys Ed 401 (86)** **___ CMM801A – Creative Multimedia**

___ Carpentry 701 (62) **___ Foods421 (74)** **___ Resource 401 (89)***

***Recommendation from Resource Teacher required for Resource elective _____**

IX Two extra electives in case some choices cannot be offered 1_____ 2. _____

X Check the space in this block only if you are applying for music

_____ Music 421 (80)* - with consent of Music Teacher _____

X I Check a space in this block only if you are applying for one of the certificate programs [Entry interview required].

____ Canadian Travel and Tourism Certificate **____ Agriculture Certificate**

XII

Student Signature _____ Home Room Teacher_____

Parent/ Guardian _____

KENSINGTON INTERMEDIATE SENIOR HIGH SCHOOL GRADE 11&12 REGISTRATION

STUDENT NAME_____ PHONE _____

- All students must take 8 courses. Courses will be offered only if number of students registered is sufficient.
- Students must select at least one course from each of English, Maths, Science, and Social Studies.
- Grade 11 students in the academic program must register in 2 maths courses.
- To register for a course place the id number on the space at the bottom of this form

Section I English	id	Section 2: Mathematics	id	Section 3: Social Studies	id
___ Eng421A (acad)	E1	___ Mat421A (acad)	20	___ Eco621A (acad)	31
___ Eng431A (gen)	11	___ Mat431A (gen)	21	___ Geo421A (acad)	32
___ Eng521A (acad)	12	___ Mat521A (acad)	22	___ Geo531A (gen)	33
___ Eng531A (gen)	13	___ Mat521B (acad)	23	___ Geo621A (acad)	34
___ Eng621A (acad)	14	___ Mat531A (gen)	24	___ His421A (acad)	35
___ Eng631A (gen)	15	___ Mat611A (AP)	25	___ His521A (acad)	36
___ Wrt421A (acad)	16	___ Mat611B (enriched)	26	___ His621A (acad)	37
___ Com801A (open)	17	___ Mat621A (acad)	27	___ Law521A (acad)	38
___ Lit 401A (open)	18	___ Mat631A(gen)	28		39
___ Dra801A (open)		___ Mat801A (open)	29		40
			30		

Section 4: Sciences	id	Section 5: Electives & id			
___ Agr621A (acad)	41	___ Aerospace 502 (open)	55	___ Foods 421 (acad)	76
___ Ags801A (gen)	42	___ Automotive701/801A	56	___ French 421(acad)	77
___ Bio521A (acad)	43	___ Automotive 801C/801D	57	___ French 521 (acad)	78
___ Bio621A (acad)	44	___ Automotive 801E/801F	58	___ French 621 (acad)	79
	45	___ Accounting 621(acad)	59	___ CUL 801 Food Service	80
___ Che521A (acad)	46		60	___ Hospitality 801	81
___ Che621A (acad)	47	___ Career Explorations 401	61	___ Music 421 (band)	82
___ Che621B AP (acad)	48	___ Carpentry 701A (open)	62	___ Music 521 (band)	83
___ Phy521A (acad)	49	___ Carpentry 801A (open)	63	___ Music 621 (band)	84
___ Phy621A (acad)	50	___ Carpentry 801B (open)	64	___ OMT 801A office mgt	85
___ Sci421A (acad)	51	___ ITC 401 computer basics	65	___ Peer Helping 701A	95
___ Sci701A (open)	52	___ Computer 521 (acad)	66	___ Peer Helping 801A	86
___ Sci801A (open)		___ Computer 621 (acad)	67	___ Phys Ed 401 (open))	87
		___ Creative Multi Media 801	68	___ Phys Ed 621A	88
		___ ITE801 A computer repair	69	___ Phys Ed 801A (open)	89
		___ Co-op Work St 501	70	___ Res401A (open)	90
		___ Co-op Work St 502	71	___ Res501A (open)	91
		___ Co-op Work St 601	72	___ Res601A (open)	92
		___ Co-op Work St 602	73	___ Transitions 602Y (voc)	93
		___ Fam621 (acad	74	___ Wel 701A/801A (voc)	94

Signatures:

Student: _____

Parent / Guardian:_____

Teacher:_____

Academy: [check one]

____ Travel & Tourism

____ Agriculture

course choices id numbers

1._____ 2._____ 3._____ 4._____

5._____ 6._____ 7. _____ 8._____

two alternatives in case first 8 cannot be scheduled 1. _____ 2. _____

COURSE DESCRIPTIONS

This section of the handbook contains a brief description of each of the courses offered at KISH. Descriptions include an outline of content covered as well as level of difficulty and credit value.
Prerequisite courses mean those courses that must be successfully completed before the course in question is taken. Only with special agreement may a course be taken without the prerequisite.
These descriptions are brief due to space limitations in this booklet. If you wish more detail as to the content covered or the method of instruction used in the course, please talk to a teacher of that subject.

ENGLISH

ENG 421A - English - First year - Academic - 1 credit
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.
ADDITIONAL NOTES: The focus in this course is on the elements of the short story, the types of conflict, an understanding of theme and theme statements, setting and characterization. Students are required to read and study 8 short stories, 8 to 10 poems, some non-fiction pieces, as well as two novels. Students will also be acquainted with Shakespeare and his historical background which will lead to the study of a Shakespearean play.

ENG 431A - English - First Year - General - 1 credit
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.

WRT421A - Writing - First Year - Academic - 1 credit
DESCRIPTION **- This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (prewriting, drafting, revising, editing, publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, documenting sources): practical strategies are explicitly taught and modeled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise.**
Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters, and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

ENG 521A - English - Second Year - Academic - 1 credit
DESCRIPTION -This course examines the major genres such as poetry, essays, short stories, drama; and the novel with the major focus on poetry and provides supports (including assessment rubrics) that address all the outcomes of the 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.
PREREQUISITE - English 421A.

ENG 531A - English - Second Year - General - 1 credit
DESCRIPTION- This course is designed for students who have some difficulty with written and oral communication. The goal of the course is to encourage the reading and enjoyment of novels, short stories, and drama so that students become more readily connected with the literature being explored, furthering their ability to approach a selection

strategically. This program will help students increase their vocabulary and discuss and express their ideas by collaborating in oral, written, and media projects. Meaningful writing activities will expose students to all of the stages of the writing process, with particular emphasis on revising and editing.
ADDITIONAL NOTES: Students are required to read and study two novels, a minimum of 10 poems, a variety of short fiction and non-fiction, and a drama selection.

ENG 621A - English - Third Year - Academic - 1 credit
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: This course emphasises the consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries and cultures; write a research essay, reviews, and short analytical essays; listen and speak in collaborative contexts including a structured formal debate, and analyse the interactions among media forms, audiences, and media industry practices. The emphasis is on the study of non fiction but students will also study 2 novels, a variety of short fiction and poetry, and 2 drama sections including one Shakespearean drama.
PREREQUISITE - English 521A.

ENG 631A - English - Third Year - General - 1 credit
DESCRIPTION- Students in this course will read a wide variety of text and write a wide variety of forms to help them make meaning of the world they experience now and will experience as adults. Students will be provided with opportunities to speak clearly and with confidence and to listen attentively and respond appropriately in a small or a large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding and appreciation for this medium.
ADDITIONAL NOTES: Students will read and study 2 novels, 2 plays, a variety of short fiction and non-fiction, and several poems.

COM801A - Communications - Open - 1 credit
DESCRIPTION- This course is designed to help the student become proficient with 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. This course will have entrance recognition at Holland College, with the curriculum designed to link to post secondary opportunities in the study of Office Systems Administration and Business Administration.
ADDITIONAL NOTES: Students will be expected to give speeches, write journals, and complete many group activities and assignments.

MATHEMATICS

MAT 421A (ALGEBRA) - First Year - Academic - 1 credit
DESCRIPTION - This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations. It is recommended that students have a good background in grade nine mathematics.

MAT431A - First Year - General - 1 credit
DESCRIPTION- MAT431A is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT431A, combined with the grade eleven course (MAT531A) and a grade twelve course (MAT631A or MAT801A), will meet the requirements necessary to enter many community college programs. This course includes topics that prepare students to enter the work force directly from high school such as measurement, area, the Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

MAT 521A (ALGEBRA) - Second Year - Academic - 1 credit
DESCRIPTION - This is 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.
PREREQUISITE - Mat 421A. . It is highly recommended that a mark of at least 60% be obtained in Mat 421A before taking Mat 521A.

MAT 521B Mathematics- Second Year - Academic - 1 credit
DESCRIPTION - This course, although optional, is highly recommended for students planning to enter university science or business programs. The topics covered are radicals; reasoning, justification and proof; plane and coordinate geometry; linear inequalities and linear programming; rational expressions; and equations, inequalities and developing a function toolkit.
PREREQUISITE - Mat 421A. and Mat521A

MAT 531A - Mathematics - Second Year - General - 1 credit
DESCRIPTION-This course continues the exploration of how Essential Skills are used in the workplace and in everyday life. Combined with grade 12 mathematics, Mat631A, it may meet requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school, such as, Income and Debt; Data Analysis; Measurement Technology; Relations and Functions; Owning and Operating a Vehicle and Personal Income Tax.

MAT611A - AP Mathematics
Description -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.
In addition to the provincial curriculum, students will be responsible for addressing AP Mathematics expectations.

MAT 611B - Mathematics - Third year - Advanced - 1 credit
DESCRIPTION- This course is designed for students with a strong mathematical background planning to enter university science or business programs. The topics covered are advanced trigonometry, complex numbers and polar coordinates, functions, limits, derivatives and applications, and an introduction to integration. *It is recommended that students have a strong background in MAT621B.*
PREREQUISITES: MAT421A, MAT521A, MAT521B, and MAT621B

MAT 621A -Mathematics - Third Year - Academic - 1 credit
DESCRIPTION- This is a third year mathematics course intended for students planning to enter university arts or social science programs. Topics covered are transformations, exponents and logarithms, sequences and series, trigonometric functions, combinatorics and probability, and statistics.

MAT 621B (ALGEBRA) - Third Year - Academic - 1 credit
DESCRIPTION- This is a third year mathematics course intended for all students planning to enter university science or business programs. The topics covered are transformations, exponents and logarithms, sequences and series, trigonometric functions, conics, and combinatorics and probability. *This course is a prerequisite for students planning to take MAT611B.*
Prerequisite: Mat 521A

MAT 631A - Mathematics - Third Year - General - 1 credit
DESCRIPTION -Mat631A will meet the course requirements to enter many community college programs. MAT 631A 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 taxes. As well, the economics of home ownership are explored along with various types of investments.

MAT801A - Applied Mathematics - open - 1 credit
This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trade-related courses.
The units of study include the following: Unit 1- Mathematical Essentials; Unit 2 -Construction/Housing; Unit 3 - Electrical ; Unit 4- Spatial Sense; Unit 5 -Fabrication

SCIENCE

AGR621A - Animal Science - Third year - Academic - 1 credit
DESCRIPTION - Animal Science covers in detail such topics as: Animal Nutrition, Breeding, and Health. Dairy, Beef, Swine, Poultry Production, and various other Island livestock enterprises are also examined.
Additional Notes: A major project will have to be done during the course. It will involve a study of a particular kind of livestock enterprise. A survey of Agriculture on P.E.I. in relationship to the rest of Canada and the world.

AGS 801A - Agriscience -Second or Third year - Open - 1 credit
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.

BIO 521A - Biology - Second year - Academic - 1 credit
DESCRIPTION - This is the first science course in which the focus is entirely on the life sciences. Biology 521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: 1. Matter and Energy for Life ; 2. Biodiversity; 3. Maintaining Dynamic Equilibrium I (systems: Circulatory, Respiratory, Digestive, Excretory, Immune); 4. Interactions Among Living Things

BIO 621A - Biology - Third year - Academic - 1 credit
DESCRIPTION - This is the second science course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: 1.Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine); 2. Reproduction and Development; 3.Genetic Continuity; 4. Evolution, Change and Diversity. PREREQUISITE - Biology 521 or with permission.

BIO 801A - Human Biology - Third Year - General - 1 credit
DESCRIPTION -This course is designed to introduce students to the structure, function, and inter-relation of the various systems in the human body that are required to maintain homeostasis. Topics including Nutrition, Embryonic Development, and Genetics are also explicitly addressed. Biology 801A will provide students with the opportunity to develop knowledge, skills, and science-technology-society-environment connections concerning the functioning of their body. In addition, students will hopefully develop positive attitudes towards, and an appreciation for, the life sciences.

CHM 521A - Chemistry - Second Year - Academic - 1 credit
DESCRIPTION -This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A builds upon the knowledge and skills found in the unit called

Chemical Reactions **in Science 421A. The units of study in Chemistry 521A include: Stoichiometry; From Structures to Properties; and, Organic Chemistry. Chemistry 521A provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry.**

CHM621A - Chemistry -Third year - Academic -1 credit
DESCRIPTION - This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A provides the foundation for the units of study in Chemistry 621A. The units of study in Chemistry 621B include: Thermochemistry; From Solutions to Kinetics to Equilibrium; Acids and Bases; and, Electrochemistry.
PREREQUISITE - Chemistry 521A.

CHM621B - Chemistry -Third year - Academic – Advanced Placement - 1 credit
Description- This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A provides the foundation for the units of study in Chemistry 621B. The units of study in Chemistry 621A include: Thermochemistry; From Solutions to Kinetics to Equilibrium; Acids and Bases; and, Electrochemistry. In addition to the provincial curriculum, students will be responsible for addressing AP Chemistry expectations.
Prerequisite: Chemistry 521A.

PHY 521A - Physics - Second Year - Academic - 1 credit
DESCRIPTION - This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. Physics 521A builds upon the knowledge and skills found in the unit called Motion in Science 421A.
The units of study in Physics 521A include:
Unit 1 - Kinematics (study, and description, of motion)
Unit 2 - Dynamics (study of forces that explain motion)
Unit 3 - Momentum and Energy
Unit 4 - Waves
Physics 521A provides the quantitative and theoretical foundation for the units of study in Physics 621A by introducing wave motion and examining, in one-dimension, the topics of Kinematics, Dynamics, and Momentum.

PHY 621A - Physics - Third Year - Academic - 1 credit
DESCRIPTION - This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving Physics. Physics 521A provides the foundation for the units of study in Physics 621A. Topics related to kinematics, dynamics, and energy in Physics 621A will include two-dimensions analysis.
The units of study in Physics 621A include:
Unit 1 - Force, Motion, Work, and Energy
Unit 2 - Fields
PREREQUISITE - Physics 521A or with permission.

SCI 421A - Science - First year - Academic - 1 credit
DESCRIPTION- This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Topics covered are: Sustaining Ecosystems; Chemical Processes; Motion and Weather Dynamics.

SCI701A - Applied Science - First Year -Open - 1 credit
DESCRIPTION - Applied Science 701A is a physical science course that develops students' scientific and technological knowledge and skills through the use of technology and a robotics design and construction context. It contains a balance of theory, design and experimental activities that builds student scientific and technological literacy using the processes of inquiry, problem solving and decision making. Furthermore, this course provides students with an opportunity to explore energy sources and careers in order to help them appreciate the importance of energy and alternate fuel sources as well as the range of career opportunities available in these areas of study.

SOCIAL STUDIES

ECO 621A - Economics - Third Year - Academic - 1 credit
DESCRIPTION - The major areas of study in this course are: the nature of 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. ADDITIONAL NOTES: A group business plan and final exam are major components of the course.

GEO 421A - Geography of Canada - First Year - Academic - 1 Credit
DESCRIPTION - This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geo-technologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

GEO 531A - World Geography - Second Year - General - 1 Credit
DESCRIPTION - This course investigates the study of geography, its methods and tools, and the application of geographic inquiry in making sense of the world around us. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying world geography. Students will explore patterns that exist in the natural world that link land, oceans, natural resources, climates, and human activity. Current issues will be an integral part of the World Geography course although the emphasis will remain on physical geography concepts. Students will engage in a geographic inquiry that may also form the basis of their active citizenship project. The course is organized into three units: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World.

GEO621A - Global Issues - Third Year - 1 credit
DESCRIPTION: This course is designed as an inquiry-focused study of world issues. Students will begin the course by exploring the concept of "global issue" and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to being about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

HIS 421A - Ancient and Medieval History - First Year - Academic - 1 Credit
DESCRIPTION- This survey course in ancient and medieval history traces the principal events in human history beginning at the Stone Age. Emphasis is placed on the following topics: the transition from Stone Age culture to the early civilization of Mesopotamia and Egypt, the cultural achievements of the Greeks and the Romans, the rise of Christianity and other world religions, and the Feudal System. Considerable emphasis is placed on relating the historical events to present world conditions and problems.

HIS 521A - Modern World History - Second Year - Academic - 1 credit
DESCRIPTION -This course is sequential to HIS421A - Ancient and Medieval History and it is a survey of modern European history from 1400's during the Age of Discovery. Major topics studied in the program are: Age of Absolutism; Age of Revolutions [English, American, and French]; the Industrial Revolution; the Rise and Fall of Napoleon; the unification of Italy and Germany; Imperialism and the World Wars. The course will provide students with an

understanding of how.Modern European history ideas and events have contributed to Modern Western Civilization.

HIS 621A - Canadian History - Third Year - Academic - 1 credit
DESCRIPTION- This course was developed specifically to represent an Atlantic Canadian perspective on our national historical narrative. The course is organized into thematic units which address persistent questions in Canada's history. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada's history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

LAW 521A - Introductory Law - Second Year - Academic - 1 credit
DESCRIPTION - This course is an introduction to Canadian Law with an exploration of fundamental concepts such as the history and purpose of law, development of law, and administration of law in Canada. The course is organized into units that include Foundations of Law, Criminal Law, and Civil Law. Another unit, based upon an inquiry approach, provides an opportunity for students to further explore specific areas of interest that are not included in the core units such as Family Law, Contractual Law, Aboriginal Law, Media and Internet Law, and other areas of interest.

LAW 531 - Canadian Law - Second Year - General - 1 credit
DESCRIPTION - This course is similar to Law 521 in that it provides an introduction to many of the same concepts. Students will be able to enhance their understanding of Canadian Law through the use of case studies and explorations of legal issues. The course is organized into three units: Foundations of Law, Criminal Law, and Civil Law. Topics of study will include the trial procedures, Youth Criminal Justice Act, sentencing, and remedies and defenses among other areas of interest.

HIS421G – French Immersion History – Academic – 1 Credit
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, Canada's Role in World Wars, the Great Depression, and Canada and the World from 1945 to present.

FRENCH

FRE 421A - French - Academic - 1 credit
The French 421A course is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: Canadians, Childhood Memories, Volunteering, and Getting a Driver's Licence. 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 achievement of that goal. Evaluation will be based on listening, reading comprehension, written and oral production.

FRE421F – French Immersion – Academic – 1 Credit
This course integrates vocabulary development, grammar, composition, literature and culture. At this level, the emphasis is on the written text; whether it be fiction or non-fiction, students are exposed to a variety of genres. Students are asked to improve their writing skills through a variety of structured and progressive assignments; students will be asked to give short oral presentations and become acquainted with short drama activities. Culture is integrated throughout the course.

Fre521 – French – Academic – 1 credit
FRE521A is a continuation of the FRE421A program but with different themes which include Extreme Weather, Planning a Trip, Lifestyles – Knowing Yourself , Crime and Violence, and The Theatre.

Fre621 – French – Academic – 1 credit
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 Racism and Discrimination, The Arts, The Media, Life after School, and Technology in Society.

BUSINESS EDUCATION

ACC 621A - Accounting - Third Year - Academic - 1 credit
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 Accounting* is the computer software used to support a curriculum component. • This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Accounting and Business.

MUSIC

MUS 421A - INSTRUMENTAL - First Year - Acedemic - 1 credit
DESCRIPTION - Music 421A will refine and build upon the musical concepts, knowledge, and skills of the grade nine instrumental music program. The music 421A course will explore and investigate pieces from a variety of styles and time periods with a specific emphasis on Canadian content and the Baroque Era. Students will be expected to choose one piece from the Baroque time period as a musical study. Through the strands of Create and Perform, Listen and Perform, and Read and Perform, students will be introduced to scale identification of whole tone; interval identification: major and perfect ascending; relative harmonic and melodic minor scales/arpeggios of C, Eb, Ab. They will demonstrate an understanding of the following musical expressions: *affectuoso, brillante, expressivo, glissando, risoluto*. Students will be expected to perform a solo and be an independent part in a small ensemble.

MUS 521A - INSTRUMENTAL - Second Year - Academic - 1 credit
DESCRIPTION - The course builds upon the musical concepts, knowledge, and skills of MUS421A.
Students will be expected to refine, build upon and explore the musical concepts of rhythm and metre, pitch and harmony, form, expression, and content through the three strands of Create and Perform, Listen and Perform, and Read and Perform. They will demonstrate an understanding of the following musical expressions: *ad libitum, alla marica, ben maracato, con forza, con spirito, furioso, quasi,* and *vigoroso.* In MUS521A students will be introduced to rhythmic dictation in compound time; pentatonic scale identification; melodic dictation, chord identification of augmented, diminished, or dominant 7^{th}; identification of intervals played simultaneously: major, minor, and perfect; and identification of chord change. They will demonstrate that they are able to play major scales/arpeggios/thirds: A and E concert; relative harmonic and melodic minor scales/ arpeggios of Db, G, D concert; and read and play pentatonic scale. Through the context of music, students will explore the characteristics of the Classical Era. They will be expected to choose one composer from this time period to do a musical study. Students will also examine their own Canadian culture and how music plays a role in creating and defining that culture.
PREREQUISITE - Music - Instrumental 421A.

MUS 621A - INSTRUMENTAL - Third Year - Academic - 1 credit
DESCRIPTION - This course is built upon the musical concepts, knowledge and skills studied in MUS521A. Students are expected to refine these concepts, knowledge and skills. They will also be introduced to new concepts, knowledge and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions) and demonstrate an understanding of the following musical expressions: *a cappella, attaca, con fuoco, deciso, mesto,*

and *troppo*. Through creating and performing, students will harmonize to familiar simple melodies and compose using a selected form with harmonization. They will be expected to read and perform major scales/arpeggios/thirds at increased tempi: C F Bb Eb Ab Db/C# G D E plus Gb/F# B/Cb . Students will listen and perform intervals (augmented, diminished, ascending and descending) and identify intervals played simultaneously augmented and diminished. They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study. PREREQUISITE - Music - Instrumental 521A

PHYSICAL EDUCATION

PED 401A - Physical Education - First Year - Open - 1 credit
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 an increasing emphasis on preventative health and active lifestyles, 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.

PED621A - Physical Education - Leadership - Third year - 1 credit
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.

PED801A - Physical Education - Lifestyle - Third year - 1 credit
DESCRIPTION- Physical Education – Life Style is an elective credit for students in their second or third year of senior high school. The course is sequential with PED401 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.

ARTS

DRA801A – Dramatic Arts
DESCRIPTION- This course will provide opportunities to explore movement and speech and to combine these in a greater range of dramatic forms. The emphasis for this course will be 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 stimulated 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 theatre component within Drama 801A culminates in the production of created text. The elements of theatre production and the skills required for presentation, including acting skills, will be explored.

ART501A – Visual Arts – Open – 1 Credit
This course builds upon the knowledge, skills, ideas and experiences introduced in ART401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design and spatial understanding. Students will learn to critically view using the appropriate vocabulary to examine the art and the artists of the Renaissance to the Impressionistic time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook on a regular basis.

FAMILY LIVING / HOME ECONOMICS

FAM 621A - FAMILY LIFE EDUCATION – 3rdt Year - Academic - 1 credit
DESCRIPTION - 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.

FDS421 - Foods - -academic - 1 credit
DESCRIPTON - 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 involves baking and food preparation.

CUL801A – Culinary Skills – Open – 1 Credit
Culinary Skills 801A is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include salads and sandwiches, baked goods, pastas and grains, eggs and dairy, and management of food services. Culinary Skills 801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary studies in this subject area. Prerequisite: Foods and Nutrition 421A

COMPUTER STUDIES

ITC401A - Information Technology Communication
Description- ITC401A will provide foundational computer technology experiences. In this course students have the opportunity to enhance skills in the following: 1. keyboarding 2. word processing 3. desktop publishing 4.visual presentations 6. spreadsheet and graphing 7.computer literacy/operating systems 8. effective Internet and e-mail usage. The above skills are essential for computer integration across the curriculum, for computer literacy, and for participation in the workplace. Proper keyboarding skills help to reduce injury and strain as a result of increased use of computer technology.

CMP 521A - Introductory Computer Studies- First Year - Academic - 1 credit
DESCRIPTION- This is an academic level Computer Science 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. The following computer areas are addressed: Database management, HTML coding and Cascading Style Sheets (CSS), Computer Literacy related to the course content (i.e.: computer systems, societal implications, career awareness, etc.), and Programming (problem solving in BASIC and manipulating virtual 3D objects using ALICE). This is an introductory level course and no pre-requisites are required.

CMP 621A - Computer Studies - Third Year - Academic - 1 credit
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. Students will be required, through major projects, to demonstrate the attainment of the objectives of this course. An above average standing in mathematics and CMP521 are highly recommended for this course.
PreRequisite: Cmp521. An above average standing in Computer 521 is highly recommended

CMM801A - MultiMedia Studies- Third Year - Academic - 1 credit
DESCRIPTION- This is a course which builds upon computer skills and knowledge developed in CMP 521. Students will develop creative multimedia production skills through numerous projects designing, developing, publishing and presenting digital media including imaging, animation, audio, video and websites. Projects will be presented in a web portfolio CD format. Above average time management and organizational skills and an above average standing in Computer 521 are highly recommended
Pre-requisite - Cmp521.

ITE801A – IT Essentials
Description- The CISCO "IT Essentials: PC Hardware and Software" Networking Academy curriculum is used for this course. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system and troubleshoot using system tools and diagnostic software. Further topics include connecting to the Internet, sharing network resources, configuring wireless connectivity, maintaining laptops and portable devices, examining security, safety and developing communication skills. Students participate in hands-on activities and lab-based learning to become familiar with various hardware and software components and discover best practices in maintenance and safety. This curriculum aligns to Comp TIA A+ Essentials industry certification preparing students for entry level careers in field service technician, bench technician, help desk support and computer sales representative occupations.

Students who enroll in ITE 801A are not expected to have any previous technical skills or knowledge.

- **This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Computer Engineering Technology and Computer Information Systems. Holland College will transfer credit to students who successfully complete the ITE801A course with an overall average of 70%.**

OMT801A – Office Management Technologies

Description- Technology continues to expand the role of the office professional as automation changes the way in which businesses function. From a one-person office to large organizations, there is need for individuals with a variety of computer skills, human relations skills, teamwork capabilities, and analytical thinking skills who can contribute to the effectiveness of their organization. Topics in the Office Management Technology course include workplace expectations and ethics, office procedures, word processing and keyboarding enhancement, business communications, time management, telephone procedures, business correspondence, records management and reprographics. Employability skills and career exploration activities are embedded throughout the course.

VOCATIONAL/ CAREER STUDIES

AAR802X - Aerospace 802 - 2 credit
DESCRIPTION- Designed to provide an orientation to the many disciplines in the aerospace industry, this program outlines careers available in tha aviation and aerospace sectors and introduces the student to skills required to take those careers. The program includes skills transferrable to many sectors including workplace safety and safety regulations, the Workplace Hazardous Materials Information System, blue print reading, the use and care of basic hand tools and precision measuring. Aviation specific training includes safety in aviation environments, basic theory of flight [airplanes and helicopters], hardware, sheet metal work, and aircraft maintenance. Practical activities are

provided to enhance the training throughout the course and include the assembly of basic electronic kits. Toward the end of the wemester, students may opt to take a job shadow placement at a local aerospace company

Aut802A - Automotive - Aut802A is a combination of 701A 1nd 801A - 2 credits
AUT701A Introduction to Automotive Technology 1 credit
DESCRIPTION - This course introduces students to tools, equipment, theories and practices common to the trade with a constant emphasis on safe work habits. In this course students will learn how to: communicate effectively and present themselves professionally; use and identify a variety of measuring tools; assemble components using a variety of fasteners and adhesives; perform basic heating cutting and welding procedures and; diagnose and service wheels, tires and wheel bearings. This course is a prerequisite for all other Auto Service Technician courses.

AUT801A Basic PowerTrain - 1 credit
DESCRIPTION - A basic working knowledge of the major systems of a vehicle is essential for any Auto Service Technician. The Basic Power Train course introduces students to engine operation, cooling systems, and vehicle drive lines. Students will learn about the operation of internal combustion engines and various fuel types. Students will be able to: work with vehicle cooling systems; conduct tests on, diagnose, and repair cooling systems; and handle and dispose of coolants in an environmentally safe manner. Students will learn how to diagnose problems related to vehicle drive lines and identify the proper procedures to be followed to effect the necessary repairs.

AUT802 C - AUT802C is a combination of 801B 1nd 801C - 2 credits 2 credits
AUT801B - Brake Systems
DESCRIPTION - Brakes are one of the most fundamental safety systems on a vehicle. The course focuses on the components, types, service and diagnosis of brake systems. Students will develop a clear knowledge of the fundamentals of friction and hydraulics related to brake component function. Students will learn to service, repair, and diagnose drum brake systems and power brakes. Students will also be introduced to the Antilock Brake Systems.

AUT801C - Electrical Systems
DESCRIPTION -Today's automobiles use electricity to operate many different devices and systems. During this course, students will develop a basic understanding of electrical principles, fundamentals of magnetism and scientific principles related to vehicle electrical systems. Students will learn to service, test and diagnose problems related to batteries. They will service and repair basic electrical circuits and use electrical meters and scan tools to test and diagnose vehicle electrical systems.

AUT802E - AUT802A is a combination of 801D and 801E - 2 credits
AUT801D -Steering Systems
DESCRIPTION - The steering gear mechanism is an integral component of any vehicle system. Service Technicians must have a clear understanding of the principle of operation and components of steering systems. Students will learn how to diagnose and correct problems related to vehicle steering components. They will also learn about the service and repair of manual and power steering systems. Students will learn about about the service and repair of steering columns and basic frame construction.

AUT801E- Suspension Systems
DESCRIPTION - Suspension and steering components are second only to brakes as the most crucial safety system in any vehicle. Students will learn about common steering angles and how each affects vehicle handling and basic alignment procedures. Students will also cover suspension systems and steering linkages and how to diagnose and correct problems related to vehicle suspension and steering components.

CEO401A - Career Explorations and Opportunities
***Description* - This course enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning for**

their transition beyond secondary school. The course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes, and behaviors that will allow them to manage their lives more purposefully and effectively, enhance their personal well- being, and realize their full potential.

CRP701A - Introduction to Carpentry Technology - First or Second Year - Open - 1 credit
DESCRIPTION -*Introduction to Carpentry Technology* allows the student to explore the trade of carpentry. Students will be introduced to the tools, equipment, and practices common to the trade with a constant emphasis on safe work habits. Students will develop their knowledge of solid wood products describing their characteristics and applications in industry. Students will identify, construct and apply various methods of wood joinery; while developing technical skills with various hand and power tools common to the trade. Students will also develop skills in communication through drafting and basic math concepts for trade-related problems. This is a recommended prerequisite course for all other Carpentry Technology courses.

CAR801A - Carpentry - Second or Third Year - Open - 1 credit
DESCRIPTION- All construction projects start from the ground up. *Floor Systems* will develop an understanding of the basic design principles of floor frame systems, while estimating, selecting and installing components of a residential floor system. Students will also develop skills and knowledge in the safe use of portable hand and power tools. Students will complete WHMIS training to industry standards. Students will also continue to develop knowledge and skills related to manufactured building materials, and communication though drafting and trade math concepts.

CAR801B - Structures, Shaping and Assembly
***Description* - Carpenters are employed in many aspects of the construction industry. *Structures, Shaping ,and Assembly* will introduce students to various types of framing systems common throughout Canada. Students will develop knowledge in selecting and using fasteners and sealants. Students will also develop their skills and knowledge of cutting and shaping tools with an emphasis on proper maintenance and care. Students will also survey the common heavy equipment used on construction sites. A safety component focuses on fire prevention and control. The student will also learn to communicate through orthographic drawings and build on their essential trades math skills.**

CAR801C - Wall Framing Systems
***Description* - The proper layout of framed systems such as walls and ceilings are essential skills required in the carpentry trade. *Wall Framing Systems* will develop the student's ability to accurately layout and construct wood frame walls and ceiling joists. Students will read and interpret blueprints and develop basic drawing skills to communicate effectively with clients and other members of a work crew. Students will also be introduced to concrete as a building material and develop math skills to estimate area and volume. Students will study the concept of the building envelope learning proper methods to seal and weatherproof the structure.**

CAR801D - Construction Planning and Design
***Description* Prior to the start of any successful construction project extensive planning and organization must be completed. Construction Planning and Foundations will develop the preliminary building operations required prior to construction. Students will learn building layout and excavation methods. Students will develop an understanding of the various types of foundations available and their supporting structures. Framing and placement methods for concrete slabs will be introduced. Construction blueprint reading skills will be developed. Pneumatic and fuel powered tools will be introduced, emphasizing their safe use. Math skills will be developed through calculating ratio and proportion, mechanical advantage and percentage.**

CAR801E - Roof Systems
***Description*- There are a wide variety of roof styles and roof systems available to developers. *Roof Systems* will develop skills and knowledge needed to recognize and understand different roof styles, their function, components**

and construction. Students will continue to develop safe work habits and be introduced to working with ladders and scaffolds. Students will continue to enhance their skills and abilities to read and interpret blueprints, to communicate effectively and competently solve trade related mathematical problems.

CUL801A – Culinary Skills A

Course Description

Culinary Skills 801A is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude and dedication needed to become a food service professional. Topics covered include salads and sandwiches, baked goods, pastas and grains, eggs and dairy, and management of food services. Culinary Skills 801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.
Prerequisite: Foods and Nutrition 421A

CWS 501,502,601,602 - open - 1 or 2 credits

DESCRIPTION - Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

DES701A – Design Technology – Open – 1 Credit

Every manufactured product and building starts with a design concept, and technical drawings.
***Design Technology* will introduce the student to the technical design and problem solving process, practising basic design principles and analyzing how products are designed and built. Students will be introduced to technical drawing, the international language of industry, while developing sketching and mechanical drawing skills in orthographic and pictorial drawings. Computer assisted design and drafting (CADD) will also be incorporated to introduce the student to computer assisted drawing techniques commonly used in industry. Throughout the course students will be required to build a drawing portfolio, as a display and record of the skills they have developed. *Design Technology* will appeal to a wide variety of students and will provide essential skills for any students considering a career in engineering, technologies, or skilled trades.**

HOS 801A - Hospitality - Second or Third Year - Open - 1 credit

***Description*- 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: Food & Beverage, Recreation & Entertainment, Travel Services, Transportation, and Accommodations. Students will become aware of their employability skills through class discussions and project work. Students will receive training in an internationally recognised customer -service training program called SuperHost. In addition they will receive training in WHMIS, FoodSafe, and Personality Dimensions training.**

TRA602Y - Career Transitions - Second or Third Year - Open - 1 credit

***Description* - Transitions is a two credit career exploratory course offered in conjunction with Holland College. The purpose of the program is to encourage and motivate senior high students to continue their education after high school, and to provide them with ample information to make informed choices about post-secondary options. Students registered in Transitions attend Holland College each day for half a school day during one semester, rotating every three weeks through a different post-secondary career module. Students also have the opportunity to participate in community exploration experiences and tours relating to their career interests. One of the priorities of**

the Transitions Program is to create a student-centered learning environment where learners are mentored, guided, and supported with a five to one student to mentor relationship. During each career module, program mentors support student teams in completing career related projects, with team presentations following each rotation. Students are also required to make at least two high quality additions to their Portfolios during each career rotation.

Prerequisite

Successful completion of Career Explorations 401, along with steel-toed footwear

Note

Transitions has entrance recognition at Holland College.

WEL701A - Introduction to Welding - 1 credit

DESCRIPTION - *Introduction to Welding* introduces students to tools, equipment, theories and practices common to the trade. Welding can be a hazardous occupation if you are an unsafe worker therefore the Welding Program will have a constant emphasis on safe work habits. Students will develop attention and concentration skills that will allow them to minimize the hazards of the trade. In addition, they will learn to select and use the proper tools to complete welding tasks. Students will learn to safely handle materials related to welding and they will be introduced to multiple welding techniques and processes. This is a recommended prerequisite course for all other welding courses.

WEL801A Shielded Metal Arc Welding [SMAW]

DESCRIPTION - Welders always strive to achieve a high standard of quality in their work. During this course students will identify and describe the various type of weld joints and learn to select the proper electrodes for various tasks. They will also diagnose and correct problems that arise when using SMAW equipment. Students will identify and safely use power tools common to the trade and develop the theoretical and practical knowledge to preform high quality *SMAW* welds.

WEL801B - Gas Metal Arc Welding (GMAW)

***DESCRIPTION* - Gas Metal Arc Welding is extensively used in industry and is a process that a welder is most likely to use throughout his/her career. During this course, students will learn to identify, describe and safely use the equipment and tools required to preform GMAW welds. They will select the proper GMAW filler metals and shielding gases and correctly identify and select proper weld joints. Industry demands and sets a high standard for welders. Students are expected to develop the physical hand skills in GMAW required by industry and perform GMAW welds in all relative positions.**

WEL801C - Oxyfuel Process

***DESCRIPTION* - The oxy-fuel process is commonly used in industry to preform a variety of cutting, gouging and fusion tasks. Welders are expected to have a high skill level and knowledge of oxyfuel equipment and processes. Students will learn to set up and troubleshoot oxyfuel outfits, preform accurate cutting and piercing operations, execute acceptable fusion welds, braze welds and brazing operations and describe and perform various thermal cutting and gouging processes.**

PEER HELPING

PHP701APeer Helper - second year - 1 credit

DESCRIPTION- 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-on-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).

PHP801A Peer Helper – Third Year – 1 credit

DESCRIPTION- Students enrolled in this full credit program will be using the skills they developed during their pursuit

of the PHP701A credit. 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 PHP701A program and successful completion of the referral and application process.

RES401A/501A/601A Resource – 1 credit

A number of students enter high school in grade ten with needs that cannot be addressed adequately through regular courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs the flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student.

The goals of this course include:

- **to develop skills in communication, time management, organization, research and study skills**
- **to explore the relevance and potential career options resulting from the skills listed above**
- **to develop an awareness by the student of his/her personal learning style and academic strengths**
- **to identify and remediate learning difficulties and strengthen areas of academic concern**
- **to allow students to experience success**

Course entrance criteria:

- **No student may select to take a Resource credit. Students must be referred/recommended**
- **by the school services team, the students' teachers and school administrators.**
- **Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.**
- **This credit is not available to students with an I.E.P. who are eligible for a Special Education credit.**

Credit Information:

- **Students will receive 110 hours of instruction including time spent in class (normally a maximum of one third of a semester) prior to the beginning of the Resource Course.**
- **A student may not receive a Resource credit and another subject credit for same time block of study.**
- **The teacher will develop an individualized course plan for the student in consultation with the Student Services team and the student at the beginning of the course. This plan must include student outcomes and the teaching and learning strategies for achieving such outcomes as well as assessment strategies to be used.**
- **A student may receive up to one Resource credit per year for a maximum of three years.**
- **A teacher will place a copy of the plan and the progress achieved by the student in the students' record file.**