

# Montague Regional High School

<http://www.edu.pe.ca/montaguehigh>



## Course Description Booklet

September 2011 - June 2012

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### Message to Parents

To ensure that all graduation requirements are fulfilled and that all students' courses coincide with their career choices, it is extremely important that individuals opt for the appropriate course selections.

In order to assist, teachers will be advising students about their course selections; assemblies with each grade level will also ensure that students have the necessary information for registration.

Course selections for September are ensured only if a student completes any prerequisite subjects in June.

## -- HIGH SCHOOL ACADEMIC PLAN --

All students, especially those entering Grade 10, are encouraged to create a plan for their high school program. Information explaining course codes, as well as graduation and university entrance requirements can be found on the next three pages.

Grade 10 Course		Level
1	English	
2	Math	
3	Physical Education	401A
4	Science	
5		
6		
7		
8		

Grade 11 Course		Level
1	English	
2	Math	
3		
4		
5		
6		
7		
8		

Grade 12 Course		Level
1	English	
2		
3		
4		
5		
6		
7		
8		

## – COURSE IDENTIFICATION CODE –

All senior high school courses offered in the Province of Prince Edward Island are assigned unique Course Identification Codes.

**Example: MAT421A [242]    MAT    4    2    1    A    [242]**  
                  See note #           (1)   (2)   (3)   (4)   (5)           (6)

The Course Identification Code consists of five facts, plus a computer number for the course selection forms.

- (1) Area of Study - MAT - Subject Abbreviation for Math
- (2) Year in which the course is usually attempted...
  - 4 = Grade 10                      6 = Grade 12                      8 = Grade 11 or 12
  - 5 = Grade 11                     7 = Grade 10 or 11
- (3) Course Classification...
  - 0 = Open                           2 = Academic                      5 = Practical
  - 1 = Advanced                    3 = General                       6 = Modified
- (4) Credit Value...
  - 1 = one credit                    3 = three credits
  - 2 = two credits                   4 = four credits
- (5) Language...
  - A = English                       F = French                        X = Local Pilot
- (6) Computer Number:  
**Located after the course name in brackets [xxx] at the right margin, there is a three-digit number. This number is used by the high school to identify and input courses into the computer. It is very important that students use the correct three-digit number to identify courses when they complete their option forms.**

**Students should select courses with great care and thought.**  
**If students have not been successful in Grade 9 Math, Science, and Language Arts,**  
**or if they have been placed in Grade 10, it is expected that**  
**they register for General or Open Level courses in these subject areas.**  
**Completing and signing course option forms commits students to the courses selected.**  
**Course changes are not always possible after student schedules have been finalized.**

**Administration**  
**Principal - Seana Evans-Renaud**  
**Vice Principal - Maureen MacDonald**  
**Vice Principal - Sharon Anderson**  
**Phone: 838-0835 or Fax: 838-0840**

**Student Services**  
**School Counsellor - Craig Conohan**  
**Phone: 838-0835, Ext. 236**

**– GRADUATION REQUIREMENTS –  
MONTAGUE REGIONAL HIGH SCHOOL**

**Senior High Graduation Requirements:**

Students require 20 credits (of which 5 must be at the 600 or 800 level) to graduate.

**Provincial and Montague Regional High School Certificate:**

Students must successfully complete the following credits in Grades Ten, Eleven, and Twelve:

- 3 - English credits
- 2 - Mathematics credits
- 2 - Social Studies credits
- 2 - Science credits
- 1 - Language credit
- 10 - Electives
- Total number of 20 credits

Note: Credits obtained in an area that exceed the minimum number required will automatically be counted as elective credits.

**Montague Regional High School Diploma:**

To obtain a Montague Regional High School Diploma, a student must complete the requirements for the Provincial certificate (as above), plus additional credits for a total of twenty-three (23) credits in three years.

**Montague Regional High School Honour Diploma:**

To obtain a Montague Regional High School Honour Diploma, a student must complete the requirements for a high school diploma, with an over-all minimum aggregate of 480 in six Grade Twelve credits (one of which must be English).

**Vocational Certificate:**

An interim set of graduation requirements applies to a student with at least eight (8) credits in vocational education.

- 3 - English credits
- 2 - Mathematics credits
- 8 - Vocational credits
  
- 2 - Science credits & 1 Social Studies credit
- or
- 1 - Science credit & 2 Social Studies credits
  
- 4 - Electives
- Total number of 20 credits

**– UNIVERSITY ENTRANCE REQUIREMENTS –**

For entrance, universities require high school applicants to have completed a minimum of five Grade 12 academic (621) courses and to have obtained a specific average in those five courses, usually 70% or better. Whether one possesses a diploma or a certificate is irrelevant.

***However, since most universities (and Holland College) have restricted enrollment programs, satisfaction of minimum requirements does not guarantee admission.***

***Students who will be attending university should, in Grade Ten or Eleven, familiarize themselves with the specific admission requirements of the universities that interest them.*** This can be done by meeting the School Counsellor and researching admission information in the various catalogues/calendars in the Student Services area, or by visiting the college and university web pages.

For the most part, all university programs require English 621, four other 621/611 courses, and in some cases, a 65% or higher grade. Arts (B.A.) programs at some universities require at least one Grade Twelve social studies course.

For Science and Applied Science programs, in most cases, English 621, Math 621B, and two of Biology 621, Chemistry 621, and Physics 621 are required. Students who have all three 621 Science courses will be better prepared. Although not required for admission to Science programs, Math 611 is recommended as first year calculus will be all the more difficult without it.

Academic electives usually counted for admission are Biology 621, Chemistry 621, Physics 621, Geography 621, History 621A, History 621B, History 621X, Political Studies 621, Economics 621, or French 621. Other 621 courses may or may not be used depending upon the program and/or the university.

The admission requirements for Holland College programs vary from program to program. Students should obtain a catalogue/calendar from the College or the School Counsellor's office, or consult the College web site for specific admission information related to specific programs. A resume must accompany each Holland College application.

University scholarships may be awarded to applicants with an average of 85% or better on the courses used for admission purposes. Depending on the university, a separate application for scholarships may be required. Students are encouraged to research university entrance scholarships by checking the Scholarship sections of the respective home pages.

[www.upei.ca](http://www.upei.ca)   [www.hollandcollege.com](http://www.hollandcollege.com)

The School Counsellor's office contains a great deal of information pertaining to careers, job futures, employment guides, resume writing, as well as information from Service Canada.

Students contemplating the trades or apprenticeship programs can register through "ASAP", which will allow the hands-on work through high school to count as part of the trade experience. This information is also in the Counsellor's office.

No matter what the question, or when in doubt, see your School Counsellor.

**VISUAL ARTS - ART401A** ..... [741]

This introductory course is to provide a study of basic art skills such as drawing, painting, printmaking and creating three-dimensional forms. There is a strong emphasis on the elements of art, basic colour theory and drawing skill development. Students will learn to put their art into a context of art history from Prehistoric cultures to Greek and Roman times. As well, students will learn to critically view and articulate about visual images that they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook on a regular basis. This course is a prerequisite for ART501A.

**VISUAL ARTS - ART501A** ..... [753]

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.

***PREREQUISITE: SUCCESSFUL COMPLETION OF ART401A OR PERMISSION FROM TEACHER (BASED ON LEVEL OF SKILL SHOWN)***

**VISUAL ARTS -- ART601A** ..... [763]

This course builds upon the skills, concepts, media, techniques, ideas and experiences in ART501A. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view artwork using the skills of a persuasive argument. They will examine art and artists of the Modern and Contemporary art movements and apply this knowledge to their artwork. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the course as it evolves.

***PREREQUISITE: SUCCESSFUL COMPLETION OF ART 501A OR PERMISSION FROM THE TEACHER (BASED ON LEVEL OF SKILL AND KNOWLEDGE)***

**VISUAL ARTS – ART621A** ..... [760]

This course builds upon the skills, concepts, media, techniques, ideas and experiences in ART501A. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view artwork using the skills of a persuasive argument. They will examine art and artists of the Modern and Contemporary art movements and apply this knowledge to their artwork. Students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to complete a rigorous academic research project. Students will be expected to present the results of their academic research in both a visual and written form. The academic research project would have a community-based learning component. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the course.

***PREREQUISITE: SUCCESSFUL COMPLETION OF ART 501A OR PERMISSION FROM THE TEACHER (BASED ON LEVEL OF SKILL AND KNOWLEDGE)***

**DRAMATIC ARTS -- DRA801A** ..... [165]

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.

**PREREQUISITE: ENGLISH DEPARTMENT APPROVAL**

## -- FIT PROGRAM --



**Be part of a skilled workforce**

### **What will FIT do for me?**

The FIT program is valuable for any career path a student chooses. Computer information technology is used in every industry and profession. The work skills and experiences acquired through the FIT program are needed in every career. In fact, information technology employers say that work skills and experience are twice as important as technical skills. In addition to work skills and experience, by the end of the FIT program, students have the option to write the Comp TIA A+ industry standard certification exam.



### **What are the advantages of FIT?**

FIT certification is recognized by most businesses in the IT industry and gives you an advantage when applying for employment. CISCO Systems provides a course completion certificate along with a listing of student competencies when the IT Essentials course is completed. For those who receive a mark of over 75% in the course, a further recognition document is provided. With FIT certification, students may receive entrance recognition points or advanced standing in specific post-secondary programs, giving them a head start in a diploma or degree program. Check with your school FIT program teachers or School Counsellor for up-to-date information on agreements with post-secondary institutions. For more information about the FIT program and how it is organized in your school, please see your teacher advisor, School Counsellor or Principal.

### **What is FIT?**

The Focus on Information Technology (FIT) program was developed in 2001 by the Information and Communications Technology Council (ICTC). FIT is a national program for Grade 11 and 12 students. The program is designed to provide high school graduates with technology and business/entrepreneurial knowledge and with essential workplace skills, and IT related work experience. The FIT program focuses on:

- Developing: employability/essential skills
- Business/entrepreneurship aptitude
- PC maintenance skills
- Technical proficiency

### **How does FIT work?**

In collaboration with ICTC, the Department of Education and Early Childhood Development has

matched the requirements of the FIT program to existing provincial curriculum so that without taking on any extra course load, students may earn FIT certification. The FIT program uses Prince Edward Island high school courses in business, communication and information technology, and co-op education to help students obtain the knowledge and skills needed for an IT-related career. There are two levels of certification. The Fit Basic certificate recognizes completion of study in a specific combination of four courses during grades 11 and 12. The Fit Experience certificate recognizes

- 1) the completion of the **four courses** and
- 2) at least **220 credit hours of co-op education or equivalent documented and approved volunteer or paid work outside of school in an appropriate IT-related workplace.**

High school course requirements that must be successfully completed to qualify for FIT certification include the following:

**IT Essentials (ITE 801A)**

**and one of:**

The World of Business (BUS 701A),  
 Entrepreneurship (ENT 521A) or  
 Introductory Economics (ECO 621A)

**and two of:**

Applied Networking Technology (ANT801A),  
 Creative Multimedia (CMM 801A),  
 Office Management Technologies (OMT801A),  
 Robotics (ROB 801A),  
 Introductory Computer Studies (CMP521A), or  
 Computer Studies (CMP621A)

- 3) Please see Ms. Cheryl MacKay or Mr. Craig Conohan for more information.

**-- BUSINESS EDUCATION --**

**ACCOUNTING PRINCIPLES -- ACC621A** ..... **[565]**

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

**ACCOUNTING -- ACC801A** ..... **[564]**

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

**THE WORLD OF BUSINESS -- BUS701A (See "FIT" Program)** ..... **[566]**

This course introduces students to the fundamental concept and the organization of Canadian Business

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

*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.*

**ENTREPRENEURSHIP -- ENT521A (See "FIT" Program) . . . . . [570]**

This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture, and individually plan a business venture. Topics will include identifying opportunities, assessing risk, generating and refining ideas, marketing, organization options, and financing and financial management. Learning resources will include speakers, videotapes, software, and current print resources. Learning activities will involve group and individual projects.

*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.*

**-- CAREER EDUCATION AND PERSONAL DEVELOPMENT --**

**COOPERATIVE EDUCATION (See "FIT" Program)**

**CWS 502A / CWS 502B . . . . . [1034] / [1038]**

**CWS 602A / CWS 602B . . . . . [1035] / [1037]**

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.

Course Codes: Schools may offer two credit or one credit cooperative education courses. The following course codes are authorized: CWS502A, CWS502B, CWS602A, CWS602B, CWS501A, and CWS601A.

Credit Guidelines: A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances and with authorization of the board superintendent and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight. Pre-placement orientation for a first time cooperative education student must be a minimum of forty hours.

**CAREER EXPLORATIONS AND OPPORTUNITIES -- CEO401A . . . . . [940]**

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 behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

**CAREER FUTURES -- CAF801A . . . . . [941]**

Career Futures 801A focuses on examining career directions, making choices, exploring the workplace,

and developing employability skills. This course develops a broad-based foundation for job, occupation, and career planning. Students will have an opportunity to complete interest inventories, access workplace skills, and explore post secondary opportunities and or an occupation of interest. Students will create and build a Life/Work Portfolio.

**PREREQUISITE: SUCCESSFUL COMPLETION OF GRADE 10**

**PEER HELPER -- PHP701A . . . . . [831]**

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 Helper works on a one to one basis with the student and are closely supervised by the classroom teacher and/or resource teacher. After being selected through an interview process, the successful applicants will be given a brief training program. This program will outline the roles and responsibilities of Peer Helpers and present strategies and techniques to help the Peer Helper meet the specific needs of his or her assigned student(s).

**PEER HELPER -- PHP801A . . . . . [832]**

Students enrolled in this full credit program will be using the skills they developed during their pursuit of the PHP 701 credit. These experienced Peer Helpers will work on a one to 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 of the supervising teacher. The Peer Helper will enhance their understanding of their assigned student by researching the student's particular condition and contributing ideas to the student's Individual Educational Plan process. Selection of these Peer Helpers will stem from successes observed in the PHP 701 program and successful completion of the referral and application process.

**– CAREER AND TECHNICAL EDUCATION –**

**To enroll in any of the following programs, students are responsible for purchasing protective clothing and eye wear as indicated by the instructors.**

**CULINARY SKILLS A – CUL801A . . . . . [840]**

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: SUCCESSFUL COMPLETION OF FOODS AND NUTRITION 421A**

**CULINARY SKILLS B - CUL801B . . . . . [841]**

Culinary Skills 801B 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 stocks, soups and sauces, baked goods, vegetables and fruit, fish, poultry and meats, and customer service and dining. Culinary Skills 801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801B 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: SUCCESSFUL COMPLETION OF FOODS AND NUTRITION 421A**

**ROBOTICS - ROB801A (See "FIT" Program) . . . . . [346]**  
Robotics 801A is composed of technical learning opportunities as well as scientific knowledge, skills, and technological/societal connections through an automated and radio-controlled robotics design context. This course extends the knowledge and skills in Applied Science (SC1701A) through the introduction of automation (computer programming) into the engineering design process along with a greater emphasis on synthesis through open-ended project based design challenges.  
**PREREQUISITE: SUCCESSFUL COMPLETION OF APPLIED SCIENCE 701A or WITH TEACHER APPROVAL.**

**INTRODUCTION TO AUTO SERVICE – AUT701A . . . . . [901]**  
Introduction to Auto Service 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. They will use and identify a variety of measuring tools and assemble components using a variety of fasteners and adhesives. They will perform basic heating cutting and welding procedures and diagnose and service wheels, tires and wheel bearings. This is a prerequisite course for all other Auto Service Technician courses.

**BASIC POWER TRAIN – AUT801A . . . . . [902]**  
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.  
**PREREQUISITE: SUCCESSFUL COMPLETION OF AUT701A**

**BRAKE SYSTEMS – AUT801B . . . . . [903]**  
Brakes are one of the most fundamental safety systems on a vehicle. this 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, disc brake systems and power brakes. Students will also be introduced to Antilock Brake Systems.  
**PREREQUISITE: SUCCESSFUL COMPLETION OF AUT701A**  
**RECOMMENDED: SUCCESSFUL COMPLETION OF AUT801A**

**ELECTRICAL SYSTEMS - AUT801C . . . . . [904]**  
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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF AUT701A**

**RECOMMENDED: SUCCESSFUL COMPLETION OF AUT801A**

**STEERING SYSTEMS - AUT801D . . . . . [905]**

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 the service and repair of steering columns and basic frame construction.

**PREREQUISITE: SUCCESSFUL COMPLETION OF AUT701A**

**RECOMMENDED: SUCCESSFUL COMPLETION OF AUT801A**

**SUSPENSION SYSTEMS - AUT801E . . . . . [906]**

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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF AUT701A**

**RECOMMENDED: SUCCESSFUL COMPLETION OF AUT801A**

**INTRODUCTION TO CARPENTRY TECHNOLOGY – CAR701A . . . . . [921]**

This course 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 prerequisite course for all other Carpentry Technology courses.**

**FLOOR SYSTEMS – CAR801A . . . . . [922]**

All construction projects start from the ground up. This course 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 through drafting and trade math concepts.

**PREREQUISITE: SUCCESSFUL COMPLETION OF CAR701A**

**STRUCTURES, SHAPING AND ASSEMBLY – CAR801B . . . . . [923]**

Carpenters are employed in many aspects of the construction industry. This course 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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF CAR701A**

**WALL FRAMING SYSTEMS – CAR801C . . . . . [924]**

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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF CAR701A**

**CONSTRUCTION PLANNING AND FOUNDATIONS - CAR801D . . . . . [925]**

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. Engineered residential truss systems will be studied. 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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF CAR701A**

**ROOF SYSTEMS - CAR801E . . . . . [926]**

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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF CAR701A**

**INTRODUCTION TO WELDING -- WEL701A . . . . . [911]**

This course 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 prerequisite course for all other welding courses.**

**SHIELDED METAL ARC (SMAW) WELDING -- WEL801A . . . . . [912]**

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 perform high quality SMAW welds.

**PREREQUISITE: SUCCESSFUL COMPLETION OF WEL701A**

**GAS METAL ARC WELDING (GMAW) -- WEL801B . . . . . [913]**

This course 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 perform 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 SMAW welds in all relative positions.

**PREREQUISITE: SUCCESSFUL COMPLETION OF WEL701A**

**OXYFUEL PROCESS -- WEL801C . . . . . [914]**

The oxyfuel process is commonly used in industry to perform 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, perform accurate cutting and piercing operations, execute acceptable fusion welds, braze welds and brazing operations and describe and perform various thermal cutting and gouging processes.

**PREREQUISITE: SUCCESSFUL COMPLETION OF WEL701A**

**FLUX CORE ARC WELDING (FCAW) - WEL801D . . . . . [915]**

Flux Core Arc Welding is recognized as a high production process for welded fabrication projects. During this course students will learn to select and safely use the correct FCAW equipment, shielding gases and filler metals and perform FCAW welds in all positions. They will also combine the GMAW and FCAW welding processes.

**PREREQUISITE: SUCCESSFUL COMPLETION OF WEL701A**

**GAS TUNGSTEN ARC WELDING (GTAW) - WEL801E . . . . . [916]**

Gas Tungsten Arc Welding is a precise method of welding various types of metal. GTAW is a widely used welding process in the welding fabrication industry. During this course students will learn to identify, describe and safely use the equipment and tools required to preform GTAW welds in a variety of positions on various types of metal.

**PREREQUISITE: SUCCESSFUL COMPLETION OF WEL701A**

**– COMMUNICATION AND INFORMATION TECHNOLOGY –**

**CREATIVE MULTIMEDIA - CMM 801A (See "FIT" Program) . . . . . [268]**

Creative Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be taught from a design point-of-view and will be activity-based. Creations will be presented in a web or CD portfolio format. Modules include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing and Web Authoring. This is an introductory level course and no pre-requisites are required.

**INTRODUCTORY COMPUTER STUDIES -- CMP521A (See "FIT" Program) . . . . . [238]**

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).

**PREREQUISITE: SUCCESSFUL COMPLETION OF ITC401A and MAT421A.**

**COMPUTER STUDIES -- CMP621A (See "FIT" Program) . . . . . [260]**

The Computer 621A course is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming and dynamic web site publishing. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course. An above average standing in mathematics and the successful completion of the CMP521A course are highly recommended for this course. This computer studies courses will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Computer Studies, Office Systems, Administration, Business Administration or Interactive Multimedia.

**PREREQUISITE: SUCCESSFUL COMPLETION OF CMP 521A**

**INFORMATION TECHNOLOGY COMMUNICATIONS – ITC401A . . . . . [239]**

ITC 401A will provide foundational computer technology experiences. In this course students have the opportunity to enhance skills in the following: keyboarding, word processing, desktop publishing, visual presentations, spreadsheet and graphing, computer literacy/operating systems, and effective Internet and email usage. The above skills are essential for computer integration across the curriculum, for computer literacy, and for participation workplace. Proper keyboarding skills help to reduce injury and strain as a result of increased use of computer technology.

**THIS COURSE IS HIGHLY RECOMMENDED FOR ALL GRADE TEN STUDENTS.**

**IT ESSENTIALS – ITE801A (See "FIT" Program) . . . . . [236]**

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%.*

**-- ENGLISH CORE COURSES --**

**PRACTICAL ENGLISH – ENG 451, 551, 651**

These courses are offered to students upon recommendation of teachers. Students should see teachers for the computer numbers to complete the course option forms.

**ENGLISH -- ENG421A ..... [142]**

This integrated arts course (six language arts strands) is based upon the inquiry approach to literature and the process approach to writing. The focus for the 421 level is on fiction and literature for the course includes short stories, essays, poetry, drama and novels. Two oral presentations and an introduction to the expository research essay in MLA format will make up part of the course. Specified language conventions will be covered.

**ENGLISH -- ENG521A ..... [152]**

English 521 is an integrated arts course building on the concepts and skills of English 421. The literature for the course includes the study of poetry, short stories, drama, novels and essays. The focus at this level is on poetry. Students are encouraged to take an active inquiring role in studying literature. In order to help students develop their writing, emphasis is placed on the writing process as well as the product. The writing focus at the 521 level is on exposition. A research paper, literary essays, and a poetry-related writing assignment along with one panel discussion and one other oral presentation will make up part of the course. Specified language conventions will be presented.

**PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 421A**

**ENGLISH -- ENG621A ..... [162]**

This course emphasizes the consolidation of literacy, critical thinking, and communication skills. Students will analyze informational texts and essays and literary works including poetry, drama, short stories and novels. A structured debate and one other oral presentation will make up part of the course. Establishing an appropriate writing style and using business and technical language effectively will be accented. The focus of English 621 is non-fiction. One formal research paper, an argumentative/persuasive essay, and a literary essay will make up part of the writing requirements. Specified language conventions will be presented.

**PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 521A**

**ENGLISH -- ENG431A ..... [143]**

English 431 is designed for students who are not planning to attend university. English language arts encompasses the experience, study, and appreciation of language, literature, media, and communications. It involves the language processes of speaking, listening, reading, viewing, writing, and other ways of representation. The course is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. Besides covering a wide variety of speaking, listening, writing and representing tasks English 431 emphasizes skills developed through the study of novels, poems, short fiction, non-fiction, visual texts and personal writing.

**ENGLISH -- ENG531A ..... [153]**

English 531 will help students link the real world to their world. Opportunities exist for students to work independently and cooperatively on speaking and listening skills, to apply the writing process to a variety

of forms for a variety of purposes such as to explain, to state an opinion, to relate an incident, to describe a situation, and to make personal and critical judgements. Emphasis on visual communication and media literacy will enable students to critically reflect on its presence in their lives as well as afford them an opportunity to be creative in their own viewing and representing models. The literature for the course includes novels, poetry, short fiction, drama and non-fiction. Students must complete three (3) oral presentations. Specified language conventions will be presented.

**PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 421A or ENGLISH 431A**

**ENGLISH -- ENG631A . . . . . [163]**

English 631 provides students with opportunities to become strategic readers, writers, communicators, and thinkers by providing activities that promote reflection on process as well as frequent occasions for self-reflection. Learning to work collaboratively and independently, as appropriate to purpose, is an important literacy and life skill that will be further developed and exercised. Specified language conventions will be emphasized in the context of the language arts. Students will complete three (3) oral presentations. The literature for the course includes novels, poetry, short fiction, short non-fiction and drama.

**PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 521A or ENGLISH 531A**

**-- ENGLISH ELECTIVES --**

**WRITING -- WRT421A . . . . . [147]**

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. **This course is highly recommended to students wishing to improve their writing skills.**

**CREATIVE WRITING -- WRT521A . . . . . [157]**

This course encourages students to develop creative ideas and express them through writing in a variety of forms and genres. The four major genres featured are poetry, short fiction, play writing, and nonfiction, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing. Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have opportunity to develop and practice the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work. The purpose of Creative Writing 521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

**MEDIA -- MED531A . . . . . [158]**

This optional English course provides for the study of five of the mass media: television, radio, newspapers, magazines, and the internet. Students learn the appropriate terminology to describe,

discuss and compare the main features of the media. In addition, project work helps to develop an understanding of how media are used and produced. Besides the media themselves, advertising and the media is an important topic of the course. For each medium, the methods and impact of advertising are examined.

**COMMUNICATIONS – COM801A . . . . . [160]**

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.

**– CORE FRENCH –**

**FRENCH -- FRE421A . . . . . [742]**

French 421A is a course composed of modules organized according to the experience and interests of teenagers. Both oral and written communication is developed in the context of authentic situations and the goal is to have French be the only language of the classroom. For each module studied, the student will be responsible for completing a final project or task and all work in that unit will contribute to the success of that goal. Evaluation will be based on listening, oral production and interaction, reading comprehension and written production.

**ENHANCED FRENCH – FRE421B . . . . . [745]**

Enhanced French 421B is offered to students who took Intensive French in Grade 6 and Enhanced French in Grades 7 to 9. It is a literacy-based French second language program. French is taught using a language arts approach, with an emphasis on oral communication and interaction in French as well as on the correction of errors in French. Reading and writing in French are also integral parts of the program. Teachers of Enhanced French 421B use the same methodology as teachers of Intensive French.

**FRENCH -- FRE521A . . . . . [752]**

French 521 is a continuation of the French 421 program but with different themes.

**PREREQUISITE: SUCCESSFUL COMPLETION OF FRENCH 421A**

**ENHANCED FRENCH - FRE521B . . . . . [746]**

Enhanced French 521B is offered to students who took Intensive French in Grade 6 and/or Enhanced French in Grades 7 to 10. It is a literacy-based French second language program. French is taught using a language arts approach, with an emphasis on oral communication and interaction in French as well as on the correction of errors in French. Reading and writing in French are also integral parts of the program. Teachers of Enhanced French 521B use the same methodology as teachers of Intensive French.



**PREREQUISITE: SUCCESSFUL COMPLETION OF FRENCH 421B**

**FRENCH -- FRE621A . . . . . [762]**

French 621 is a continuation of French 521 with increased emphasis on speaking and writing. Students will be encouraged to communicate in French as much as possible.

**PREREQUISITE: SUCCESSFUL COMPLETION OF FRENCH 521A**

**– FRENCH IMMERSION --**

**FRENCH -- FRE421F . . . . . [743]**

French Immersion (Language Arts 421) is designed for students who have successfully completed the first nine years of Early French Immersion program. A number of themes will be explored through listening, speaking, reading and writing activities. This course is designed to maintain and integrate reading, writing, listening, and speaking skills. The above skills will be reinforced through the study of the various forms of French and French-Canadian literature - short stories and novels. Students will be involved in spoken and written presentations on a regular basis.

**PREREQUISITE: SUCCESSFUL COMPLETION OF THE GRADE 9 PROGRAM**

**FRENCH -- FRE521F . . . . . [755]**

French Immersion (Language Arts 521) is an academic course that is designed to develop writing and organizational skills while enhancing existing speaking, listening, and comprehension skills. The literature includes short stories, French Canadian Drama and novels. Spoken and written projects will be submitted regularly. A number of themes will be explored through listening, speaking, reading, and writing activities.

**PREREQUISITE: SUCCESSFUL COMPLETION OF THE FRE421F PROGRAM**

**FRENCH -- FRE621F . . . . . [765]**

French Immersion (Language Arts 621) is an academic course recommended for immersion students who wish to maintain their French language skills and who may wish to study French at the university level. The course uses an integrated approach to literature and is designed to develop and maintain reading, writing, listening, speaking and organizational skills. The following literary forms will be explored: narratives, novels, and drama. Students will be evaluated both for oral and written presentations.

**PREREQUISITE: SUCCESSFUL COMPLETION OF FRE521F**

**THE INDIVIDUAL IN SOCIETY 621F – SOC621F . . . . . [764]**

This French Immersion Sociology Studies course is open to all those students in Immersion. This course is an introduction to social and psychological issues and is designed to develop students' understanding of society and of their own needs and motivations. Students will learn social science research procedures. Learning activities also include discussions, debates, role playing, case studies, and exposure to a variety of print and non-print media. The course embraces six major themes: *The Individual in Society, Human Communications, The Impact of Culture, Social Institutions, Prejudice and Discrimination and The Economically Underprivileged in Society.*

**All students wishing to obtain a French Immersion Certificate must register for this course.**

**NOTE: French Immersion students require six (6) French Immersion credits (3 French credits and 3 Social Studies Credits) to obtain a French Immersion Graduation Certificate.**

**-- HOME ECONOMICS AND FAMILY LIFE EDUCATION --**

**FOODS AND NUTRITION -- FDS421A . . . . . [842]**

Foods and Nutrition 421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide. Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post secondary education, or a career in food services.

**CLOTHING -- CLO521A . . . . . [853]**

This course is designed to create an interest in all aspects of clothing, including fabrics, fibers,

construction and wardrobe planning. Students will learn to use and care for a sewing machine and other sewing equipment, to select and use commercial patterns, and to select and prepare fabric for clothing construction. Students will be required to construct sufficient sewing projects to practice such techniques as waistbands, collars, sleeves, zippers, buttonholes, pockets, hems, as well as pressing techniques. In addition to these skills, students should also have the knowledge to help them make wise clothing related choices in the marketplace and to maintain and care for their clothing.

**FAMILY LIFE EDUCATION -- FAM421A . . . . . [844]**

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

**FAMILY LIFE -- FAM621A . . . . . [864]**

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.

**HOUSING -- HSG621A . . . . . [866]**

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

**CHILD CARE -- CHD802X . . . . . [865]**

This program is designed to provide a broad range of basic skills in the area of child care. It consists of a combination of theories of child development as well as practical experience in operating a day care. *It is recommended that students enrolling in CHD802 also enroll in FAM621.* This program will assist students in acquiring skills which will be of personal benefit to them, will aid them in gaining employment in the area of child care, and will provide students with a firm basis to pursue studies at the post-secondary level.

**NOTE: THIS COURSE IS OPEN TO GRADE TWELVE STUDENTS ONLY**

**HOSPITALITY AND TOURISM -- HOS801A . . . . . [731]**

This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the various sectors of the industry: accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services and transportation. Students will become aware of their employability skills through class discussion and project work.

**-- MATHEMATICS REQUIREMENTS AND RECOMMENDATIONS --**

**Visit the Student Services Office for Further Clarification**

Science and Business Students:

Math 421A ⇔ Math 521B ⇔ Math 521E ⇔ Math 621B ⇔ Math 611B

U.P.E.I. Arts Program (Minimum Requirements):

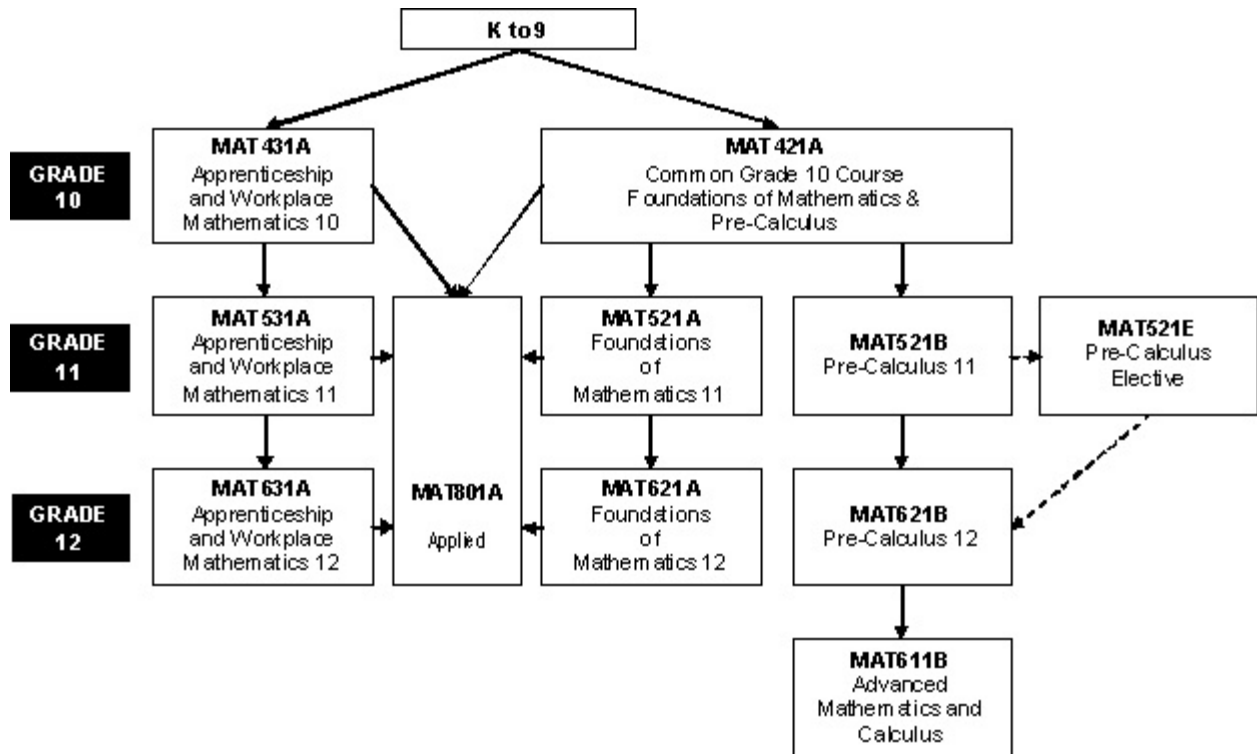
Math 421A ⇔ Math 521A

University Arts and Some Community College Programs (Our Recommendation):

Math 421A ⇔ Math 521A ⇔ Math 621A

Holland College Students:

Math Requirements for Holland College students varies with the program. Students should research individual program requirements.



**-- MATHEMATICS --**

**PRACTICAL MATHEMATICS 451, 551, 651**

These courses are offered to students upon recommendation of teachers. Students should see teachers for the computer numbers to complete the course option forms.

**MATHEMATICS -- MAT421A ..... [242]**

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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF GRADE 9 MATH**

**MATHEMATICS -- MAT431A ..... [243]**

This is an introductory high school mathematics course which demonstrated 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.

**Montague Regional High School has been piloting the revised MAT421A course (Foundations of Mathematics and Pre-Calculus) during this school year.**

**As a result, the piloting process will be continuing in the 2011-2012 school year with the introduction of three new courses, MAT521A, MAT521B, and MAT521E.**

**\* \* \* \* \***

**As a result of these changes, the possible mathematics pathways are now different.**

**After taking MAT421A in Grade Ten, students will essentially have two options with respect to academic mathematics course options in Grade Eleven.**

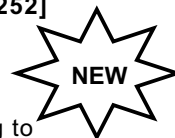
- 1. Students who plan on taking programs at a post-secondary institution that do not require theoretical calculus (such as arts programs) should register in MAT521A.**
  
- 2. Students who plan on taking programs at a post-secondary institution that do require theoretical calculus (such as science and engineering programs) should register in MAT521B, with the option of taking MAT521E as an elective.**

**FOUNDATIONS OF MATHEMATICS – MAT521A** . . . . . [252]

This is a Grade Eleven academic mathematics course that is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies programs that do not require the study of theoretical calculus, such as arts programs.

Course Description: This is a second level mathematics course which is intended for students planning to enrol in post-secondary programs that do not require the study of calculus, such as arts programs. It introduces students to topics such as inductive and deductive reasoning, angles and triangles, trigonometry, statistics, systems of linear inequalities, quadratic functions, and proportional reasoning.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 421A**



**PRE-CALCULUS – MAT521B** . . . . . [254]

This is a Grade Eleven academic mathematics course that is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as science and engineering programs.

Course Description: This is a second level mathematics course which is intended for students planning to enrol in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as sequences and series, trigonometry, quadratics, functions and equations, and systems of equations and inequalities.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 421A**



**PRE-CALCULUS ELECTIVE – MAT521E** . . . . . [256]

This is an elective Grade Eleven academic mathematics course that is also designed for students who may wish to enter into a post-secondary program that requires the study of theoretical calculus. This course may be taken before, after, or at the same time as MAT521B. It includes specific outcomes in geometry, logical reasoning, probability, statistics, and financial math.

Course Description: This is a second level elective mathematics course which is intended for students planning to enrol in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as geometry, logical reasoning, probability, statistics, and financial math.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 421A**



**MATHEMATICS -- MAT531A** . . . . . [253]

Math 531 continues the exploration of how to use mathematics in everyday life. Combined with Grade 12 mathematics, Math 631A, 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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 421A or MATH 431A.**

**MATHEMATICS -- MAT621A** . . . . . [262]

A third year mathematics course intended for all students planning to enter university arts and social science programs, and will be required for some Holland College courses as well. Topics covered are Developing a Function Toolkit; Exponents and Logarithms; Sequences and Series; Trigonometric Functions; Combinatorics and Probability and Transformations.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 521A.**

**MATHEMATICS -- MAT 621B** ..... [259]

A third year mathematics course intended for all students planning to enter university business or science programs. The topics covered are: Transformations: Exponents, and Logarithms; Sequences and Series; Trigonometric Functions, Combinatorics and Probability; and Conics. This course is highly recommended for students planning to take math 611B.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 521B.**

**IT IS HIGHLY RECOMMENDED THAT YOU HAVE SUCCESSFULLY COMPLETED MATH 521E.**

**MATHEMATICS -- MAT611B** ..... [258]

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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 621B**

**MATHEMATICS -- MAT 631A** ..... [263]

Math 631 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 with various types of investment.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 531A or MATH 521A.**

**APPLIED MATHEMATICS -- MAT801A** ..... [266]

This course emphasizes essential mathematical knowledge and skills that are used in various trades related careers. A variety of hands-on activities and processes that are directly related to various trades will be utilized. The units of study include the following: Mathematical Essentials, Construction/Housing, Electrical, Spatial Sense, Fabrication.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 421A or MATH 431A.**

**-- MUSIC --**

**MUSIC -- MUS421A** ..... [747]

Music 421A will refine and build upon the musical concepts, knowledge, and skills of the Grade Nine instrumental music program. The Music 421 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 time; 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, espressivo, glissando, risoluto*. Students will be expected to perform a solo and be an independent part in a small ensemble.

**PREREQUISITE: SUCCESSFUL COMPLETION OF A GRADE 9 INSTRUMENTAL MUSIC COURSE OR PERMISSION FROM TEACHER (BASED ON MUSICAL LEVEL).**

**MUSIC -- MUS521A** . . . . . [757]

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<sup>th</sup>; 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: SUCCESSFUL COMPLETION OF MUSIC 421 OR PERMISSION FROM TEACHER (BASED ON MUSICAL LEVEL)**

**MUSIC -- MUS621A** . . . . . [767]

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, attacca, 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: SUCCESSFUL COMPLETION OF MUSIC 521 OR PERMISSION FROM TEACHER (BASED ON MUSICAL LEVEL)**

**MUSIC -- MUS421B** . . . . . [748]

This course is designed for the student who has an interest in choral music. It includes theory and history of choral music as well as instruction to choral methods. Students will practice reading through solfege. They will relate these elements to each other and to singing encountered through performance. Listening skills will be developed as instruction in materials of choral music will be offered. Students will learn proper vocal care and maintenance. They will be exposed to a variety of choral singing genres including classic, vocal jazz, gospel, and show choirs.

**MUSIC -- MUS521B** . . . . . [758]

This course is a continuation of Choral Music 421B. Students will progress to a higher level of theory and singing. The theory aspect will include choral music composition, sight singing, and solfege. Students will be introduced to conducting techniques. They will continue to study choral music history and listening.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MUSIC 421B**

**MUSIC -- MUS621B** ..... [768]

This course is a continuation of Choral Music 521B. The theory aspect will include advanced choral music composition, form/analysis, sight singing, and solfege. A project paper will be included on an aspect of the history of choral music. Students will be expected to achieve a high level of technique, interpretation, and ability in choral music. Students will have the opportunity for solo performance within the choral group.

**PREREQUISITE: SUCCESSFUL COMPLETION OF MUSIC 521B**

**STYLES OF POPULAR MUSIC – MUS801A** ..... [770]

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students' learning will center around the following: an examination of music in our lives, including its roles, genres, social context, and ways that it is experienced; distinguishing between listening and hearing (active and passive listening); and developing an understanding of terms and concepts associated with the elements of music that enable students to consider and discuss what they listen to, using the language of music.

**– PHYSICAL EDUCATION –**

**PHYSICAL EDUCATION -- PED401A** ..... [641]

Although not compulsory in terms of provincial graduation requirements, this course is required for all Grade Ten students. This course is designed to provide students with an appreciation for life-time fitness, physical activity, and well-being. With the increasing emphasis on preventative health and active style, the course 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 orienteering, racquet sports, modern fitness training and profiling, rugby, touch football, dance, and weight training. Every effort will be made to satisfy individuals' interests by offering some choice. (Activities may be added or deleted pending availability of facilities and equipment.)

**PHYSICAL EDUCATION - LIFE STYLE -- PED801A** ..... [651]

Physical Education 801 is sequential to Physical Education 401 and is intended to further develop an appreciation for an active healthy lifestyle. Emphasis is on a recreational approach of new life style activities while consolidating the students' life skills of his/her own special interests. Activities offered above those at the Grade 10 level include billiards, aquatics, golf, squash, and racquetball.

**PREREQUISITE: SUCCESSFUL COMPLETION OF PED401A OR APPROVAL OF THE DEPARTMENT HEAD.**

**HEALTHY ACTIVE LIFESTYLES – HAL601X** ..... [675]

Students will model an active/healthy lifestyle and recommend future changes and modifications to one's personal activity and health plan to maintain or improve their current or future health. By covering the many different aspects of health and wellness, students will be exposed to what individuals need to do to improve their overall health. The topics to be covered in class may include: outdoor recreation (i.e. camping, nutrition body image, aspects of wellness, workplace wellness, and careers in kinesiology, recreation and leisure, and health professions.

**NOTE: AVAILABLE TO GRADE 12 STUDENTS ONLY**

**PHYSICAL EDUCATION - LEADERSHIP -- PED621A ..... [662]**

Physical Education 621 is designed to provide an involvement for students that have a prospective interest in community recreation, physical education, coaching, and/or personal appreciation for the various leadership roles in sport. Instruction will take place in the classroom, gymnasium, and other practical settings. Some demands of projects occur outside regular class time. 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, school programs, coaching theory, fitness appreciation, sports medicine, teaching and various other sports appreciation topics.

**PREREQUISITE: SUCCESSFUL COMPLETION OF PED801A AND PERMISSION OF THE INSTRUCTOR.**

**– SCIENCE –**

**AGRISCIENCE -- AGS801A ..... [353]**

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; wildlife management; aquaculture, plant science, crop and pest management; home gardening and indoor/outdoor plantscaping.

**PREREQUISITE: SUCCESSFUL COMPLETION OF SCI 431A or SCI 421A**

**BIOLOGY -- BIO521A ..... [357]**

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: Matter and Energy for Life, Biodiversity, Maintaining Dynamic Equilibrium (systems: Circulatory, Respiratory, Digestive, Excretory, Immune), Interactions Among Living Things.

**PREREQUISITE: SUCCESSFUL COMPLETION OF SCIENCE 421A.**

**BIOLOGY -- BIO621A ..... [367]**

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: Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine), Reproduction and Development, Genetic Continuity, Evolution, Change & Diversity.

**PREREQUISITE: SUCCESSFUL COMPLETION OF BIOLOGY 521A.**

**HUMAN BIOLOGY -- BIO801A ..... [363]**

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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF SCIENCE 421, SCIENCE 431, OR SCIENCE 701.**

**CHEMISTRY -- CHM521A** ..... [356]

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:

- Unit 1 - Stoichiometry
- Unit 2 - From Structures to Properties
- Unit 3 - Organic Chemistry

Chemistry 521A provides the quantitative foundation, as well as the chemical structure and properties, required for the future study of chemistry.

**PREREQUISITE: SUCCESSFUL COMPLETION OF SCIENCE 421A.**

**CHEMISTRY -- CHM621A** ..... [366]

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 621A include:

- Unit 1 - Thermochemistry
- Unit 2 - From solutions to Kinetics to Equilibrium
- Unit 3 - Acids and Bases
- Unit 4 - Electrochemistry

**PREREQUISITE: SUCCESSFUL COMPLETION OF CHEMISTRY 521A**

**OCEANOGRAPHY -- OCN621A** ..... [369]

Oceanography 621 is a general introductory study of the marine environment. The physical, chemical, and biotic nature of the marine habitat is studied. Special attention is given to the marine ecosystem of P.E.I. Field trips will be a part of this course, when conditions suit.

**PREREQUISITE: SUCCESSFUL COMPLETION OF SCIENCE 421A and/or AGRISCIENCE 801A**

**PHYSICS -- PHY521A** ..... [358]

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. This course builds upon the knowledge and skills found in the unit called Motion in Science 421. The units of study in Physics 521 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

This course 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.

**PREREQUISITE: SUCCESSFUL COMPLETION OF SCIENCE 421A OR SCIENCE 701A & MATH421.**

**PHYSICS -- PHY621A** ..... [368]

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: SUCCESSFUL COMPLETION OF PHYSICS 521A**

**SCIENCE – SCI421A** ..... [342]

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.

**SCIENCE -- SCI431A** ..... [343]

This course introduces students to concepts that are relevant in today’s world. It encourages students to become interested and inquisitive in a variety of scientific topics. The course is divided into four units: Sustainability of Ecosystems; Chemical Reactions; Physics; and Weather Systems. Lab and field activities will complement the curriculum.

**APPLIED SCIENCE – SCI701A** ..... [345]

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 –**

**CANADIAN STUDIES -- CAS401A** ..... [442]

This course tends to be sequential to the Grade 9 program “Atlantic Canada in a Global Community” where students have explored many of the aspects of interdependence within an Atlantic Canadian and world context. Areas of study in the CAS 401 course include geography, history, economics, culture, and citizenship. The course is intended to engage students in a broad overview of historical and contemporary factors that form and continue to influence our identity as a country - Canada.

**INTRODUCTORY ECONOMICS -- ECO621A (See “FIT” Program)** ..... [471]

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.

**GEOGRAPHY OF CANADA -- GEO421A** ..... [447]

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.

**GLOBAL STUDIES -- GEO521A** ..... [457]

This course investigates the study of geography, its methods and tools, and the application of geographic inquiry practices in making sense of the world around us. Students will explore patterns that exist in the natural world linking land, oceans, natural resources, and climates, and human activity. Because of the inherent interplay between people and place, current issues are an integral part of the Global Studies course although the emphasis is on physical geography concepts. The course is organized into three units of study: Geographic Methods, Physical Patterns, and Cultural Patterns. A *Global Classroom Initiative* component of the course provides a unique PEI - Kenya link during the final unit of the course.

**WORLD GEOGRAPHY -- GEO531A** ..... [453]

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

**GLOBAL ISSUES -- GEO621A** ..... [467]

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 bring 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.

**GLOBAL ISSUES -- GEO631A** ..... [463]

The focus of this course is inquiry into contemporary global issues that may be political, geographic, economic, environmental or cultural in nature. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying various topics of global concern. Course content is flexible in order to allow teachers and students to take advantage of selecting timely topics or areas of special interest. Knowledge and skill-building will be achieved through the use of multiple resources, both print and non-print. Assessment will be balanced between content knowledge and inquiry process skills.

**ANCIENT AND MEDIEVAL HISTORY -- HIS421A** ..... [446]

History 421 is an introductory course concerning ancient, medieval and Renaissance history. The main areas of study concentrates on Greece, Rome, and the Middle Ages. It ends with the Renaissance and the Protestant Reformation.

**MODERN WORLD SURVEY -- HIS521A** ..... [456]

History 521 is sequential to History 421. It is a modern survey from the rise of the national states to the 20<sup>th</sup> century. The main topics include absolute monarchies, the Enlightenment, the French Revolution, Napoleon, the Industrial Revolution, and the unification of Italy and Germany.

**CANADIAN HISTORY -- HIS621A** . . . . . [466]

History 621 is organized around five continuing or persistent questions in Canada's history. These are questions of current concerns having deep historical roots that previous generations of Canadians have had to address. Their efforts have shaped the development of Canada and its identity. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. Historiography and the historical method are central to this course in its examination of Canada's history from the first peoples in North America to the present. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, the World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

**PEI HISTORY -- HIS621B** . . . . . [465]

A central focus of this course is the question: What does it mean to be an "Islander"? Using multiple sources and current concepts in historical inquiry, students will investigate the social, cultural, political, and economic development of PEI from its earliest records of settlement to the present. Students will study various historical themes and issues throughout a range of time to learn about Prince Edward Island's place in the world as a small island with its own unique story. Students will be challenged to deliberate on current Island issues and to recognize how history sometimes repeats itself in cases such as out-migration, economic development, and land issues. A major objective of the course is for students to utilize community resources, histories, and people as a basis for their own inquiry into a particular topic of Island history.

**CONTEMPORARY WORLD HISTORY -- HIS621X** . . . . . [464]

Contemporary World History 621 covers the period following WWII to the present. It emphasizes the global events which have shaped the world in which we live today. Topics studied include: The Cold War, Vietnam War, the Cultural Revolution of the 1960's, Middle East Conflict, the collapse of Communism and the evolution and struggle of the African continent. The course will require students to do primary and secondary research, and explore and compare the cultural, economic and political forces which have molded the contemporary world.

**INTRODUCTORY LAW -- LAW521A** . . . . . [472]

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.

**CANADIAN LAW -- LAW531A** . . . . . [473]

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.

**INTRODUCTORY POLITICS -- POL521A** . . . . . [458]

Political Science is an introductory course in Canadian Government. There is emphasis on current events.

**ADVANCED POLITICAL STUDIES -- POL621A** . . . . . [469]

Political Science 621 is an advanced course in political science and discusses different ideologies in Canada, the United States, and other countries of the world.

