

## **PRINCIPAL'S MESSAGE**

This course booklet is provided to outline course descriptions, graduation requirements, and registration information for the upcoming school year. The school offers a wide selection of courses and learning opportunities for students. We believe that our students have the potential to learn and to have success in the program in which they are enrolled at Morell High. Please review this booklet carefully and seek help on registration from your home room teacher, classroom teachers or guidance counselor.

As students prepare for a world after high school, they must recognize that it is increasingly important to make careful course selections and to work to the best of their ability in their courses. Students are expected to take full course loads during each semester to take full advantage of the educational opportunities offered to them. Course selection and achievement are important to future work and study plans.

The basic principles on which our school operates are those of responsibility and respect. Each student has the right to equality and fairness and to the expressions of opinions in a respectful and responsible manner. Students are expected to work to their potential, utilize good study habits and attend all classes. Respect for self, others, and for the school and its property is expected of all students.

Information on extracurricular programs, school procedures/ policies and daily operations will be provided to each student at the start of the school year through assemblies, home room teachers, the school's website, and various documentation that may be handed out on the first day of classes.

Feel free to contact the school office if more information is required. Your success is in your own hands. Careful planning and hard work will allow for your educational development at Morell Regional High and will provide the foundation for future accomplishments.

John Crawford,  
Principal

**MORELL REGIONAL HIGH SCHOOL  
---COURSE DESCRIPTION BOOKLET---**

**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 the prerequisite subjects in June.

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## **GRADUATION REQUIREMENTS**

### **Provincial Certificate and Morell Regional High School Certificate:**

Graduating students must successfully complete 20 credits including:

- 5 - credits at the Grade Twelve level
- 4 - language arts credits which may include: English in grades 10, 11, 12 as well as either French, English Writing 521, Writing 421X or Communications 801.
- 2 - Mathematics credits
- 2 - Social Studies credits
- 2 - Science credits
- 10 - Electives

Science courses include: Science 421/431, Science 701, Biology, Chemistry, Physics, and Agriscience. Social Studies courses include: Geography, History, Law, Economics, Global Issues.

### **General:**

A combination of academic and basic subjects that fulfill the provincial requirements.

### **Honours:**

To graduate with honours, a student must meet the following criteria:

- a) An accumulated average of Grade 12 English and five other courses at the 600 or 800 level.
- b) This average must be over 80%, with no mark being less than 70%.

## **UNIVERSITY/COLLEGE 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 minimum specific average. The required average varies from 65% to 80% depending on the program and university attending.

However, since most universities (and Holland College) have restricted enrollment programs, just meeting the minimum requirements does not guarantee admission. All students applying to university must have English 621, Math 621 is compulsory for Science and Business students. University students in Arts must have a 621 Social Science course. Three 621 electives are also required, however, specific universities may not accept some 621 courses. In some cases, a 521 course may satisfy admission requirements i.e. UNB accepts Law 521 as a suitable elective. Always check the requirements for a specific university.

Students applying to Science or Applied Science programs must have Math 621A. However, Math 621B and Math 611B are very beneficial and at least two 621 Science courses are required - one of which must be Chemistry.

University scholarships may be awarded to applicants with an average of 85% or better. Students wishing to apply for University Entrance Scholarships must apply immediately after first semester. March 1<sup>st</sup> is the recommended date to have all applications and supporting documentation in.

**Contact Student Services for detailed information on specific colleges and universities, entrance requirements, application forms, scholarship information and/or your specific application situation. Student Services is also a source of information concerning career exploration and labour market information. Career Cruising, an internet program on occupations and careers is also available to all students. Up to date postings, scholarships, open houses, admission requirements and other relevant information is available on the school website under Student Services or Mr. Farrell's web page.**

Holland College offers a great number of programs on its many campuses across PEI. Since these programs have specific entrance requirements and since admission is competitive, students applying to Holland College should consult with Admissions Personnel at the College regarding admission requirements. Applications for colleges and universities are available at the Student Services/Guidance Office.

## **COURSE IDENTIFICATION CODE**

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

**Example:**      **MAT**      **4**      **2**      **1**      **A**  
                  (1)      (2)      (3)      (4)

The course identification code consists of four facts:

- (1) - **Area of Study - MAT - Math ( Subject Abbreviation )**
- (2) - **Year in which the course is usually attempted...**  
4 = Grade 10                      7 = Grade 10 or 11  
5 = Grade 11                      8 = Grade 11 or 12  
6 = Grade 12
- (3) - **Course Classification...**  
0 = Open                              2 = Academic  
1 = Advanced                        3 = General
- (4) - **Credit Value...**  
1 = one credit                      3 = three credits  
2 = two credits                     4 = four credits

After the course name, there is a number to the right. This number is used by the high school to identify and input courses into the computer. It is important that students use the correct three-digit number to identify courses when they complete their option forms.

### **COURSE REGISTRATION**

Particular subject areas at Morell High have a limited number of classes and therefore it is necessary for Morell High students to go through a form of pre-registration whereby the student selects the courses preferred and the administration attempts to fit these requests into a workable schedule with appropriate class sizes. There should be only minimal changes from the courses selected on the pre-registration form. Any changes must be confirmed through administration staff in order to be accepted. Also, all students are expected to indicate an alternate course in the event there is no space available in their primary courses. Registration forms will not be accepted without the alternate course indicated.

Due to limited numbers of classes available and class size restrictions students should register only in courses at or below their present grade level.

## **POST HIGH SCHOOL RECOMMENDATIONS**

- A) Always consult the university or college websites for updated information on admission requirements, timelines, and scholarship information.
- B) If you plan to pursue a science degree you should include the following courses in your course selection over the grade 11 and 12 years:  
Math 521A, Math 521B, Math 621B, Math 611B. Two pure Sciences at both the 521 and 621 levels are highly recommended. Chemistry must be one of those two pure sciences each year. Biology majors at U.P.E.I. must have either Biology 521 or Biology 621.
- C) If you plan to pursue a business degree in university you are highly encouraged to include the following courses in your course selections over the grade 11 and 12 years. Math 521A, Math 621A, Accounting 621, and Economics 621 are also recommended. Math 621B and Math 611B will be beneficial.
- D) Students entering the numerous "trades" programs at Holland College are encouraged to take the Math 801 and Science 701 which may be beneficial for some students.

\* Students who complete grade 12 with 15 credits from their grade 11 and 12 years may have three "01" courses in this group and this may not affect any aspect of graduation such as university entrance, class ranking or honours. **This is provided that all other criteria for university entrance, honours and class ranking are met.**

## **LANGUAGES AND COMMUNICATION**

### **VISUAL ARTS GR. 9                    - 9ARTA-            0014**

The emphasis for learning in the Intermediate Visual Arts, Level I and II is on the creation of images. The historical content (Prehistoric, Ancient and Renaissance art) is used to support, motivate, and create context. Through images from the past and present, students will come to an understanding and appreciation of the history, storytelling, media, and composition of the visual arts. It is the purpose of this course that through creative and critical art making and viewing, students will come to value, understand and enjoy the visual images in their lives.

### **VISUAL ARTS 401                    - ART401A -            0023**

The emphasis of the Senior High Visual Arts, 401A course is to study basic art skills in drawing, painting, printmaking, and creating three-dimensional forms. There is a strong focus on the elements of art, basic color theory, and drawing skill development. Students will learn to put their art in 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. It is the purpose of this course that through creative and critical art-making and viewing, students will come to value, understand, and enjoy the visual images in their lives.

### **VISUAL ARTS 501                    - ART501A -            0045**

As a continuation of Art 401 students will expand their drawing and painting skills as well as begin sculpture. Students will have the opportunity to study Canadian art history and apply it to their own work. Students will also host an art show in which each student will present their own work. Evaluation will be on major projects completed during studio time. A \$20.00 fee is expected for materials. **Prerequisite: Art 401**

### **DRAMATIC ARTS 701                - DRA701A -**

Drama 701A is an introductory course in drama, focusing on the personal growth of the student. Through experience work in improvisation, both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Drama 701A provides a foundation for all future course work in drama and theatre.

### **DRAMATIC ARTS 801                - DRA801A - 0079**

This course does not replace the mandatory English requirements, rather it is an elective credit. The purpose of the course is to allow students the opportunity to explore all facets of theatre and to examine the history of drama, development of acting skills and basic knowledge of several production techniques. Specific activities may include: improvisation, role and character development, movement, voice, presenting and staging vignettes, and scripted plays, script writing and responding to and/or analyzing plays.

### **ENGLISH GR. 9                    - 9ENGA - 0003**

This is a theme-based exploration of the elements of English, including specific focus on the short story, poetry, the essay, drama, and novel study. The purpose of the course is to introduce first-year students to facets of English that they will encounter in their ensuing years of high school. Specific activities may include: analyzing and writing short stories, essays, and poetry, reading novels and completing novel studies, role playing, presenting vignettes, journal and essay writing.

**ENGLISH 421 - ENG421A- 0015**

Students are offered a survey literature course exploring outcomes in speaking and listening, reading and viewing, writing and representing, and language conventions. The main focus of English 421 is fictional literature and writing, with additional study on novel, poetry, Shakespeare, non-fiction, and oral presentation. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED ENGLISH 300 WITH A MINIMUM OF 60%.**

**ENGLISH 431/ 451 - ENG431A -0016 - ENG451A – 0077**

A literature based course including a study of an anthology, individual novels, and a class novel. Class participation, class assignments, and an exam will be the core of evaluation.

**WRITING 421A - ENG 421A- 0021-431X- 0067- 451X- 0094**

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 practices 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. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED ENGLISH 300 WITH A MINIMUM OF 60%.**

**ENGLISH 521 - ENG521A - 0027**

Students are offered a survey literature course with a multi-theme approach. The main focus of English 521 is poetry, with additional emphasis on novel studies, Shakespearean drama, fiction, non-fiction, essay writing, poetry analysis, research, and language conventions. Students must also conduct oral presentations, including a major panel discussion. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED ENGLISH 421A WITH A MINIMUM OF 60%.**

**ENGLISH 531 - ENG531A - 0031**

English 531 is a continuation of skills learned in English 431. This course involves speaking, listening, viewing, reading and writing. A broad selection of literature, fiction and non-fiction, is included. Besides reading, students will have the opportunity to engage in various types of writing. There is emphasis on content and effectiveness as well as spelling, handwriting, punctuation and grammar.

**ENGLISH 621 - ENG621A - 0046**

Students are offered a survey literature and research course using a multi-theme approach. The main focus of English 621 is non-fiction, with additional emphasis on novel studies, Shakespearean drama, fiction, poetry, research, essay writing and analysis, and the language conventions. Students must also participate in persuasive speaking and a major researched debate. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED ENGLISH 521A WITH A MINIMUM OF 60%.**

**ENGLISH 631 – ENG631A – 0050**

English 631 is an integrated program that builds on the skills introduced in English 531.

**FRENCH GR. 9 – 9FREA – 0002**

French 300 is a course composed of modules organized according to the experience and interests of teenagers. Both oral and written communications developed in the context of authentic situations are employed and the goal is to have French the only language of the classroom. For each module the student must complete a final project or task. Evaluation will be based on listening, oral production and interaction, reading comprehension and written production.

**FRENCH 421A – FRE421A – 0019**

French 421 is a continuation of French 300. The modules include newspaper, consumer advertising, and friendship. Evaluation will be based on oral and written productions much like the French 300 evaluation procedure.

**FRENCH 421B – FRE421B – 0066**

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 521 – FRE521A – 0036**

French 521 is a continuation of French 421. The modules include travel, lifestyle, media and law. As in the previous courses evaluation will be based on listening, oral participation and interaction, reading comprehension and written production.

**FRENCH 621 – FRE621A – 0056**

French 621 is a continuation of French 521. The fields of experience includes racism, graduation and media. Evaluation will consist of oral and written productions as in the previous courses.

**COMMUNICATIONS 801 – COM801A – 0132**

This course emphasizes the basic principles of communication - reading, writing, speaking, listening, viewing and representing. It also includes skills such as word processing, e-mailing and effective internet searching.

**WRITING 521 – WRT521A – 0033**

Students will work on writing skills (in particular, revision skills) through assignments ranging from narrative and persuasive essays, research papers, resumes, proposals and report writing, to literary essays and book reviews. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED ENGLISH 421A WITH A MINIMUM OF 65%.**

## PRACTICAL ENGLISH AND MATHEMATICS

ENGLISH 451 (0077) or ENGLISH 551 (0091) or ENGLISH 651(0078)

MATH 451 (0121) or MATH 551 (0108) or MATH 651 (0099)

*Note: Students must sign up for an interview and be approved to take these courses.*

## CAREER EXPLORATION - ELECTIVES

### **CAREER FUTURES 801 – CAF801A – 0138**

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 Career Portfolio.

### **COOPERATIVE EDUCATION - CWS502A/B 0064 – CWS602A/B – 0137**

Co-operative 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 co-operative 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. **\*\*Students must be approved by the Student Services Team. Work ethic and attendance are factors used in the decision making. Having a potential work placement is also helpful. This course is open to Grade 11 and 12 students.**

### **CAREER EXPLORATIONS AND OPPORTUNITIES – CEO401A – 0155**

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, will think critically about health issues and decisions, will develop financial literacy skills related to pursuing their education and career goals, and will begin planning for their transition beyond secondary school. The course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes and behaviors that will allow them to manage their lives more purposefully and effectively, to enhance their personal well-being, and to realize their full potential.

## MATHEMATICS

### **MAT 300** – MAT300A – 0001

Mathematics in grade nine is a full year, compulsory course. It is a preparation for senior high math. Extensive work is done with integers, order of operations, rational numbers, basic trigonometric principles, introductory algebra including solving simple equations and factoring, basic geometry of quadrilaterals, triangles and circles as well as measurement.

### **MATH 421** – MAT421A – 0072

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. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED MATH300 WITH A MINIMUM OF 60%.**

### **MATH 431** – MAT431A – 0013

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

### **MATH 521A** – MAT521A – 0026

A second level academic mathematics course which is intended for all students planning to attend university and will be needed for some Holland College courses as well. It introduces students to topics such as: systems of linear equations, quadratic functions, trigonometry, consumerism and matrices and networks. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED MATH 421A WITH A MINIMUM OF 60%.**

### **MATH 521B** – MAT521B – 0104

This course, although optional, is highly recommended for students planning to enter university business or science programs. The topics covered include: radicals; reasoning; justification and proof; plane and coordinate geometry; linear inequalities and linear programming; rational expressions; equations; inequalities and developing a function toolkit. *This course is highly recommended for students planning to take Math 621B and Math 611B.*

### **MATH 531** – MAT531A – 0040

A prerequisite for Math 631, with continued development of algebraic skills and a strong focus on consumerism topics society requires today including mortgages, payroll deductions, budgeting, etc.

### **MATH 551** – MAT551A – 0108

A practical mathematics course which has emphasis on the skills and concepts associated with using and understanding math on a day to day basis. Some areas covered are the mathematics associated with utility bills, food buying and preparation, transportation, mortgages and loans, credit buying and insurance.

**MATH 621A – MAT621A – 0044**

A third year academic mathematics course intended for all students planning to attend university 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; combinations and probability; and statistics. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED MATH 521A WITH A MINIMUM OF 60%.**

**MATH 621B – MAT621B – 0107**

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.**

**MATH 611B – MAT611B – 0059**

This course starts with a period of time used to do any topics not yet covered in previous high school courses such as double-angle and half-angle formulas, natural logs and matrices. The second part deals with limits, derivatives, differentiation rules and methods, and applications of derivatives. The final topic would be an introduction to integration.

**MATH 631 – MAT631A – 0062**

A course in general mathematics which 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. Additionally, the economics of home ownership is explored along with money management and various types of investments.

**MAT801 – MAT801A – 0054**

This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trade-related courses. The units of study include the following:

- Unit 1 - Mathematical Essentials      Unit 2 - Construction/Housing      Unit 3 - Electrical
- Unit 4 - Spatial Sense                      Unit 5 - Fabrication

**SCIENCES**

**SCIENCE GR. 9 – 9SCIA – 0004**

This course is an introduction to science at the higher grade levels. It is divided into three sections: chemistry, biology and physics. The biology section deals with how living things are structured and classified and how they interact with one another. Chemistry studies the basic organization of matter and introduces chemical reactions and formulas. Physics deals with basic electricity (both static and current) and some theory behind daily electrical use.

**SCIENCE 421 – SCI421A- 0011**

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: Sustainability of Ecosystems; Chemical Reactions; Motion; and Weather Dynamics. **RECOMMENDED FOR STUDENTS WHO SUCCESSFULLY COMPLETED SCIENCE 300 WITH A MINIMUM OF 60%.**

**SCIENCE 431 – SCI431A – 0012**

This is an introductory science course including the new APEF Science 421 curriculum guide and resources including units on sustaining of ecosystems, physics, chemistry and weather. **Prerequisite: Science 300.**



**PHYSICS 621 – PHY621A – 0055**

This is the second course in which the focus is entirely on 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 analysis in two-dimensions. The units of study in Physics 621A include: Unit 1 - Force, Motion, Work and Energy; Unit 2 - Fields; Unit 3 - Waves and Modern Physics; Unit 4 - Radioactivity **NOTE: Successful completion of Physics 521 is a prerequisite.**

**SCI701A -SCI701A - 0065**

Applied Science 701A is a physical science course that develops student scientific and technological skills and knowledge through the use of technology and societal/environmental contexts. It contains a balance of theory and experimental activities that builds student scientific and technological literacy through the processes of inquiry, problem solving and decision making. Units of Study include: Unit 1 - Energy / Sustainability; Unit 2 - Simple Machines (pulleys, levers, ramps, gears, screws); Unit 3 - Fluid Dynamics (hydraulics, pneumatics); Unit 4 - Introduction of Robotics, (VEX robotics system).

**SCI801A -SCI801A -**

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 (SCI701A) 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.

**SOCIAL SCIENCES**

**GEOGRAPHY 421 – GEO421A – 0014**

This course relates to 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.

**GEOGRAPHY 531 - GEO 531A - 0073**

This program emphasizes human geography in a world setting. Students will develop geographic skills while learning about the political and geographic make-up of the world. The interactions between land and water, climates, resources, and people in various parts of the world will be explored throughout the course.

**GEOGRAPHY 621 (Global Issues) - GEO 621A – 0134**

Global Issues combines elements of geography and current world issues. The course is designed to provide opportunities for students to increase their awareness of the world outside Canada's borders and to participate in active citizenship projects. Significant focus shall be given to discussion, writing, and participation in alternative classroom activities to broaden student's awareness of topics affecting today's world.

**HISTORY GR. 9 – 9HISA – 0005**

History 300 covers Canadian history from Confederation (1867) to the present day. Students participate in the Provincial Heritage Fair with both written and visual presentations. Daily activities include current news discussions, notes, games, readings, library periods and videos.

**HISTORY 421 – HIS 421A – 0133**

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

**HISTORY 521 – HIS 521A – 0038**

This course focuses mainly on European history. The only exception is a study of the American Revolution. The course begins with the Renaissance in Italy and ends with the Unification of Germany and Italy. The French Revolution and Napoleon are areas of detailed study. Several small projects and oral class presentations are required.

**HISTORY 621 – HIS621A – 0049**

This course examines Canadian History from its pre-historic beginnings until today, emphasizing the past 150 years. Each student will be required to research a particular era by focusing on a significant event or person, then doing an oral presentation on the findings.

**HISTORY 621 -HIS621B – 0060**

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 through 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.

**CANADIAN STUDIES 401 - CAS401 - 0030**

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.

**ECONOMICS 621 – ECO621A – 0063**

A course which provides an overview of microeconomic and macroeconomic topics. The course opens with main economic concepts. Microeconomic topics, focus on such topics as consumer behaviour and business structures. Macroeconomic topics are then studied which include inflation, unemployment, GDP, equilibrium in the economy, fiscal and monetary policy, and their interaction. This course is geared towards students who are furthering their economic studies at the university level.

**\*\* Open to Gr 11 and 12 students and is available only every second year.**

**HISTORY 631 – HIS631A – 0071**

The study of world history from the Age of Absolutism to the present day. The course looks at major events, people and periods that have shaped modern civilization. The focus of the course will be using technology, library research and other modes of learning to explore history. **\*\*This course is open to Grade 11 and 12 students, and is available only every second year.**

**POLITICAL STUDIES 521 – POL521A – 0144**

This course is devoted to the study of the Canadian Political System and includes the following topics: the role of government; the electoral process; the role of political parties; the Constitution; Parliament, federal, provincial, and municipal governments; Charter of Rights and Freedoms; and other political concepts such as protest.

**LAW 521 – LAW521A – 0025**

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.

**LAW 531 -- LAW531A -- 0037**

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.

**ABORIGINALS PEOPLES OF ATLANTIC CANADA 801 –APA801X - 0115**

This course is designed to make students more aware of the cultural and historical perspectives of Aboriginal people within the Canadian mosaic. A major objective of this course is to foster a greater feeling of pride amongst the Aboriginal students, and to develop a greater cross-cultural sensitivity and appreciation amongst the non-Aboriginal students. The course will seek to reflect in a positive way the aspects of Aboriginal culture, history, folklore, government, and spirituality in a positive way. Aboriginal Studies 801 is a full credit course open to all students at the grade eleven and twelve levels.

**BUSINESS**

**ACCOUNTING 621 – ACC621A – 0053**

A course which provides an introduction to basic accounting principles. It introduces accounting concepts, procedures and applications. This course is designed for students who are planning on furthering their accounting studies at the college or university level. **\*\* This course is open to Grade 11 & 12 students, and is available only every 2<sup>nd</sup> year.**

**ACCOUNTING 801 -- ACC801A– 0061**

This course provides an overview of basic accounting concepts, terminology and processes. It stresses the importance of preparing and maintaining accurate records for purposes of future study, entrance to employment or personal use.

**COMPUTER SCIENCE**

**TA 300, COMPUTER GRADE 9 - TA300 -**

The Department of Education continues to develop program materials to support eight separate modules. We are implementing four modules: Audio, Desktop Publishing, Digital Photography, and Logic. Additional modules in Web Design, Computer Aided Design, Animation, and Digital Video will be incorporated as the time frame and curriculum allows.

### **ITC 401, COMPUTER, GRADE 10 - ITC 401A – 0017**

ITC401A is highly recommended for life long learning. This is senior high school introductory level course giving students the opportunity to enhance productivity skills using computers. Evaluation is based on the following components

- a. Keyboarding (30%)
- b. Word processing and Desktop Publishing (30%)
- c. Computer Literacy (10%)
- d. Internet Basics (5%)
- e. Spreadsheets and Graphing (10%)
- f. Visual Presentations (10%)
- g. Web Production (5%)

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

### **COMPUTER 521 – CMP 521A – 0105**

Introductory Computer Studies. This is an academic computer 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 course content (i.e computer systems)
- Programming (problem solving in BASIC and manipulating virtual 3D objects)

### **COMPUTER 621 –CMP 621A – 0070**

The Computer Studies 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 CMP521A are highly recommended for this course. This course 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.

### **IT ESSENTIALS - ITE 801A - 0062**

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 to discover best practices in maintenance and safety. This curriculum prepares students for entry level careers as field service technicians, bench technicians, help-desk support, and computer sales representatives. Students in ITE 801A are not required to have any previous technical skills or knowledge.

### **CREATIVE MULTIMEDIA 801 -CMM 801A- 0075**

Creative Multimedia students will acquire basic web and multimedia production through practical experience with digital media technologies. The course will be taught point-of-view and will be activity-based. Creations will be presented in a web or CD portfolio format. Areas of study include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing and Web Authoring.

## PHYSICAL EDUCATION

### **PHYSICAL EDUCATION GR. 9 – 9PEDA – 0010**

This compulsory course is designed to introduce students to high school physical education. The students are expected to participate in various gymnasium and/or outdoor activities. Students become familiar with gymnasium rules, dress code, and acceptable conduct during activity classes. The classroom component includes some basic sport theory on sports covered in class. Evaluation is based on participation, gym change, co-operation and class tests.

### **PHYSICAL EDUCATION 401 – PED 401A – 0018**

This course is designed to promote active living and teach students with the knowledge and skills to positively contribute to their overall health and wellness. Emphasis is placed on students to make physical activity a part of their lifestyles.

The classroom component will deal with concepts such as: Physical activity, fitness and wellness, health-related physical fitness, and the health benefits of physical activity. Evaluation has participation at 35%, co-operation at 35% and tests at 30%.

### **PHYSICAL EDUCATION 621 – PED 621A – 0058**

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. Permission of the instructor is required. Level One coaching certification may be obtained in this course. This is suggested as a course for grade twelve students.

### **PHYSICAL EDUCATION 801 – PED 801A – 0043**

A senior level course available to Grade 11 or Grade 12 students. Suggested that students should already have taken PED 401. This course concentrates on personal fitness as an ongoing topic. Emphasis is placed on activity as a life style. A mix of traditional and non-traditional sports/activities. There is also the possibility of a leadership component.

## MUSIC

### **MUSIC GR. 9 – 9MUSA- 0008**

This is a progression from musical instruction in grades 7 and 8. For this year musical language and forms, sight-reading, aural training, and listening will be taught plus the experience of practical music instrumental performance. Students should have interest in performing with a school band.

### **MUSIC 421/521/621 – MUS 421A -0119- MUSI521A - 0118 - MUS621A -0199**

A continuation of musical instrumental performance developed from MUSIC 300/MUSIC 421. Formal lessons in materials of music, form and history will be included plus the opportunity to relate these elements to music encountered through performance. Interest in involvement in a school band would be expected.

### **MUSIC 801 – MUS 801A– STYLES OF POPULAR MUSIC -0120**

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students' learning will center around the following: examining music in our lives, including its roles, genres, social context, and ways that 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.

## HIGH SCHOOL 300

### **HIGH SCHOOL GR. 9 -9HSLA - - 0141**

This course consists of four modules at the Grade Nine level which are designed to give our first year students a broad base of knowledge in the subjects covered, as well as a sense of well-being as students in Morell High. The modules rotate throughout the year and include: Industrial Arts 300, Home Economics 300, Physical Education 300, Visual Arts 300, Computer 300, and CALM. The first four are described in their respective section of this book. Guidance is designed to better familiarize incoming grade nine students with the environment here at Morell High. It includes study skills, career exploration, personal growth. Instrumental Music 300 is also available as an optional course. Music students will have a lesser number of classes in each of the other modules.

## PEER HELPER

### **PEER HELPER - 0117 - PHP701A-801A - 0109**

Students enrolled in the full credit program will have an opportunity to earn a credit while helping other students with special needs meet the many challenges they encounter in the integrated setting and resource room. The peer helpers work on a one to one basis with the student and are closely supervised by the classroom teacher and/or resource teacher. After being selected through an interview process, the successful applicants are given a brief training program. This program outlines responsibilities and presents strategies/techniques which may help the peer tutor in meeting the specific needs of his or her assigned student(s). NOTE: Students must sign up for an interview and be approved to take this course

In PHE801A, students will use skills developed during the 701A course. These experienced peer helpers will work on a one-to one basis with students with special needs either in the regular classroom setting or in the resource room. They will enhance their understanding of their assigned student by researching the student's particular condition and contributing ideas to the on-going Individual Education Plan process.

## HOME ECONOMICS

### **HOME ECONOMICS 9HECA - 9HECA - 0009**

The basic home economics program covers three areas: sewing; foods and nutrition; and human sexuality.

### **FAMILY LIFE 421 - FAM 421A - 0022**

Family Life 421 is an academic course designed to help students develop knowledge and appreciation of self, family and society in general. It includes the following units of study: Getting to know self - skills you need; families; relationships; marriage and single life; parenting and careers. The course will involve lectures, group discussions, projects, guest speakers, audio visual material, quizzes and a final exam.

**FOODS 421 – FDS 421A – 0020**

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 possibilities, or a career in food services.

**CHILD DEVELOPMENT 521 – CHD 521A – 0041**

This course explores child development from conception to adolescence. The basic needs of children are examined as well as the importance of meeting those needs. The course also covers individual differences, discipline, function of play, good eating habits, and preparing a child for hospitalization.

**CLOTHING 521 – CLO 521A – 0032**

This course is designed to create an interest in all aspects of clothing, including fabrics, fibres, construction and wardrobe planning. Students will be required to construct sufficient sewing projects to practice several techniques. In addition, students should also have the knowledge to help them make wise clothing related choices in the marketplace and to maintain and care for their own clothing.

**HOUSING 621 – HSG 621A – 0068**

This course is a study of all aspects of housing as they affect the consumer. Students examine all forms of housing available, factors that influence housing choices, financial aspects of housing and housing construction.

**FAMILY LIFE 621 - FAM 621A - 0052**

Family Life 621 is intended to provide the student with an introduction to some of the topics that would be included in psychology and sociology courses in college or university. Students with an interest in social work, teaching human services or special education would benefit from this introductory course. Topics will include personality development and individualism in society, mental health issues such as depression, addictions and personality disorders; values and morality in today's society; adolescence concerns and family conflicts, sexuality and sexual expression, and strengthening an individuals goals and outlook on life.

**VOCATIONAL**

**INDUSTRIAL ARTS GR. 9 – 9INDAW - 0007**

Industrial Arts 300 is a hands-on introduction to basic woodworking skills, equipment and safety. Students will participate in woodworking projects and ceramic projects.

**CARPENTRY 701 – CRP 701A – 0028**

Introduction to Carpentry 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 for 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. A lab fee of \$25.00 for materials will be applied.

**CARPENTRY 801 (Floor Systems) – CAR 801A – 0047**

All construction projects start from the ground up. Floor systems will develop an understanding of the basic design principles of floor frame systems, while estimating, selecting and installing components of a residential floor system. Students will also develop skills and knowledge in the safe use of portable hand and power tools. Students will complete WHMIS training to industry standards. Students will also continue to develop knowledge and skills related to manufactured building materials, and communication through drafting and trades math concepts.

**CARPENTRY 801 (Structures, Shaping, and Assembly) - CAR 801B –0140**

Carpenters are employed in many aspects of the construction industry. Structures, Shaping, and Assembly will introduce students to various types of framing systems common throughout Canada. Students will develop knowledge in selecting and using fasteners and sealants. Students will also develop their skills and knowledge for 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.

**CARPENTRY 801D (Construction Planning and Foundation) - CAR 801D – 0141**

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