

# CHARLOTTETOWN RURAL HIGH SCHOOL



## COURSE HANDBOOK 2011 - 2012

[www.edu.pe.ca/rural](http://www.edu.pe.ca/rural)

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## Principal's Message

We are pleased to provide this course handbook for students and parents to assist with course planning for the 2011-2012 school year. Also, the course descriptions contained in this book may be found at our school website [www.edu.pe.ca/rural](http://www.edu.pe.ca/rural). The course descriptions, graduation requirements, and registration information should be reviewed carefully by students prior to registration. Charlottetown Rural High School provides a wide variety of courses for students; therefore, students should select courses with a view to future study and work considerations. Students are encouraged to discuss their course registration with their homeroom teachers or with one of the school counsellors.

It is important for students to take a full course load during each of their years in high school. Free periods are discouraged as they are rarely used effectively. It is recommended that students take the full 24 courses during their three years in high school and that they work to the best of their ability in these courses. Students are expected to take responsibility for their learning by working to their potential, developing good study habits, and attending all classes on time.

Charlottetown Rural has been authorized as an International Baccalaureate World School. IB Diploma Programme courses will be offered to grade eleven and twelve students in the 2011-12 school year.

At Charlottetown Rural we are committed to excellence in all aspects of education. Charlottetown Rural strives to create a welcoming, safe and caring environment where all students have the opportunity to reach their potential as lifelong learners. In partnership with the community, our goal is to provide educational opportunities to help our students contribute as respectful members of a global society.

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 expression of opinions in a respectful and responsible manner. Respect for self, others and for the school and its property is expected of all Rural students. Our Code of Conduct states this as follows:

I will respect myself.  
I will respect others.  
I will respect personal property and school property.  
I will come to school prepared to learn.  
I will act responsibly and accept consequences for my actions.

This handbook does not provide information on extracurricular programs, school policies and procedures, and daily operations and organization. This information will be provided to each student at the start of the school year in a school agenda distributed by homeroom teachers.

Should you have questions or require additional information, please do not hesitate to contact us. Careful planning, positive choices, and hard work will contribute to success for each student in his/her education.

**E. Susan Willis**  
**Principal**

**Cover photo by Frank Connolly**

## **GENERAL INFORMATION ON C.R.H.S.**

Charlottetown Rural High School serves some 1100 students in a wide range of programs and extracurricular opportunities. We are pleased to highlight some of these services and learning opportunities.

### **Student Services**

Two counsellors are available to provide personal, academic and career counselling services to students and to assist them in decision making. In this student- centered facility, students can find calendars, applications forms, and websites for most Canadian post-secondary institutions. Up-to-date information on careers, occupations, and professions as well as "Career Cruising", a computer based career planning system, are available to students through Student Services. In September, all grade ten homerooms are assigned a counsellor who will outline services available to students through the Student Services Department.

### **Library/Resource Center**

Charlottetown Rural High School Library is open each school day from 8:30 a.m. to 4:00 p.m. The mandate of the school library program is to provide an instructional program and learning resources that promote the enjoyment of reading and enable students to become critical and creative thinkers and effective users of information. Grade ten students are provided with an orientation to library facilities and resources including the automatic card catalogue, reference materials, periodicals and on line databases. The library is a pleasant, inviting area conducive to study and research, as well as reading.

### **Student Activities**

The CRHS Students' Council is comprised of five executive members and elected representatives from each homeroom class. The Students' Council conducts regular meetings and organizes school events. A wide range of clubs are available to students such as Raider's Council, Smart Risk, - No Regrets, SADD, Yearbook, Drama, Chess, GSA, Environmental Adventures, and E.Y.E.S..

### **Athletics**

Charlottetown Rural is pleased to present the following range of interscholastic sports to student athletes: golf, field hockey, soccer, volleyball, cross country, basketball, curling, badminton, track and field, softball, and rugby. The Athletic Department oversees inter-scholastic sports at Charlottetown Rural and establishes guidelines and academic prerequisites for student participation on interscholastic teams.

An intramural sports program is offered to students each day during the lunch hour in the gym. As well, a wellness centre and weight room is provided. Each CRHS student is invited and encouraged to turn out for intramural activities. Fun and exercise, the development of recreational and sportsman-like skills, and overall physical and emotional development, are the aims of intramural activities at CRHS.

## INFORMATION ON COURSE SELECTION AND REGISTRATION

### *You are Responsible for Making Wise Choices*

Students are advised to plan their high school courses with a view to the career, work or study plans they would like to pursue after high school. The course planning process must begin when students are selecting courses for grade ten and is ongoing throughout their senior high school years.

Incoming grade ten and eleven students will register for and take eight courses per year. Grade twelve students are expected to register for and take courses in accordance with the graduation requirements and the necessary pre-requisites for post secondary education. It is expected that all students will register for 24 courses over the three year period and that they will select courses at levels which will challenge them. **After a student has achieved 16 credits, consideration may be given for the student to have one free period in their grade twelve year.** Once students have selected courses and been issued a timetable, it is expected that they will complete the courses they are taking.

All courses at Charlottetown Rural High School are semestered; that is, courses beginning in September will end in January, and those beginning in February will end in June. Attendance is a requirement for credit. The passing mark is fifty percent and each course successfully completed counts as one credit with the exception of Cooperative Education and some Career Exploration Courses.

Before completing your registration card you should consider the following:

- \* your post-secondary plans for study/work
- \* requirements for entry into post-secondary educational institutions

#### **Ask yourself these questions:**

- \* *Have I chosen my courses at the proper level?*
- \* *Have I included all the courses that are compulsory at my grade level?*
- \* *Have I included any compulsory courses that I failed previously?*
- \* *Do I understand the content of each course?*
- \* *Do I have the prerequisites for the courses?*
- \* *Have I carefully considered all the courses at my grade level?*
- \* *Are my choices realistic?*
- \* *Have I included realistic alternate courses?*
- \* *Do they reflect my level of achievement?*
- \* *Do they reflect my potential?*
- \* *Have I considered my future plans?*
- \* *Have I consulted my parents?*
- \* *Have I consulted my homeroom teacher?*
- \* *Have I consulted my counsellor?*

Student schedules are generated by the computer and distributed to students in September. There is no guarantee that choices will be programmed in a preferred semester. A student's "alternate course" choices will be used to complete the complement of eight courses: if scheduling difficulties are encountered; if courses are not offered because of insufficient enrolment; or if the enrolment in a course is too large.

When a student registers for a course the school considers this course choice a commitment to be honoured with regular attendance and completion of the course. Any changes in a student's program after classes commence will require permission of the parents, homeroom teacher, and the school administration.

## **POST SECONDARY PLANNING:**

**General Guidelines:** Admission requirements for post secondary institutions vary somewhat from high school graduation requirements.

Students who are considering some form of study beyond high school should refer to post-secondary calendars (available at student services) and/or website to determine courses to choose for grades XI and XII.

Students should note that the following Degree (university) programs require specific courses at the grade twelve level. An overall minimum average of 70% is required for most university programs in 5 academic (621 or 611) grade 12 courses including English 621. \*Students should also note that programs with limited enrollment will require higher averages for admission.\*

**Holland College:** Students should check prerequisites for specific programs in the Holland College calendar. Academic grade 12 courses are required for entrance to some programs.

**PLEASE NOTE that applications to Holland College plus all required documentation must be received by Holland College by February 29, 2012.**

**Bachelor of Arts:** English 621, plus 4 acceptable academic electives. U.P.E.I. requires a grade 12 social studies or language credit.

**Bachelor of Business Administration:** English 621, Math 621, any 2 social studies, language or science courses and one other grade 12 academic course, ex. ECO 621 and ACC 621 are recommended.

**Bachelor of Science:** English, mathematics, two sciences (Chemistry 621 or 611, Math 621B and Math 611 are recommended) and one other grade 12 academic course. Students majoring in Chemistry, Physics, Computer Science or Engineering must take university calculus.

**B.Sc. in Computer Science:** English, mathematics, two sciences (physics is strongly recommended) and one other grade 12 academic course.

**B.Sc. in Engineering:** English, Math621B and 611, Chemistry 621, Physics 621 and one elective.

**B.Sc. in Family and Nutritional Science:** Refer to B.Sc. admission requirements.

**B.Sc. in Nursing:** Nursing entrance requires an overall minimum average of 70% in the following subjects: English, mathematics, chemistry, biology and one other grade 12 academic elective. Applicants must also have a minimum of 65% in each of English, mathematics, chemistry and biology. Check early admission deadlines.

**Pharmacy Program:** English, mathematics (Math 621B, Math 611), chemistry, biology plus one academic elective. One year of university in the science program is now required for entrance to the Pharmacy Program at Dalhousie.

**Physiotherapy Program:** Masters of science in Physiotherapy - following an undergraduate degree. English, mathematics, physics, chemistry or biology and one academic elective at the grade twelve level are advised.

**Canadian Forces/R.O.T.P.:** Students wishing to enrol in the Royal Officer's Training Program will require English, mathematics, physics and chemistry in their grade twelve program.

### **Scholarships/Bursaries/Awards:**

Graduating students are encouraged to compete for entrance scholarships to post-secondary institutions. Marks are of prime importance in consideration for entrance scholarships. Extracurricular activities in school and community are considered for specific scholarships, bursaries, and awards. Information is available at the Student Services Center and on the Charlottetown Rural website [www.edu.pe.ca/rural](http://www.edu.pe.ca/rural).

**Travel:** Students who are considering a travel experience could check out [www.katimavik.org](http://www.katimavik.org) or [www.canadaworldyouth.org](http://www.canadaworldyouth.org).

## **GRADUATION REQUIREMENTS**

Students must have at least 20 course credits to graduate.

The required number of course credits for graduation must include:

- a) 5 at the 600 or 800 level
- b) 4 language arts (one of which may be French), one English course from each level (400, 500, 600)
- c) 2 mathematics courses (at different grade levels)
- d) 2 science courses
- e) 2 social studies courses

OR

- a) 5 at the 600 or 800 level
- b) 8 career exploration courses
- c) 3 language arts courses including one English course from each level (400, 500, 600)
- d) 2 mathematics courses (at different grade levels)
- e) either 2 science and 1 social studies course or 1 science and 2 social studies courses

All students are encouraged to take a Career Exploration course during their senior high school years. Grade ten students are expected to take Physical Education.

### **Honours Standing and Aggregates at Graduation:**

Students must achieve an overall average of 80% with no subject mark below 70% in six grade twelve courses. The credit courses required for an Honours standing are an English 600 level course plus five other courses at the 600 or 800 level. Aggregates prizes are based on honours criteria and are awarded at graduation.

### **Governor General's Medal, Provincial Policy:**

The Governor General's Medal, for students who will graduate in June 2012, will be awarded to the student who achieves the highest average. The average includes all grade 11 and grade 12 courses as listed on the student's official transcript of grades.

### **Awards for Grades 10 and 11 Honours Students:**

An awards ceremony will be held each October at which time Grade 10 and 11 students will be awarded honor certificates if they have met the following criteria in the subjects which they took in the previous school year: an overall average of 80% or higher in all eight courses for which they achieved credit regardless of the grade level or level of difficulty of the individual subjects. IB Diploma students require an overall average of 80% or higher for all courses in the IB program to achieve honours during their grade eleven year.

In addition to a certificate, the top ten students by aggregate in each of the two grades, 10 and 11, will be presented with a plaque.

## **PROGRAM LEVELS:**

**Enriched/Advanced (University Preparatory)** - This term refers to a university preparatory program that requires intensified and independent study. Students are expected to perform at advanced levels of achievement so as to be better prepared for university programs.

**Academic (University Preparatory)** - These courses are regular university preparatory courses which allow students to enter post secondary study.

**Open** - These courses vary in level of difficulty and are considered a worthwhile selection for any student.

**General** - This is a non-university preparatory program. The emphasis is placed on the immediate application of the subject matter to everyday situations.

**Practical** - These courses are offered at a very basic level and are intended to prepare students for the world of work and develop specific skills training.

**Modified** - Learning outcomes of a course are modified to meet the needs of the learner.

## **COURSE CODING SYSTEM:**

The course code is composed of seven characters. The first three are letters associated with the title. Examples: "MAT" - Mathematics, "HIS" - History. The three numbers following may be broken down as follows:

### **First Digit: Year**

- 4 - 1st year (grade 10)
- 5 - 2nd year (grade 11)
- 6 - 3rd year (grade 12)
- 7 - Grade 10 or 11
- 8 - Grade 11 or 12

### **Second Digit: Level of Program**

- 0 - Open
- 1 - Enriched/Advanced (University Preparatory)
- 2 - Academic (University Preparatory)
- 3 - General
- 5 - Practical
- 6 - Modified

### **Third Digit: Credit**

The seventh digit is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding:

- |                |          |                            |
|----------------|----------|----------------------------|
| 1-one credit   | A to E = | English - language courses |
| 2 -two credits | F to J = | French Immersion courses   |
|                | V to Z = | local program courses      |

Example: HIS421A - Grade 10 Academic History

One Credit

# International Baccalaureate Diploma Programme

**We are pleased to offer the International Baccalaureate Programme with the support of the Department of Education and the Eastern School District.**

The IB Diploma Program provides a rigorous academic experience for students in their grade 11 and 12 years that prepares them for success in university and beyond. This comprehensive and challenging program teaches students critical thinking, writing and research skills and requires that students develop community mindedness and value for others. Please note that students who complete the IB Diploma are exempt from the P.E.I. graduation requirements.

## **Am I the type of student who can do this?**

If you are self motivated, organized, interested in being challenged and have a commitment to succeed, then the Diploma Programme could be for you. Hard work, diligence and time management are important skills to have when working on the IB Diploma. The course work requires that you are a competent reader and an effective communicator. You will be asked to problem solve, think critically, and become involved in the community. Students are encouraged to become learners dedicated to the ten goals of the IB learner profile, including becoming inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, and reflective learners.

## **What courses do I take?**

To receive an IB Diploma you must complete one course from each of the following subject areas –

Languages (English Literature)

Second Language (French)

Individuals and Society (History)

Experimental Sciences (Biology)

Mathematics

The Arts (Visual Art), Music or an Elective Science (Chemistry)

Three of the six must be taken at the **Higher Level** and remaining three are taken at the **Standard Level**. Higher Level courses require a minimum 240 hours of study and the Standard Level courses are minimum 150 hours in length.

## **Do I write exams in these courses?**

Yes. You will write exams in the six courses at the end of grade 12. All exams are marked externally by examiners from all over the world. This is what makes the IB Diploma so unique and so valuable – students from around the world are measured against the same criteria which provide a clear bench mark of success. These exams determine approximately 70% of the final mark in each course.

## **Does the Diploma require anything else?**

Yes. There are three central elements to the IB Diploma Programme:

- **The Creativity, Action and Service Program (CAS)**. Students are expected to complete approximately 150 hours of Creativity, Action and Service over their two years in IB. These activities help students develop self-confidence, initiative, responsibility, empathy and the ability to work cooperatively with other people. They also provide an important balance to the academic requirements of the programme. A detailed CAS booklet will be available in the spring.

- **Theory of Knowledge (TOK)**. This course requires a minimum of 100 hours of study and will be taken over two years. It is a course designed to teach students to think critically about what they are learning and to appreciate other cultural perspectives. Students complete an internally moderated presentation and an externally moderated essay as part of their evaluation in this course.

- **The Extended Essay.** Students will write this formal research paper on a topic of their choosing from within the areas of study offered by the IBO. The 4000 word paper, like the examinations, will be externally moderated. Together with the TOK essay, the Extended Essay may account for an additional 3 bonus points toward the completion of the IB Diploma. (See next section)

**What about assessment and evaluation?**

Each of the IB courses is evaluated on a scale from 1 – 7, (7 being the highest obtainable mark). You must also complete requirements of the CAS program, TOK course and Extended Essay. The maximum number of points available to a student is 45 which includes a possible 3 bonus points from the Extended Essay and TOK course. A hard-working, organized and self-motivated average student is expected to achieve 24 points, which in most cases earns the diploma.

While most of the mark you achieve is derived from externally marked exams, the teachers also assess on lab work, oral commentaries and day to day course work. These **internal assessments** are designed to meet criteria established by the IBO, and prepare you to write the exams.

**What are the benefits of the IB Diploma?**

The IB Programme is a comprehensive international curriculum with an emphasis on critical thinking, intercultural understanding, citizenry and extracurricular activities. Students are exposed to a broad range of subjects, but study several subjects in great depth. The ultimate benefit of this program is that IB graduates are literate, articulate, adaptable, confident young adults with expertise in at least two languages and a global understanding of issues. In addition to just wanting to participate in this excellent program, many students take the IB Diploma to improve their chances of university admission. Graduates of the IB Diploma Programme consistently perform well at university. Because of this, the IB Diploma is recognized by a growing number of universities in Canada, the United States, and further abroad. At many universities, graduates with an IB Diploma may receive preferred entrance status, scholarships and advanced credit or transfer credits for IB courses in which sufficiently high results were achieved. Many Canadian universities have entrance scholarships created specifically to attract IB Diploma graduates.

**What courses do I take in grade 10?**

We strongly recommend that you take the Pre-IB courses that you will find described fully in specific course listings later in this document. Each of the Pre-IB courses is designed with the purpose of developing skills that are needed for the successful completion of the IB Diploma. While these courses parallel the regular academic courses, the grade 10 curriculum is covered more quickly and a greater emphasis is placed on independent work, research, writing, oral communication and experimentation. Pre-IB courses are not, however, required pre-requisites for entry into the IB Diploma Programme in Grade 11.

Grade 10 - Pre IB

Program Area	Students from English Program	Students From French Immersion
Languages	English 421B Pre-IB	English 421B Pre-IB
Second Language	French 421A (Core French)	French 421F Pre-IB
Individuals and Society	History 421B Pre-IB	History 421J Pre-IB
Experimental Sciences	Science 421B Pre-IB	Science 421B Pre-IB
Mathematics	Math 421B Pre-IB	Math421B Pre-IB

IB Diploma Course Offerings for Grades 11 and 12

One Course From:	Course Offerings
Languages	IB English (HL)
Second Language	IB French (SL) Ab Initio French
Individuals and Society	IB History (HL)
Experimental Sciences	IB Biology (HL)
Mathematics	IB Mathematics (SL)
The Arts or an Elective Science	IB Visual Arts, IB Music (SL) or IB Chemistry (SL)

**A second course from one of the subject groups, such as science, may be substituted for the arts course.**

Course descriptions for Pre-IB and Diploma courses are found on pages 21 - 24.

## **COURSE OFFERINGS**

### **GRADE 10**

#### **COMPULSORY:**

- ENG421A - ACADEMIC ENGLISH OR  
ENG421B - ACADEMIC ENGLISH - IB DIPLOMA PREPARATION OR  
ENG431A - GENERAL ENGLISH OR  
ENG451A - PRACTICAL ENGLISH
- WRT421A - WRITING (Academic Students)  
LSK551A - LIFE SKILLS (Practical Students)
- MAT421A - ACADEMIC MATHEMATICS OR  
MAT421B - ACADEMIC MATHEMATICS - IB DIPLOMA PREPARATION OR  
MAT431A - GENERAL MATHEMATICS OR  
MAT451A - PRACTICAL MATHEMATICS
- SCI421A - ACADEMIC SCIENCE OR  
SCI421B - ACADEMIC SCIENCE - IB DIPLOMA PREPARATION OR  
SCI431A - GENERAL SCIENCE OR  
SCI461A - MODIFIED GENERAL SCIENCE (PRACTICAL STUDENTS)
- GEO421A - GEOGRAPHY OF CANADA (Academic) AND/OR  
HIS421A - ANCIENT AND MEDIEVAL HISTORY (Academic) OR  
HIS421B - ANCIENT & MEDIEVAL HISTORY - IB DIPLOMA PREPARATION OR  
HIS421G - CANADA IN TODAY'S WORLD (French Immersion) OR  
HIS421J - CANADA IN TODAY'S WORLD (French Immersion) IB DIPLOMA  
PREPARATION OR
- CAS401A - CANADIAN STUDIES 401 (General) OR  
SOC451A - SOCIAL STUDIES (Practical)
- PED401A - NEW DIRECTIONS IN PHYSICAL EDUCATION

\* \* \* \* \*

#### **ELECTIVES**

- ART401A - VISUAL ART  
AUT701A - INTRODUCTION TO AUTO SERVICE  
CAR701AF - INTRODUCTION TO CARPENTRY TECHNOLOGY (Females )  
CAR701AM - INTRODUCTION TO CARPENTRY TECHNOLOGY (Males )  
CAR701Y - CRAFTS  
CEO401A - CAREER EXPLORATIONS AND OPPORTUNITIES  
DES701A - DESIGN TECHNOLOGY  
DRA701A - DRAMATIC ARTS  
EAL701A - EAL BEGINNING/INTRODUCTION LEVEL  
EAL701B - EAL BEGINNING/INTRODUCTION LEVEL  
EAL701C - EAL INTERMEDIATE LEVEL  
EAL701D - EAL HIGH-INTERMEDIATE/ADVANCED LEVEL  
ENV521X - CONSERVATION  
FDS421A - FOODS  
FRE421A - FRENCH (CORE)  
FRE421F - FRENCH IMMERSION  
ITC401A - INFORMATION TECHNOLOGY COMMUNICATION  
MUS421A - MUSIC (Band)  
MUS421C - MUSIC (String)  
RES401A - RESOURCE  
SCI701A - APPLIED SCIENCE  
WEL701A - INTRODUCTION TO WELDING

**\*Music Strings is an extra course which may be taken outside of regular school hours, pending enrolment.**

## **GRADE 11**

### **COMPULSORY:**

ENGLISH: ENG521A, OR ENG531A, OR ENG551A  
LANGUAGE: COM801A -Communications (General program)  
MATHEMATICS: MAT521A, MAT521B, OR MAT531A OR MAT801A OR MAT551A

\* \* \* \* \*

### **ELECTIVES:**

AGS801A - AGRISCIENCE  
ART501A - VISUAL ARTS  
AUT701A - INTRODUCTION TO AUTO SERVICE  
AUT801A - BASIC POWER TRAIN } 2 CREDITS  
AUT801B - BRAKE SYSTEMS }  
BIO511X - BSCS, ADVANCED ACADEMIC  
BIO521A - BIOLOGY  
BUS801Y - INTRODUCTORY ACCOUNTING  
CAF801A - CAREER FUTURES  
CAR701AF - INTRODUCTION TO CARPENTRY TECHNOLOGY (Females)  
CAR701AM - INTRODUCTION TO CARPENTRY TECHNOLOGY (Males)  
CAR801B - STRUCTURES, SHAPING AND ASSEMBLY (CARPENTRY)  
CAR801A - FLOOR SYSTEMS } 2 CREDITS  
CAR801C - FRAMING SYSTEMS }  
CAR701Y - CRAFTS  
CAR801W - PHOTOGRAPHY  
CAR801X - ADVANCED VISUAL COMMUNICATIONS  
CHD521A - CHILD DEVELOPMENT  
CHM511A - ADVANCED CHEMISTRY  
CHM521A - CHEMISTRY  
CMM801A - CREATIVE MULTIMEDIA  
CMP521A - APPLIED COMPUTER STUDIES  
CUL801B - CULINARY SKILLS B  
CWS502A - COOPERATIVE EDUCATION (2 CREDITS)  
DES701A - DESIGN TECHNOLOGY  
DRA701A - DRAMATIC ARTS  
DRA801A - DRAMATIC ARTS  
ENT521A - ENTREPRENEURSHIP  
ENV521X - CONSERVATION  
FRE521A - FRENCH  
FRE521F - FRENCH IMMERSION  
GEO521A - GLOBAL STUDIES  
GEO531A - WORLD GEOGRAPHY  
HIS521A - HISTORY, "Modern World Survey"  
HOS801A - HOSPITALITY/TOURISM  
LAW521A - INTRODUCTORY LAW (Academic)  
LAW521F - INTRODUCTORY LAW (French Immersion)  
LAW531A - INTRODUCTORY LAW (General)  
MUS521A - MUSIC - (Band)  
MUS521X - JAZZ STUDIES  
MUS801A - STYLES OF POPULAR MUSIC  
OMT801A - OFFICE MANAGEMENT TECHNOLOGY  
PAM801Z - AUTOMOTIVE TECHNOLOGY  
PED801A - PHYSICAL EDUCATION, Life Style  
PHP701A - PEER HELPER  
PHY521A - PHYSICS  
POL521A - INTRODUCTORY POLITICS  
PSI801X - SPECIAL NEEDS SERVICES  
PSI801Z - ENVIRONMENTAL MANAGEMENT  
PSI802Z - CHILD CARE (2 CREDITS)  
RES501A - RESOURCE  
SCI701A - APPLIED SCIENCE  
SOC851A - SOCIAL STUDIES (Practical)  
WEL701A - INTRODUCTION TO WELDING  
WRT521A - CREATIVE WRITING

IB DIPLOMA COURSES - Please see pages 22 - 24

**GRADE 12**

**COMPULSORY:**

ENGLISH: ENG621A, OR ENG631A, OR ENG651A  
LANGUAGE: COM801A Communications (general program)

**ELECTIVES:**

- ACC621A - ACCOUNTING
- AGS801A - AGRISCIENCE
- ART601A - VISUAL ARTS
- ART621A - VISUAL ARTS
- AUT801A - BASIC POWER TRAIN } 2 CREDITS
- AUT801B - BRAKE SYSTEMS }
- BIO611X - BSCS, ADVANCED ACADEMIC BIOLOGY
- BIO621A - BIOLOGY
- BIO801A - HUMAN BIOLOGY
- BOT621X - BOTANY
- BUS801Y - INTRODUCTORY ACCOUNTING
- CAF801A - CAREER FUTURES
- CAR801B - STRUCTURES, SHAPING AND ASSEMBLY
- CAR801A - FLOOR SYSTEMS } 2 CREDITS
- CAR801C - FRAMING SYSTEMS }
- CAR801W - PHOTOGRAPHY
- CAR801X - ADVANCED VISUAL COMMUNICATIONS
- CHM611A - ADVANCED CHEMISTRY
- CHM621A - CHEMISTRY
- CMM801A - CREATIVE MULTIMEDIA
- CMP621A - COMPUTER STUDIES
- CUL801B - CULINARY SKILLS B
- CWS602A - COOPERATIVE EDUCATION (2 CREDITS)
- DRA801A - DRAMATIC ARTS
- DRF601X - DRAFTING
- ECO621A - INTRODUCTORY ECONOMICS
- ENV621A - ENVIRONMENTAL SCIENCE
- FAM621A - FAMILY LIFE
- FRE621F - FRENCH IMMERSION
- GEO621A - GLOBAL ISSUES
- HIS621A - HISTORY OF CANADA
- HIS621B - PEI HISTORY
- HIS631A - WORLD SURVEY
- HOS801A - HOSPITALITY/TOURISM
- HSG621A - HOUSING - DECISIONS AND DESIGN
- MAT611B - INTRODUCTORY CALCULUS
- MAT621A - ACADEMIC MATHEMATICS
- MAT621B - ACADEMIC MATHEMATICS
- MAT631A - GENERAL MATHEMATICS
- MAT651A - PRACTICAL MATHEMATICS, CONSUMER & CAREER MATH
- MAT801A - APPLIED MATHEMATICS
- MUS621A - MUSIC (Band)
- MUS621X - JAZZ STUDIES
- MUS801A - STYLES OF POPULAR MUSIC
- OCN621A - OCEANOGRAPHY
- OMT801A - OFFICE MANAGEMENT TECHNOLOGY
- PAM801Z - AUTOMOTIVE TECHNOLOGY
- PED621A - LEADERSHIP IN PHYSICAL EDUCATION
- PED801A - PHYSICAL EDUCATION/LIFE STYLE
- PHP801A - PEER HELPER
- PHY621A - PHYSICS
- POL621A - ADVANCED POLITICAL STUDIES
- PSI801X - SPECIAL NEEDS SERVICES
- PSI801Z - ENVIRONMENTAL MANAGEMENT
- PSI802Z - CHILD CARE (2 CREDITS)
- RES601A - RESOURCE
- SOC621F - INDIVIDUAL IN SOCIETY, FRENCH IMMERSION
- SOC851A - PRACTICAL SOCIAL STUDIES
- TRA602A - TRANSITIONS
- WEL701A - INTRODUCTION TO WELDING
- WRT521A - CREATIVE WRITING

## SUGGESTED PROGRAMS

GRADE 10	GRADE 11	GRADE 12
<b>ACADEMIC</b>	<b>ACADEMIC</b>	<b>ACADEMIC</b>
ENGLISH 421 WRITING 421 MATH 421 SCIENCE 421 1 SOCIAL STUDIES PHYS ED 401 + 2 ELECTIVES	ENGLISH 521 MATH 521A or MATH521A AND MATH521B 2 SCIENCE & 1 SOCIAL STUDIES OR 1 SCIENCE & 2 SOCIAL STUDIES + 2 to 3 ELECTIVES	ENGLISH 621 MATH 621 2 SCIENCE & 1 SOCIAL STUDIES OR 1 SCIENCE & 2 SOCIAL STUDIES + 3 ELECTIVES
<b>GENERAL</b>	<b>GENERAL</b>	<b>GENERAL</b>
ENGLISH 431 MATH 431 SCIENCE 431 CANADIAN STUDIES 401 PHYS ED 401 + 3 ELECTIVES	ENGLISH 531 COMMUNICATIONS 801 MATH 531 1 SCIENCE 1 SOCIAL STUDIES + 3 ELECTIVES	ENGLISH 631 COMMUNICATIONS 801 MATH 631 1 SCIENCE 1 SOCIAL STUDIES + 3 ELECTIVES
<b>PRACTICAL</b>	<b>PRACTICAL</b>	<b>PRACTICAL</b>
LIFE SKILLS 551 ENGLISH 451 MATH 451 SCIENCE 461 PHYS ED 401 SOCIAL STUDIES 451 + 2 ELECTIVES	ENGLISH 551 MATH 551 SOCIAL STUDIES 851 1 SCIENCE + 4 ELECTIVES	ENGLISH 651 COMMUNICATIONS 801 MATH 651 + 5 ELECTIVES

## PROGRAM PLANNING GUIDE

The following spaces are provided to help you plan ahead for all three of your senior high school years.

You will find when you write out your entire high school program, that some problems may appear that you didn't expect, so it is important that you do this exercise.

For example:

1. Since a system of prerequisites is used in some subject areas, plan your courses accordingly.
2. Make sure you include all the required subjects for graduation.
3. Remember that many post-secondary educational institutions have entrance requirements that can differ significantly from those for our graduation.

SUBJECT AREA	GRADE 10	GRADE 11	GRADE 12	TOTAL CREDITS
ENGLISH				
MATHEMATICS				
SCIENCE				
SOCIAL STUDIES				
PHYS ED				
CAREER EXP				
OTHER ELECTIVES:				
	TOTAL CREDITS	TOTAL CREDITS	TOTAL CREDITS	<b>GRAND TOTAL</b>

## COURSE DESCRIPTIONS

### VISUAL ART AND DRAFTING

#### Academy Diploma Program – Arts

The Academy Diploma Program (ADP) is a Department approved specialization program that allows students to focus their learning on a specific economic sector while meeting the requirements for the PEI High School Graduation Certificate, and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. In September 2012, students will have an opportunity to engage in an Arts Infused ADP at Charlottetown Rural School. Students may concentrate on one or more of the following three areas: visual arts, music, and/or dramatic arts. Grade ten students entering Charlottetown Rural in September 2011 are encouraged to determine their interest in pursuing an Arts Academy Diploma and be aware of their course selection options. Students who successfully complete the requirements for the Arts ADP will not gain a diploma recognized by various post secondary institutions but will have gained sector-specific skills and knowledge in career-related learning environments that will ultimately help them focus on graduation and on pursuing their post-secondary goals.

**Course Name: ART401A VISUAL ART**

**Text: ART TALK**

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. **A \$20.00 fee is expected for materials.**

**Course Name: ART501A VISUAL ART**

**Text: ART TALK**

**Prerequisite: ART401A or permission of the instructor**

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. **A \$20.00 fee is expected for materials.**

**Course Name: ART601A VISUAL ART**

**Text: ART in Focus**

**Prerequisite: ART501A or permission from the instructor**

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. **A \$20.00 fee is expected for materials.**

**Course Name: ART621A VISUAL ART**

**Prerequisite: ART501A or permission from the instructor**

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. **A \$20.00 fee is expected for materials.**

<p><b>Course Name:</b> DRF601X DRAFTING</p> <p><b>Prerequisite:</b> CAR701W Drafting &amp; Design Technology or DES701A - Design Technology</p> <p>This course will proceed from CAR701W (Drafting &amp; Design Technology) onto advanced orthographic projection and sectional drawings, auxiliary views, fasteners, electronic schematic diagrams, exploded view drawings, development drawings, and architectural work in conjunction with construction technology students. <b>AUTOCAD</b> will be used extensively, along with an introduction to three dimensional rendering and modeling. This course is intended for students who are 1) interested in acquiring fundamental skills in drafting and design; 2) wanting to develop problem solving skills; and/or, 3) intending to enter post secondary institutions relating to technology, science or engineering.</p>
<p><b>CEC: BUSINESS AND INFORMATION</b></p>
<p><b>Course:</b> ACC621A Accounting Principles</p> <p><b>Text:</b> Accounting I (Fourth Edition)</p> <p>Accounting Principles is an introductory course that includes concepts, procedures, and computer applications in accounting with an emphasis on the accounting cycle. It is designed for students who plan to take business/accounting courses at the college or university level.</p>
<p><b>Course:</b> BUS801Y Introductory Accounting</p> <p><b>Text:</b> Century 21 Accounting, Introductory Course</p> <p>Introductory 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. <b>Students who have a credit in ACC621 are not eligible to take this course.</b></p>
<p><b>Course:</b> ENT521A Entrepreneurship</p> <p><b>Text:</b> "The Entrepreneurial Spirit"</p> <p>The Entrepreneurship program is designed to facilitate an understanding of the requirements for successful implementation of entrepreneurial skills and attitudes. The objectives of this course are to promote innovation, creativity, calculated risk taking, leadership, team building, written and oral communication skills and decision making proficiency. This course will include units on developing creativity, planning for a business, marketing a product or service, basic accounting, and financial strategy. Learning activities will include individual and group presentations, written assignments, case studies, research project, discussions, portfolio self assessment and a written examination on the material covered in the textbook and class. The business community is involved to provide real learning. Business persons will make presentations and interact with students.</p>
<p><b>CAREER AND TRANSITIONS</b></p>
<p><b>Course:</b> CEO401A Career Explorations and Opportunities</p> <p>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.</p> <p>This course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes, and behaviors that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.</p>
<p><b>Course:</b> CAF801A Career Futures</p> <p><b>Prerequisite:</b> Successful completion of Grade Ten</p> <p>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 in this course will create a Career Portfolio.</p>
<p><b>Course:</b> TRA602A Transitions</p> <p><b>Prerequisite:</b> Career Futures 801A (CAF801A)</p> <p>This course is a two credit program which gives students the opportunity to participate in fifteen Holland College courses during a half day in a semester. A limited number of students will be selected through an interview process to be involved in this program. Students who successfully complete this course may be granted some consideration for entrance to Holland College.</p>

## CAREER EXPLORATION COURSES

The goals and objectives of Career Exploration Courses are based on knowledge and skills drawn from specific occupations in the world of work. The general purpose of each course is to provide students with opportunities to explore the world of work and to have students develop introductory skills associated with specific careers.

Each course contains three types of objectives:

- a) knowledge of the specific employment related to the course;
- b) specific manual skills; and,
- c) common work and attitudinal skills.

Career Exploration Courses are offered in four cluster areas: People and the Service Industry, Construction and Manufacturing, Power and Mechanics, and Communications and the Arts. **These courses require that students have the maturity to work independently and in groups on project work.** Course listings and descriptions are listed for each course by cluster.

### CLUSTER TITLE      PEOPLE AND THE SERVICE INDUSTRY

CUL801B	CULINARY SKILLS B
HOS801A	HOSPITALITY/TOURISM
PSI801X	SPECIAL NEEDS SERVICES
PSI801Z	ENVIRONMENTAL MANAGEMENT
PSI802Z	CHILD CARE (2 CREDITS)

### CLUSTER TITLE      CARPENTRY TECHNOLOGY PROGRAM

CAR701AF	INTRODUCTION TO CARPENTRY TECHNOLOGY (Females)
CAR701AM	INTRODUCTION TO CARPENTRY TECHNOLOGY (Males)
CAR801B	STRUCTURES, SHAPING AND ASSEMBLY
CAR801A	FLOOR SYSTEMS \ (2 CREDITS)
CAR801C	FRAMING SYSTEMS/

### CLUSTER TITLE      POWER AND MECHANICS

AUT701A	INTRODUCTION TO AUTO SERVICE
AUT801A	BASIC POWER TRAIN \ (2 CREDITS)
AUT801B	BRAKE SYSTEMS /
PAM801Z	AUTOMOTIVE TECHNOLOGY
WEL701A	INTRODUCTION TO WELDING

### CLUSTER TITLE      COMMUNICATION AND THE ARTS

CAR701Y	CRAFTS
CAR801W	PHOTOGRAPHY
CAR801X	ADVANCED VISUAL COMMUNICATIONS
CMM801A	CREATIVE MULTIMEDIA
DES701A	DESIGN TECHNOLOGY
DRA701A	DRAMATIC ARTS
DRA801A	DRAMATIC ARTS

<b>CEC: PEOPLE AND THE SERVICE INDUSTRY</b>	
<b>Course:</b> <b>PSI801X Special Needs Services</b> <b>Text:</b> <b>To be assigned</b>	<p>This course is designed to give an educational opportunity to students to work with special needs students. Students considering careers in related fields such as social worker, teacher, teacher assistant, and group home work, etc. could benefit from this experience. This course will be conducted by a special education teacher, however, students will be expected to complete course work and assignments with minimal direction. Students should be highly motivated and mature. Interviews will be conducted to select 2 - 4 students per semester for the course.</p>
<b>Course:</b> <b>PSI802Z Child Care (2 credits)</b> <b>Text:</b> <b>Working with Young Children</b> <b>Prerequisite:</b> <b>Child Development 521 (CHD521A) strongly recommended</b>	<p>This course is designed to give students an overview of child care and development, with a look at careers related to caring for pre-school aged children. Through active participation in a number of child care settings, students will gain an understanding of, and appreciation for, the way children develop, particularly children ages three to six. Students will investigate a number of child care careers and business opportunities by: 1) observing programs at various institutions which serve children, 2) developing skills needed to properly care for children, and 3) working directly with young children in a half-day daycare situation. Students are expected to learn independently and to develop a responsible work ethic.</p>
<b>Course:</b> <b>HOS801A Hospitality/Tourism</b> <b>Text:</b> <b>To be assigned</b>	<p>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 be familiar with the various sectors of the industry: accommodation, food and beverage, recreation and entertainment, travel services and transportation. Students will become aware of their employability skills through class discussions and project work on telephone skills, interview techniques, resume writing and goal-setting. Also included in this course is a five-hour internationally recognized customer-service training program called <i>Super Host</i>.  <b>Canadian Academy of Travel and Tourism (CATT) Level I Certificate</b>                      The Canadian Academy of Travel and Tourism (CATT) is a national program functioning within the high school context. The CATT program prepares high school students for entry into tourism jobs and can be a foundation for entry into some post secondary education programs. CATT offers certificates which are recognized in industry for students who complete the CATT program requirements. At Charlottetown Rural students may work on and achieve a Level I certificate by: 1) successful completion of the Hospitality/Tourism 801 course; completion of 25 hours of volunteer experience; and participation in a Tourism career workshop.</p>
<b>Course:</b> <b>PSI801Z Environmental Management</b>	<p>This course focuses on students developing an awareness of the environment, as well as seeing the impact and responsibility they have in being part of the world community. Emphasis will be placed on student - directed discovery and group work. Individuals will have the opportunity to acquire both a theoretical and a practical appreciation for the wise management of our natural resources through the identification of solutions to environmental problems.</p>
<b>Course Name:</b> <b>CUL801B Culinary Skills B</b> <b>Prerequisite:</b> <b>FDS421A</b>	<p>Culinary Skills B 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 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. <b>A student who has credit in FSC801B, is not eligible to take this course.</b></p>

**CEC: CARPENTRY TECHNOLOGY PROGRAM**

**The Carpentry Technology** program is designed to prepare students to enter the trade of Carpentry. Throughout the program students will develop the practical skills, technical knowledge, and safe work attitudes, required to be successful in industry. Emphasis will be placed on the Essential and Employability skills required to begin a career in the Construction Industry. Students will be given the opportunity to register as youth apprentices through the ASAP Apprenticeship program, and upon successful completion of the program, with a mark of 70%, students may challenge their Block 1 Apprenticeship Exam and receive credit towards their Apprenticeship. Students wishing to continue in the trade at Holland College may be eligible for advanced standing and possible advanced credit depending on their level of success in the program. A passing grade of 70% is required for opportunities presented by Apprenticeship and Holland College.

**Course: CAR701A Introduction to Carpentry Technology**

**If registration numbers warrant, an all Female class of this course will be offered.**

**Females registering for this course, register for CAR701AF.**

**Males registering for this course, register for CAR701AM.**

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. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**Course: CAR801B Structures, Shaping and Assembly**  
**Prerequisite: CAR701A**

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 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. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**CAR801A and CAR801C will be taught together for 2 credits.**

**Course: CAR801A Floor Systems (double credit course with CAR801C)**  
**Prerequisite: CAR701A**

Any construction project starts from the ground up. This course will introduce students to the basic principles of floor frame systems and the components and installation of a residential floor system. Students will also develop skills and knowledge related to the intended and safe use of portable power tools. Students will complete WHMIS training to industry standards. Students will also continue to develop knowledge and skills related to building materials and communication through drafting and trade math concepts. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**Course: CAR801C Framing Systems Level 2 (double credit course with CAR801A)**  
**Prerequisite: CAR701A**

The proper layout of framed systems such as walls and ceilings prevents timely and costly errors. During this course the students will develop the ability to accurately read and interpret blueprints as well as effectively communicate with other members of a work crew to help prevent these errors. Students will also develop skills and knowledge related to the components, function and purpose, and the methods of constructing walls, partitions and ceilings. Students will continue to develop their skills with the tools, materials, drafting communication, and math concepts related to the trade. **Safety glasses are required and may be purchased for \$5.00 at the school.**

<b>CEC: POWER AND MECHANICS</b>	
<b>Course:</b>	<b>AUT701A Introduction to Auto Service</b>
<p>Introduction to Auto Service introduces students to tools, equipment, theories and practices common to the trade with a <b>constant emphasis on safe work habits</b>. In this course students will learn how to: communicate effectively and present themselves professionally; use and identify a variety of measuring tools; assemble components using a variety of fasteners and adhesives; perform basic heating, cutting and welding procedures and; diagnose an service wheels, tires and wheel bearings. This course is a prerequisite for all other Auto Service Technician courses. <b>Safety glasses are required and may be purchased for \$5.00 at the school.</b></p>	
<b>Course:</b>	<b>PAM801Z Automotive Technology</b>
<p>This course is designed to give students the basic knowledge and skills required to purchase, own, and maintain a motor vehicle. Topics which will be taught in this course are: buying a new or used vehicle, insurance, registration, inspections, general maintenance, regular service, preventative maintenance, and interior and exterior upkeep. Students will be introduced to the basic components of the automobile in this course. For students who own an automobile or intend to own one in the future, the information and skills derived from this course will be a benefit to them in dealing with problems associated with owning a vehicle. <b>Safety glasses are required and may be purchased for \$5.00 at the school.</b></p>	
<p><b>The following two courses will be taught together for two credits.</b></p>	
<b>Course:</b>	<b>AUT801A Basic Power Train (Double Period course with AUT801B)</b>
<b>Prerequisite:</b>	<b>AUT701A - Introduction to Auto Service WEL701A - Introduction to Welding</b>
<p>A basic working knowledge of the major systems of a vehicle is essential for any Auto Service Technician. <i>The Basic Power Train</i> 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; 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. <b>Safety glasses are required and may be purchased for \$5.00 at the school.</b></p>	
<b>Course:</b>	<b>AUT801B Brake Systems (Double Period course with AUT801A)</b>
<b>Prerequisite:</b>	<b>AUT701A - Introduction to Auto Services WEL701A - Introduction to Welding</b>
<p>Brakes are one of the most fundamental safety systems on a vehicle. This course focuses on the <i>components, types, service and diagnosis of brake systems</i>. 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. <b>Safety glasses are required and may be purchased for \$5.00 at the school.</b></p>	
<b>Course:</b>	<b>WEL701A - Introduction to Welding</b>
<b>Prerequisite:</b>	<b>None</b>
<p><i>Introduction to Welding</i> 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 <b>constant emphasis on safe work habits</b>. Students will develop attention and concentration skills that allow them to minimize the hazards of the trade; learn to select and use the proper tools to complete welding tasks; learn to safely handle materials related to welding; and will be introduced to multiple welding techniques and processes. <b>Safety glasses are required and may be purchased for \$5.00 at the school.</b></p>	

<b>CEC: COMMUNICATIONS AND THE ARTS</b>	
<b>Course:</b>	<b>DES701A DESIGN TECHNOLOGY</b>
<b>Prerequisite:</b>	<b>Good math skills or permission of the instructor</b>
<p>Every manufactured product and building starts with a design concept, and technical drawings. <i>Design Technology</i> will introduce the student to the technical design and problem solving process, practicing basic design principles and analyzing how products are designed and built. Students will be introduced to technical drawing, the international language of industry, while developing sketching and mechanical drawing skills in orthographic and pictorial drawings. Computer assisted design and drafting (CADD) will also be incorporated to introduce the student to computer assisted drawing techniques commonly used in industry. Throughout the course students will be required to build a drawing portfolio, as a display and record of the skills they have developed. <i>Design Technology</i> will appeal to a wide variety of students and will provide essential skills for any students considering a career in engineering, technologies, or skilled trades.</p>	
<b>Course:</b>	<b>CMM801A Creative Multimedia</b>
<p>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.</p>	
<b>Course:</b>	<b>CAR801X Advanced Visual Communications</b>
<b>Prerequisite:</b>	<b>Creative Multimedia (CMM801A) or permission of the Instructor</b>
<p>Topics explored include digital imaging and advanced video production using digital and analog video editing software. Students are expected to obtain a VHS video tape for archiving project work. A \$5.00 lab fee is required for the purchase of media supplies. Students need to have the maturity to work independently in this course.</p>	
<b>Course:</b>	<b>CAR701Y Crafts</b>
<b>Prerequisite:</b>	<b>Recommended that students have an interest in craft work or fine hand work of another nature.</b>
<p>The Crafts course is designed to introduce students to the important Island industry of crafts and visual art. Students will explore five different craft media. These crafts may include; hand-built pottery, hand-made paper, stained glass, mosaic glass, cut &amp; pierce lampshades, marquetry, rustic woodworking, or silk screening.</p>	
<b>Course:</b>	<b>DRA701A Dramatic Arts</b>
<p>Drama 701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation and guided practice, 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. A student with a credit in CAR701Z (Theatre Arts) is not eligible for credit in this course.</p>	
<b>Course:</b>	<b>DRA801A Dramatic Arts</b>
<b>Prerequisite:</b>	<b>CAR701Z (or Related Experience with approval from the instructor)</b>
<p>Drama 801A builds on the learning experiences provided in Drama 701A. 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</p>	

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. A student with a credit in CAR801Z is not eligible for credit in this course.

**Course:** CAR801W - Photography  
**Text:** Exploring Photography  
**Prerequisite:** Ability to work independently and in small groups taking photos.

**Photography 801** is a course designed to introduce students to the world of photography and provide them with all the skills necessary to become a competent photographer. **This course is for students who have a keen interest in photography. Students who are registering for this course will be expected to provide a written explanation of their interest in photography on the back of their registration form before they will be admitted to the course.** Students learn to operate a fully manual SLR (Single Lens Reflex) camera for the purpose of producing black and white negatives under a variety of shooting conditions. They learn the chemical processes to develop their own film and to produce prints from these negatives. As the term progresses the students will be introduced to various aesthetic considerations in order to produce not just technically correct photographs but also photos that are pleasing to the eye. Students are also exposed to the history of photography and the work of a number of professional photographers and are introduced to the world of digital photography. **Please note that a fee of \$20.00 is expected for materials.**

**COMPUTER STUDIES**

**Course Name:** ITC401A Information Technology Communications  
**Text:** Century 21 Keyboarding & Information Processing and Computer  
**Concepts/Materials provide by Instructor**

ITC401 is highly recommended for all students. In this course, students have the opportunity to enhance their skills in keyboarding, word processing, file management, computer literacy/operating systems, e-mail usage, desktop publishing, visual presentations, spreadsheets and graphing. The above skills will benefit students in computer integration in other subject areas, in University/College courses, and in their personal use.

**Course Name:** CMP521A Introductory Computer Studies

This is an academic level Computer Science course designed to give students an understanding of the computer and its effect upon society. The focus of this course is to develop problem solving skills with various software applications and programming. The following computer areas are addressed: Database management, HTML coding and Cascading Style Sheets (CSS), Computer Literacy related to the course content (i.e. computer systems, societal implications, career awareness, etc.), and Programming (problem solving in BASIC and manipulating virtual 3D objects using ALICE). This is an introductory level course and no pre-requisites are required.

**Course Name:** OMT801A Office Management Technologies  
**Prerequisite:** ITC401A

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

**Course Name:** CMP621A Computer Studies  
**Prerequisite:** Computer 521 (CMP521A) or permission of Instructor and good math skills

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, Internet publishing, and operating systems. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course.

<b>COOPERATIVE EDUCATION</b>	
<b>Course Name:</b> CWS502A OR CWS602A <b>Prerequisite:</b> Grade 10	
<p>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. 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. Transportation to the work place rests with the student/guardian as a limited number of placements within walking distance are available. Regular attendance is a must.</p>	
<b>INTERNATIONAL BACCALAUREATE PROGRAM</b>	
<b>A. PRE-IB COURSES</b>	
<b>Course Name:</b> SCI421B - Science Pre-IB <b>Text:</b> Science 10 - Nelson <b>Prerequisite:</b> Grade 9 academic science	
<p>This course is designed to meet the outcomes of Sci421A and also to prepare students for IB science courses. It is composed of four units of study: Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics. In addition, emphasis will be placed on problem-solving, independent learning, and lab skills.</p>	
<b>Course Name:</b> ENG421B - English Pre-IB <b>Prerequisite:</b> Grade 9 academic English	
<p>This course will fulfill the General and Specific Curriculum Outcomes for English 421 that address speaking, listening, reading, viewing, writing and representing. Students in Pre-IB English will meet these outcomes through challenging, sophisticated texts from a variety of genres and cultures. Drama, poetry, fiction and non-fiction will be used to support the development of an international perspective for students. There will be an emphasis on independent study which will include strategies for information gathering and presentation, both written and oral.</p>	
<b>Course Name:</b> MAT421B - Math Pre-IB <b>Test:</b> Math Power 10 <b>Prerequisite:</b> Grade 9 academic Math	
<p>This course is designed for students preparing for the IB program. It is an extension of the Mathematics 10 curriculum with special attention paid to the goals of the IB such as internationalism, critical thinking, and independent thought. The general topics are equations in one and two variables, graphing, factoring, algebra, trigonometry, and statistics.</p>	
<b>Course Name:</b> HIS421J - French Immersion History Pre-IB <b>Text:</b> Le Canada Contemporain <b>Prerequisite:</b> Grade 9 French Immersion Social Studies	
<p>This course is designed to provide students with the opportunity to learn about their rights and responsibilities as a citizen of Canada and the world and to extend students’ understanding of Canada’s role within the global context. By focusing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. Grade 10 History IB students will develop their research and critical thinking skills through a variety of activities designed to encourage independent learning, reflection and literacy in the French language. A particular emphasis will be placed on cultural diversity and international mindedness. The major themes studied are: Canadian government, French-English relations, and Canadian-American relations, Canada’s Role in the World Wars, and Canada and the world from 1945 to the present.</p>	

**Course Name: HIS421B - Ancient History Pre-IB****Text: World History - The Human Experience****Prerequisite: Grade 9 academic Social Studies**

This course surveys world history and the humanities from pre-literate times to the Middle Ages (1500's). The course emphasizes the contributions of past civilizations and societies to our contemporary life. While exploring the patterns of human behavior, the course examines the ways that other societies have attempted to answer questions and solve problems that continue to perplex humankind today. Students will explore: the role of the historian, historical perspective and the interpretations of history, the concepts of cultural diffusion and diversity, continuity, interdependence and innovation/technology, the complexities of movement and willingness to change, the importance of place in the development of civilizations, trends reflecting changing attitudes and values, our concepts of right and wrong, heroism, the role of women, governance and the relationship between church and state, the human-environment relationship, and conflicts between social and economic classes.

**B. IB DIPLOMA COURSES****Course Name: ENG 5/6HL - IB English HL (Higher Level)**

IB English (Language A1) is a two-year literature course for IB students. Through the study of literature (including texts in translation) students gain a broad and international literary perspective by studying different historical periods, cultures, styles and social contexts. The course seeks to facilitate the clear expression of ideas, to aid precise presentation of argument, and to assist in the understanding of both oral and written discourse. A rigorous approach to literary criticism will foster a personal appreciation of literature and help students develop linguistic proficiency and critical thinking skills.

**Course Name: CHM 5/6SL - IB Chemistry(Standard Level)**

IB Chemistry covers topics including periodicity, stoichiometry, gas laws, thermochemistry, bonding, kinetics, equilibrium, acids and bases, electrochemistry, organic chemistry, and optional topics. In addition to these topics, students will be required to complete a Group 4 (science-based) project in their grade 12 year. Course assessment will be based on tests, in-class assignments, projects, and 30 hours of lab work and reports. Final grades will be based upon the IB external examinations (76%) and internally assessed lab work (24%).

**Course Name: ART 5/6SL - IB Art (Standard Level)**

The aim of the Standard level Visual Arts course is to provide students with the opportunity to develop their understanding of the visual arts from a local, national and international perspective while they work to develop their own skills and confidence. Through their studies of past, present and emerging forms of visual arts the students will also be able to understand their own position in the world of art, and better develop their visual language. Students will divide their time between studio work and their own investigations into the world of art. These investigations will be carried out in the Investigative Workbook which will incorporate contextual, visual and critical investigation. This workbook is intended to function interactively with the studio work to develop a student's ideas and their personal interests, as well as to record their personal discoveries and inspirations. Students will be exposed to the broadest possible range of artistic media, and encouraged to explore and develop their skills with these different media as they take responsibility for the direction of their learning. In addition, students will prepare an exhibition of their own artwork which they will discuss with a visiting examiner as part of their final evaluation. This course is an excellent preparation for students interested in pursuing post secondary education in the world of art.

**Course Name: MUS 5/6SL - IB Music (Standard Level)**

The IB music course will provide students an opportunity to achieve a greater knowledge and understanding of the music of Western cultures, international traditions, and popular music. Some focus will be given to local musical traditions such as Acadian and Celtic music. Students will study music performance as well as music theory, ear training, aural skills, music appreciation, and music history and analysis. In terms of performance, students may choose to follow the Solo Performance (SLS) option or the Group Performance (SLG) choice. Students choosing the Solo option will have the opportunity to

prepare and present, through public performances, a variety of music from the literature for their instrument. Students choosing the Group option will have the opportunity to prepare and present, again through public performances, music from the genres of symphonic band music, chamber music, and jazz. The Charlottetown Rural Senior Concert Band, Senior Jazz Ensemble and Jazz Combos may be used as ensembles for the Group Performance option. Other ensembles may be formed if deemed necessary. Within the performance setting, students will learn to use musical terminology to describe and reflect upon their understanding of music. The music of various nationalities and genres will be explored thus providing students the opportunity to experience the musical investigation component of the program.

**Course Name: HIS 5/6HL - IB History (Higher Level)**

The higher-level history course allows candidates to study history from an international perspective with the aim of explaining trends and developments, continuity and change through time and through individual events. The course is concerned with individual societies in the widest context: political, social, economic, religious, technological, and cultural. The course begins with the independence movements of the Americas. Special attention will be paid to the political and cultural history of the United States. Other areas to be examined include the First and Second World Wars, The Cold War, regional conflicts, the collapse of Communism and the rise of China as a world power. A major portion of the course, called the Historical Investigation, is an opportunity for students to apply their research and writing skills as a "historian" as they investigate a specific aspect of one of the History topics. The role of the historian will be the overall theme of the Diploma Programme, as candidates will explore the consequences of the idea that interpretation of events relies on a person's perspective of what has occurred at a particular point. This will be directly linked to content within the Theory of Knowledge course requirements. Students will be asked to consider what makes information reliable, how historical facts come to be considered facts and whether anything within the field of historical investigation can be considered certain. Students will be introduced to the concept of post modernism and the power that language has in constructing knowledge and belief.

**Course Name: BIO 5/6HL - IB Biology (Higher Level)**

IB Biology HL is an intensive two-year course designed to give students an introduction to the study of biological principles, their applications in the natural world, and laboratory procedures that follow the IB syllabus. Students will explore a variety of topics to gain an understanding of the biological world and the complexity of life on earth. Course topics include: cells, biochemistry, nucleic acids, proteins, cell respiration and photosynthesis, genetics, evolution, human reproduction, infectious disease defenses, the nervous system, muscles and movement, excretory systems, ecology, and plant science. Approximately 25 % of the course is devoted to practical laboratory work. Students are required to complete an interdisciplinary science (Group 4) project which will require a time commitment of 10-15 hours. The Biology HL final exam will be written in May of students' grade 12 year.

**Course Name: MAT 5/6SL - IB Mathematics (Standard Level)**

Mathematics SL is designed to provide a comprehensive background for students who anticipate further study of subjects involving substantial mathematical content. Students are expected to be capable of handling a rigorous course at an accelerated pace. The two-year IB program will introduce and expand key concepts with emphasis on multi-stage problem solving applications. The aim is to develop a broad background of mathematical thought, using a multi-representational approach and stressing the appropriate use of technology. Instruction will include study of historical and social context of mathematical development and cultivating an awareness of mathematics as a universal language. Core topics include: algebra, Functions, Trigonometry, Matrices, Vectors, Statistics/Probability, and Calculus.

<p><b>Course Name: FRE 5AI - French (Ab Initio)</b></p> <p>The French Ab Initio, Standard Level course is a two-year language acquisition course for students with little or no prior French language knowledge. It is organized around seven themes. 1) The Individual and Society, 2) Education and Work, 3) Town and Services, 4) Food and Drink, 5) Leisure and Travel, 6) The Environment, 7) Health and Emergencies. Through the development of the four areas of language: reading, writing, speaking and listening, students will acquire the ability to respond and interact appropriately in a defined range of everyday situations.</p> <p><b>French Immersion students are not permitted to take this course.</b></p>
<p><b>Course Name: FRE 5/6SL - IB French (Standard Level)</b></p> <p>This French language course is a second language study in which an appreciation for the French language and cultural diversity will be emphasized. Students will improve their oral and written comprehension with a view to developing a keen sense of globalism. Students will experience creative works in literature, film and music that will not only help in reading and aural exposure, but also provide cultural exposure. By placing students at the center of his or her learning, this course aims to improve students' skills in different areas: fluency, autonomy, clarity, confidence, analytical and critical thinking, group interaction, spontaneity, and cultural sensitivity. In addition to promoting the advancement of students' second language proficiency, this course is also intended to help students become citizens who are respectful of the many cultures that surround them and appreciative of such universals as justice, peace, freedom and happiness. Throughout the course, students must maintain a portfolio of written work and produce audiocassette tapings.</p>
<p><b>Course Name: SPA 6AI - Spanish (Ab Initio)</b></p> <p>The Spanish Ab Initio course is a language learning course for beginners, designed to be followed over two years by students who have no previous experience or learning in Spanish. The course focuses on the acquisition of language required for every day social interaction. The Spanish Ab Initio course aims to develop a variety of linguistic skills and a basic awareness of the culture(s) through language. Students will learn the Spanish language in four active and interrelated ways: listening, speaking, reading, and writing. <b>French Immersion students are not eligible to take this course. Only students enrolled in SPA 5AI can register for this course.</b></p>
<p><b>Course Name: TOK 5/6 - Theory of Knowledge</b></p> <p>The Theory of Knowledge (TOK) course lies at the heart of the International Baccalaureate Diploma Program. Its objectives include the examination of four key Ways of Knowing, including Sense Perception, Emotion, Reason and Language. These are then applied to the six Areas of Knowledge in the IB Diploma, including Mathematics, Natural Sciences, Human Sciences, History, the Arts and Ethics. The nature of knowledge claims, basic principles of logic, inquiry and critical thinking are explored, encouraging students to develop a greater personal and global understanding of the ways in which knowledge is derived and used. TOK is a required course for all IB students, taken during the spring semester of year one and the fall semester of year two. Required IB assessments include an internally assessed oral presentation in the first semester and an externally assessed essay in the second semester. Additional evaluations and assignments will be given by the teacher during the course.</p>
<p><b>LANGUAGE</b></p>
<p><b>A. ACADEMIC</b></p>
<p><b>Course Name: ENG421A Academic English</b></p> <p><b>Texts: Sightlines 10, Resourcelines 10, Julius Caesar or A Midsummer Night's Dream, and two novels</b></p> <p>The main goal of this course is to help students gain the skills needed to become critical readers and writers. The Sightlines student anthology offers a wide range of quality literature by Canadian and world writers with a thematic or genre approach to enrich the student's comprehension of many selections. With the anthology and other texts used in this course, students will have the opportunity to improve their communication skills through a variety of oral and written presentations. The emphasis will be on short fiction.</p>

<p><b>Course Name: WRT421A Writing</b>  <b>Text: Canadian High School Writer's Guide</b></p> <p>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 and the research process: 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, resumé writing, e-mails, reports, personal journals, letters, and many others using the 6 traits of writing. The essential elements of clear and effective writing are emphasized throughout.</p>
<p><b>Course Name: ENG521A Academic English</b>  <b>Texts: Echoes II, Romeo and Juliet, Merchant of Venice, or Much Ado About and two novels</b>  <b>Prerequisite: English 421 (ENG421A or ENG421B)</b></p> <p>English 521 examines the major genres such as poetry, essays, novels, short stories and drama in a pursuit of the outcomes of the APEF Language Arts Curriculum with an emphasis on poetry. Students will be expected to apply their skills of analysis to a more complex level than was expected in English 421, and must be prepared to manage a more challenging work load in a responsible manner.</p>
<p><b>Course Name: ENG621A Academic English</b>  <b>Texts: Echoes 12, Hamlet, Macbeth, or Twelfth Night and two novels</b>  <b>Prerequisite: English 521 (ENG521A)</b></p> <p>This course emphasizes the consolidation of literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, reviews, and short analytical essays; and listen and speak in collaborative contexts. Although many genres will be explored, the emphasis will be on non-fiction.</p>
<p><b>Course Name: WRT521A Creative Writing</b>  <b>Texts: The Bare Essentials</b></p> <p>The purpose of Creative Writing 521 is to provide multiple writing opportunities, beyond those of the core English courses. Students will develop creative ideas and express them through writing in a variety of forms and genres such as 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, journal writing and speaking. Regular mini-lessons involving language conventions and usage will help students edit their own and other's work.</p>
<p><b>B. GENERAL</b></p>
<p><b>Course Name: ENG431A General English</b>  <b>Texts: Inside Track 2, Crossroads and two novels</b></p> <p>Through the use of listening and speaking, reading and viewing, and writing and representing, English 431 will integrate a variety of texts with impact, literary quality, and relevance for a wide range of students. Supports for these texts include a full range of activities to help students develop their literacy skills.</p>
<p><b>Course Name: ENG531A General English</b>  <b>Texts: Passages II and two novels</b>  <b>Prerequisite: English 431 (ENG431A)</b></p> <p>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.</p>

<p><b>Course Name: ENG631A General English</b>  <b>Texts: Passages 12 and two novels</b>  <b>Prerequisite: English 531 (ENG531A)</b></p> <p>Students in this course will read a wide variety of texts and write in a wide variety of forms to help them make meaning of the world they experience now and will experience as adults. Students will be provided with opportunities to speak clearly and with confidence and to listen attentively and respond appropriately in a small or a large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding and appreciation for this medium.</p>
<p><b>Course Name: COM801A - Communications</b>  <b>Text: The Basics of Speech</b>  <b>Prerequisite: English 531/551 (ENG531/551A)</b></p> <p>Communications 801 provides an opportunity for students to learn more about themselves by improving their communication skills. The course focuses on the following skills: team building, digital literacy, visual literacy, reading, listening, speaking, and writing with emphasis on business and personal response writing. Because this course stresses individual and group collaboration, it prepares students to realize their potential as they pursue work, school, and their own personal interests.</p>
<p><b>C. PRACTICAL</b></p> <p>The senior high English courses at the Practical level are English 451, 551 and 651. Practical level courses are intended for students who find reading and writing difficult. The main goals of these courses are to improve both speaking and written communication skills and to find information for personal and job purposes.</p>
<p><b>Course Name: ENG451A Practical English</b></p>
<p><b>Course Name: ENG551A Practical English</b>  <b>Prerequisite: English 451 (ENG451A)</b></p>
<p><b>Course Name: ENG651A Practical English</b>  <b>Prerequisite: English 551 (ENG551A)</b></p>
<p><b>Course Name: LSK551A Life Skills</b>  <b>Texts: New Canada Reading Program, SCOPE Magazine, Janus Job Interview Guide, Walch Real Life Series, Real World Reading/Writing, and a variety of</b>  <b>Prerequisite: None (recommended in first year of senior high)</b></p> <p>This course emphasizes everyday applications of reading, writing, speaking, listening and communicating. Activities are designed to improve thinking skills as well as to develop skills to deal with problems that arise in personal relationships at home, in school, at work or elsewhere. Role playing is undertaken to perfect job interview skills. Students learn how to fill out forms, write letters, apply for jobs, and enjoy and utilize the newspaper.</p>
<p><b>D. EAL - English As An Additional Language</b></p> <p>Charlottetown Rural offers EAL courses to students who are acquiring the English language. The intent of these courses is to assist students who require support in English language fluency and comprehension to achieve English language proficiency, which is required for success in school and in the community. These EAL courses are based on the introductory, intermediate and high intermediate/advanced levels of English language proficiency, and concentrate on the four interrelated strands of the English language: reading, writing, listening and speaking.</p> <p>These EAL courses run in succession to one another. Students will be placed into the appropriate level and strand(s) according to their English language proficiency level. The completion of the high-intermediate/advanced level in EAL is highly recommended for all EAL learners to meet the curriculum outcomes in other secondary school subjects, as well as to better prepare them for post-secondary studies. Depending on the numbers of EAL learners registered, levels and strands may be combined to form a multi-level classroom.</p>

**Course Name: EAL701A English as a Additional Language Beginning/Introductory Level**

This beginning/introductory course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' progression of English language proficiency, which is required for success in school and the community. It will be highly recommended to students whose English language proficiency level in listening and speaking is assessed at the beginning/introductory level. This course intends to provide students with ample opportunities to listen and speak in English, while developing their English language fluency, accuracy and comprehension. Although the four strands of language (listening, speaking, reading and writing) are interrelated, the main emphasis of this course is on listening and speaking. Students will be recommended to take 701B the same semester as 701A, where possible, as both courses compliment one another.

**Course Name: EAL701B English as a Additional Language Beginning/Introductory Level**

This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in reading and writing is assessed at the beginner/introductory level. This course intends to provide students with ample opportunities to read and write in English, while developing their reading and writing strategies, comprehension, response and analysis. Although the four strands of language (listening, speaking, reading and writing) are interrelated, the main emphasis of this course is on reading and writing. Students will be recommended to take 701A the same semester as 701B where possible, as both courses compliment one another. Students who have successfully met the outcomes in 701A and 701B will be highly recommended to take 701C.

**Course Name: EAL701C English as a Additional Language - Intermediate Level****Prerequisite: EAL701B**

This intermediate level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended for students whose English language proficiency level in listening, speaking, reading and writing is assessed at the intermediate level, or for those who have taken EAL 701A and 701B. This course provides students with ample opportunities to listen, speak, read and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading and writing. It is recommended that students who successfully complete 701C will then take EAL 701D to further progress in their English language proficiency.

**Course Name: EAL701D English as a Additional Language - High-Intermediate/Advanced Level****Prerequisite: EAL701C**

This high-intermediate/advanced level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in the school and in the community. It will be highly recommended for students whose English language proficiency level in listening, speaking, reading and writing is assessed at the high-intermediate level, or for students who have taken EAL 701C. This course provides students with ample opportunities to listen, speak, read and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading and writing. It will be highly recommended that students successfully complete EAL 701D before taking English 421A or English 431A.

<p><b>E. CORE FRENCH</b></p> <p>French 421A and French 521A courses are 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.</p>
<p><b>Course Name: FRE421A French</b>  <b>Text: En Direct I and Thematic Modules</b>  <b>Prerequisite: Grade 9 Core French</b></p>
<p><b>Course Name: FRE521A French</b>  <b>Text: En Direct 2 and Thematic Modules</b>  <b>Prerequisite: FRE421A</b></p>
<p><b>F. FRENCH IMMERSION</b></p> <p>The French Immersion Program at CRHS constitutes 25% of a student's timetable. This brief time frame for studying French places additional demands and requires more concentration and effort on behalf of the student in order to maintain and enrich their French Language skills. Choosing the Immersion Program of Studies goes hand-in-hand with a strong belief in bilingualism, and requires independent, individual study by the student in order to persevere in their continued development in the French language. Students are expected to speak French during their French Immersion classes.</p> <p>Six French Immersion courses must be completed successfully for a student to obtain a French Immersion Certificate indicating that he/she has successfully completed a high school immersion program. It is understood that three of these credits will be for French Immersion Language courses.</p>
<p><b>Course Name: FRE421F French Immersion</b>  <b>Text: Novels, plays and themes to be provided.</b>  <b>Prerequisite: Grade Nine French Immersion Program (Early or Late) or permission of the department</b></p>
<p>The objectives of this grade ten program are: to better the student's ability to understand and produce different types of oral presentations and written texts; and, to better answer his/her personal and social needs in communication. Themes studied are: the environment, languages, alcohol and drugs, entertainment, and newspapers. Literature and grammar will also play an important role in this course.</p>
<p><b>Course Name: FRE521F French Immersion</b>  <b>Text: Novels, plays and themes to be provided</b>  <b>Prerequisite: French Immersion 421 (FRE421F)</b></p>
<p>French Immersion 521 is a continuation of the 421 level program objectives. Themes studied are: the various roles of men and women in society and consumerism. Literature and grammar will also play an important part in this course.</p>
<p><b>Course Name: FRE621F French Immersion</b>  <b>Texts: Novels, plays and themes to be provided.</b>  <b>Prerequisite: French Immersion 521 (FRE521F)</b></p>
<p>This course continues the objectives of the grade eleven program. Themes studied are: human rights and racism, war and peace, and one's future plans. Grammar and literature will play an important part in this course.</p>
<p><b>G. FRENCH IMMERSION SOCIAL STUDIES</b></p>
<p><b>Course Name: HIS421G Canada in Today's World (FI)</b>  <b>Text: Le Canada Contemporain, Regard Sur le Canada</b>  <b>Prerequisite: Grade 9 French Immersion</b></p>
<p>This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focusing on contemporary issues,</p>

students will be able to clarify their perceptions of contemporary Canada and look beyond to concerns of significance in the world. The major themes studied are: Canadian Identity, Immigration, Citizenship Immigration, Canada's system of Government, French/English relations, Canadian/American relations and Canada's role in World War I and World War II.

**Course Name: LAW521F Introductory Law (FI)**

**Text: Comprendre le droit canadien**

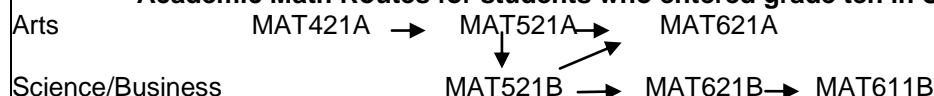
This is an introductory law course designed to give students an overview of the following legal topics: Introduction to the Canadian legal system, rights of the individual, criminal law, civil law, the youth criminal justice act, family law.

**Course Name: SOC621F Individual in Society (FI)**

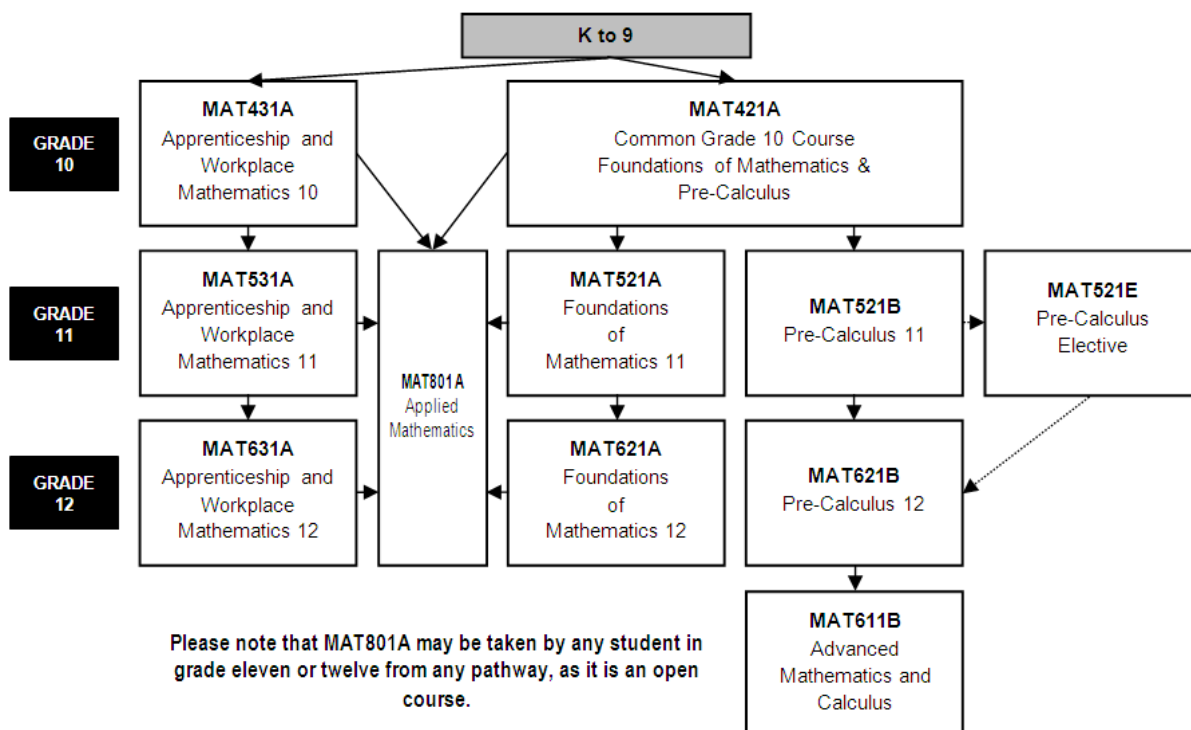
This course is an introduction to social and psychological issues and is designed to develop students' understanding of society and of their own needs and motivations. Students will learn social science research procedures involving experiments, surveys and reports. Learning activities also include discussions, debates, role-playing, case studies, and exposure to a variety of print and non-print media. The course embraces four major themes: 1) The Individual in society, 2) Human Communication, 3) The Impact of Culture, and 4) Social Institutions. Optional themes: 5) Prejudice and Discrimination, and 6) The Economically Underprivileged in Society.

**MATHEMATICS**

**Academic Math Routes for students who entered grade ten in September 2010.**



**High School Math Pathways for students who enter grade ten in September 2011.**



**MATHEMATICS**

**A. ACADEMIC**

**(All students taking academic math are required to have a 2 line display scientific calculator)**

**Course Name: MAT421A Foundation of Mathematics and Pre-Calculus**

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 9 mathematics to take this course.**

**Course Name: MAT521A Academic Mathematics**

**Text: Math Power 11**

**Prerequisite: MAT421 (MAT421A or MATH421B)**

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.

**Course Name: MAT521B Academic Mathematics**

**Text: Math Power 11**

**Prerequisite: MAT 421A or MAT421B with at least 65% and maintain an average of 65% in MAT521A**

This course is highly recommended for students planning to enter university business or science programs. The topics covered are: Radicals, Reasoning, Justification and Proof; Plane and Coordinate Geometry; Linear Inequalities and Linear Programming; Rational Expressions; Equations, Inequalities and Developing A Function Toolkit. This course is a prerequisite for Math 621B.

**Course Name: MAT621A Academic Mathematics**

**Text: Math Power 12**

**Prerequisite: MAT521A**

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; Combinatorics and Probability; and Statistics. **Students who received a credit in MAT621B will not get a credit for this course.**

**Course Name: MAT621B Academic Mathematics**

**Text: Math Power 12**

**Prerequisite: MAT521A and MAT521B (70% recommended in both)**

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.

**Course Name: MAT611B Introductory Calculus**

**Text: Math Power 12, Calculus and Advanced Functions**

**Prerequisite: MAT521B with at least 70% at mid term or Permission of Instructor and maintain an average of 70% in MAT621B**

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.

**B. GENERAL****Course Name: MAT431A Apprenticeship and Workplace Mathematics**

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.

**Course Name: MAT531A General Mathematics****Text: Essentials in Math 11****Prerequisite: MAT431A, MAT421A or MAT421B**

This course 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.

**Course Name: MAT631A General Mathematics****Text: Math Matters 3, Math for Business, and Exploring Probability****Prerequisite: MAT531A or MAT521A**

This course includes topics in algebra, probability, trigonometry, and consumer mathematics. In algebra, factoring and solving linear equations are studied. The consumer topics include taxes, home ownership along with various types of investments.

**C. TRADES MATH****Course Name: MAT801A Applied Mathematics****Prerequisite: MAT421A, MAT421B or MAT431A**

This course emphasizes essential mathematical skills that are used in various trade-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and the trades. The units of study include: Mathematical Essentials, Construction/Housing, Electrical, Spatial Sense, and Fabrication.

**D. PRACTICAL**

These math courses are individualized. Students work at their own pace but must cover a required core content to obtain a credit. These courses have a required number of units which students must complete with a 70% mastery level to obtain credit. Additional units of work may be attempted by students to increase their grade.

**Course Name: MAT451A Practical Mathematics****Text: Math in Life, 3rd Editions (Scott, Foreman)****Prerequisite: Junior high mathematics, Grade 9**

Intended for students who have considerable difficulty with mathematics, this course emphasizes the subject as it is typically found in many occupations such as those associated with supermarkets, restaurants and banks. In addition, the course stresses personal applications of mathematics. Among these are the mathematics of pay slips, budgets and measuring.

**Course Name: MAT551A Practical Mathematics****Text: Math in Life, 3rd Editions (Scott, Foreman)****Prerequisite: Grade 10 mathematics**

This course includes concepts and skills in the following areas: fractions and percentages, interpretation and calculations of statistics, basic algebra, reading and drawing graphs, area and volume, and perimeter.

<p><b>Course Name: MAT651A Consumer &amp; Career Math</b>  <b>Text: Consumer and Career Mathematics</b>  <b>Prerequisite: Grade 11 Mathematics</b></p> <p>This course continues the individualized work of earlier practical math courses and concentrates on practical applications. Topics include budgeting, banking, purchase and investments (especially buying a car and house), problems of house decorations, employment income, income tax, life insurance, and consumer credit. Work supplementary to the text can be assigned to each student depending on their interests.</p>
<b>MUSIC</b>
<b>A. INSTRUMENTAL MUSIC</b>
<p><b>Course Name: MUS421A - Band</b>  <b>Prerequisite: Jr. High School Band or permission of the Band Teacher</b></p> <p>This course is designed as a transition from junior high band to senior high band. The student will build on the skills learned in junior high. The major emphasis will be on acquiring technical skills required to mature musically. Technical - all major and harmonic minor scales one octave each. Chromatic scale two octaves. Skills associated with drill on those scales.          Music Literature - students will perform chosen examples of band literature and be tested on their mastery of the examples. Music Theory - review of major and minor scales, intervals.</p>
<p><b>Course Name: MUS521A - Band</b>  <b>Prerequisite: MUS421A</b></p> <p>The course is a continuation of the Music - Band 421 program. Performance of one selection of solo literature is required.</p>
<p><b>Course Name: MUS621A - Band</b>  <b>Prerequisite: MUS521A</b></p> <p>The course is a continuation of Band 521. Performance of two examples of solo literature for respective instrument is required.</p>
<b>B. MUSIC STRINGS</b>
<p><b>Course Name: MUS421C - Music Strings</b>  <b>Prerequisite: Permission of the instructor and/or at least 3 years of experience in a strings program</b></p> <p>This is an orchestral program which may be taught 2 days/week after school hours at Charlottetown Rural. Students will be tested individually on technique and will have the opportunity to perform in public.</p>
<b>C. MUSIC APPRECIATION</b>
<p><b>Course Name: MUS801A Styles of Popular Music</b>  <b>Text: Rock and Roll: Its History and Stylistic Development</b></p> <p>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.</p>

<b>D. JAZZ STUDIES</b>
<p><b>Course Name: MUS521X/621X Jazz Studies</b>  <b>Prerequisite: MUS421A and/or Instructor's permission</b></p> <p>This course is designed as an introduction to the various styles of Jazz. Music ranging from blues, dixieland, swing, be-bop, cool jazz and modern jazz will be studied. The class will consist of practical, historical and theoretical studies of jazz. Depending on numbers, students will play in a large ensemble as well as combos. An improvisation segment will be included to allow students the opportunity to apply their theoretical knowledge to the exploration of jazz improvisation. The music of various jazz legends will be studied.</p>
<b>NUTRITION AND FAMILY STUDIES</b>
<p><b>Course Name: FDS421A Foods and Nutrition</b>  <b>Text: World of Food</b></p> <p>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 for a career in food services.</p>
<p><b>Course Name: CHD521A Child Development</b>  <b>Text: The Developing Child</b></p> <p>The focus of this course is on good parenting skills gained through knowledge about children. The course explores child development from conception to age six. Development in the four main areas - emotional, social, intellectual and physical - is examined. The course looks at the decision to have children, care during pregnancy, labour and birth, the importance of discipline and play for children and careers dealing with children.</p>
<p><b>Course Name: HSG621A Housing – Decisions and Design</b>  <b>Text: Homes, Today and Tomorrow</b></p> <p>This course is designed to assist students in making wise, informed decisions in regards to housing for themselves and their families in the future. Areas covered in the course include: the history of architecture and it's influence on housing today, housing choices, finances, housing features and systems, and a major section on interior decoration. A major design project will be completed during the second term of the course.</p>
<p><b>Course Name: FAM621A Family Life</b>  <b>Text: Families Today</b></p> <p>This course deals with the importance of the family to our society and looks at the relationships within the family and those beyond. The importance of communication, and other skills for healthy relationships are stressed. Other areas that are covered include: dating, independent living, mate choice, engagement, marriage, family challenges, parenthood, and later adulthood. Human sexuality including the impact of sexually transmitted diseases on individuals and society, and contraception, is also covered.</p>

**PHYSICAL EDUCATION**

**PHYSICAL EDUCATION**

**Course Name: PED401A New Directions in Physical Education**

This course will provide students with an introduction to recreational activities at the high school level. There will be some content related to the theoretical background for active living however emphasis will be on practical aspects rather than on concepts. The intention of the program is to involve students in recreational aspects of school life and hopefully to provide a broad base for life-long recreational pursuits.

Activities include: fitness training and testing, soccer, touch football, girls field hockey, jogging, volleyball, badminton, recreational games, softball, rugby, Australian Rules Football (boys), goalball, basketball, archery, bowling.

**Course Name: PED801A Physical Education – Life Style**

**Prerequisite: Successful completion of PED401A**

This course is an activities course which encourages students to make a commitment to an active lifestyle focusing on health and fitness. As well, it provides the opportunity for students to do career exploration in the physical education/recreation fields. The activity portion of the program will be an extension of the activity offerings in grade ten physical education as well as a fitness component.

The career exploration components will feature interviews, lectures and two projects requiring sessions with professionals from the physical education/recreation fields. There is a component of this course which requires 10 hours of volunteer time within the school and /or the community. There will be a small number of field trips included as well. This component should enlighten the student as to possible employment opportunities within the field.

**Course Name: PED621A Leadership in Physical Education**

**Text: Concepts of Physical Education**

**Prerequisite: PED401A or permission of the Instructor**

The objective of this course is to develop an appreciation of recreational sport and games as life-long activities and a means to fitness, health, and active living. Fitness concepts will be studied in depth and various exercise programs will be used to facilitate the learning of these concepts. Some emphasis will be placed on administration of recreational events. Topics covered will include scheduling, basic physiology and anatomy pertaining to muscles and bones, leadership concepts, nutrition and rules of training. There is a component of this course which requires students to donate thirty hours of volunteer time within the school and/or the community. Students will have the opportunity to obtain a Level 1 standing in the National Coaching Certification Program.

**PEER HELPER**

**Course Name: PHP701A Peer Helper**

**Prerequisite: None (Interviews will be conducted to select students, exemplary attendance and adherence to our school Code of Conduct are essential for acceptance in this course)**

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/or the resource room. The Peer Helpers may work one-on-one or with small groups of students 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 Peer Helpers in their work with students.

**PEER HELPER**

**Course Name: PHP801A Peer Helper**  
**Prerequisite: Interviews will be conducted to select students**

Students enrolled in this full credit program will be using the skills they developed during their pursuit of the PHP701 credit. These experienced Peer Helpers may work one-on-one with students with special educational needs either in the regular classroom setting or in the resource room to facilitate their individual programs according to directions from the supervising teacher.

**RESOURCE**

**Course Name: RES401A Resource**  
**Prerequisite: Students must be referred/recommended by the students' teachers, student services team and/or school administration for entrance into this courses.**

The purpose of this course is to provide support for those experiencing learning challenges. Initial assessments will be conducted to determine the student's struggles with learning. Students will strengthen areas of academic concern using a variety of techniques, depending on their individual challenges. Some strategies include: communication skills (both oral and written), time management, study skills, organization, and research. Students will develop an awareness of their personal learning styles and academic strengths, enhancing their opportunities for academic success. Regular attendance is mandatory for credit in this course.

**Course Name: RES501A and 601A Resource**

A student may take up to three resource courses for credit during high school. The entrance criteria as well as goals and outcomes for 501A and 601A are based on those already stated in Resource 401A (please see above).

**SCIENCE**

**A. SCIENCE**

**Course Name: SCI421A Academic Science**  
**Text: Science 10 (Nelson)**

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.

**Course Name: SCI431A General Science**  
**Text: Science 10 Concepts and Connections**

This course introduces students to topics that are relevant in today's world. It should encourage students to become interested and inquisitive in the scientific world. The course is divided into four units: Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics. Anyone taking Math 431 or Math 451 is advised to take this course rather than Science 421.

**Course Name: SCI461A Modified Science**

This course is designed for the practical student. It is a modification of General Science designed to meet the needs of the individual student.

**Course Name: SCI701A Applied Science**

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. 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.

**RESOURCE**

**SCIENCE**

<b>B. BIOLOGY</b>	
<p><b>Course Name:</b> BIO511X Advanced Biology  <b>Text:</b> Biology (Nelson)  <b>Prerequisite:</b> SCI421A or SCI421B with a semester mark of at least 75%</p>	<p>This course addresses an over-view of basic microbiology with consideration of the development of the modern cell theory, cell structure and the importance of cell chemistry. Other units of study include homeostasis in organisms (systems: circulatory, immune, digestive, excretory, and respiratory) and the classification and diversity of organisms. Microscopy and corresponding lab work will serve to reinforce course work.</p>
<p><b>Course Name:</b> BIO611X Advanced Biology  <b>Text:</b> Biology (Nelson)  <b>Prerequisite:</b> BIO511X</p>	<p>This course builds upon, in part, the knowledge and skills obtained in BIO511X. Units of study include homeostasis in organisms (systems: reproductive, endocrine, and nervous); DNA, the molecule of life; and genetics. The area of biotechnology will also be explored as it relates to the various concepts covered throughout the course.</p>
<p><b>Course Name:</b> BIO521A Biology  <b>Text:</b> Biology (McGraw-Hill Ryerson)  <b>Prerequisite:</b> SCI421A or SCI421B</p>	<p>This is the first science course in which the focus is entirely on the life sciences. Biology 521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: 1. Matter and Energy for Life; 2 Biodiversity; 3. Maintaining Dynamic Equilibrium I (systems: Circulatory, Respiratory, Digestive, Excretory, Immune); and 4. Interactions Among Living Things.</p>
<p><b>Course Name:</b> BIO621A Biology  <b>Text:</b> Biology (McGraw-Hill Ryerson)  <b>Prerequisite:</b> BIO521A</p>	<p>This is the second science course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: 1. Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine); 2. Reproduction and Development; 3. Genetic Continuity; 4. Evolution, Change and Diversity.</p>
<p><b>Course Name:</b> BOT621X Botany  <b>Text:</b> Biology: The Dynamics of Life  <b>Prerequisite:</b> SCI421A or SCI421B</p>	<p>This course may be of particular interest to grade eleven or twelve students interested in studying the biology of plants. Topics include the structure, life cycles, and classification of plants and the role they play in society. A greenhouse project is a major component of this course.</p>
<p><b>Course Name:</b> BIO801A Human Biology  <b>Text:</b> Biology - An Everyday Experience (Glencoe)</p>	<p>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.</p>

**C. AGRISCIENCE****Course Name: AGS801A Agriscience****Text: Agriscience, Fundamentals & Applications, 2nd Edition (Cooper)**

This course focuses on material resource management and agriculture. Local information is used wherever possible to introduce students to the topics of aquaculture, plant sciences, PEI potato industry, food science and food safety, biotechnology, pest management, and soil and water quality. Several teaching methods will be used to meet course objectives but the focus will be on daily seat work, group and individual projects.

**D. CHEMISTRY****Course Name: CHM511A Advanced Chemistry****Text: Chemistry (McGraw-Hill Ryerson) and Supplemental Resources****Prerequisite: At least 75% in SCI421A or SCI421B, and MAT421A or MAT421B**

The Advanced Chemistry program should be of interest to those students who like science and work in the laboratory. Science as a process is a constant consideration throughout this program. Students are expected to have strong math, problem-solving, and communication skills and the ability to work independently. This course covers the same units of study as Chemistry 521A (Stoichiometry; Structures, Properties, and Bonding; and Organic Chemistry) but in greater depth and with additional topics in these areas.

**Course Name: CHM611A Advanced Chemistry****Text: Chemistry (McGraw-Hill Ryerson) and Supplemental Resources****Prerequisite: CHM511A**

The approach taken in CHM511A is continued with an introduction to thermochemistry, solutions, kinetics, equilibrium, acids and bases, and electrochemistry.

**Course Name: CHM521A Chemistry****Text: Chemistry (McGraw-Hill Ryerson)****Prerequisite: SCI421A or SCI421B, and MAT421A or MAT421B**

This course provides the students with the basic principles of chemistry. The outcomes learning approach encourages clear connections between scientific knowledge, society, technology, and the nature of science itself. The course consists of three units of study: Unit 1 - Stoichiometry; Unit 2 - Structures/Properties/Bonding; and Unit 3 - Organic Chemistry.

**Course Name: CHM621A Chemistry****Text: Chemistry (McGraw-Hill Ryerson)****Prerequisite: CHM521A**

This course is a continuation of Chemistry 521. The course will include four units of study: Unit 1: Thermochemistry; Unit 2: Solutions/Kinetics/Equilibrium; Unit 3: Acids and Bases; and Unit 4: Electrochemistry.

**E. PHYSICS****Course Name: PHY521A Physics - Intro to Mechanics; Waves****Text: Physics (McGraw-Hill Ryerson)****Prerequisite: SCI421A or SCI421B, MAT421A or MAT421B (recommended)**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and Science, Technology, Society, and Environment connections involving physics. Physics 521A builds upon the knowledge and skills found in the unit, *Motion*, in Science 421A. The units of study in Physics 521A include: Kinematics (study and description of motion), Dynamics (study of forces that explain motion), Momentum and Energy, and Waves.

**Course Name: PHY621A Physics - Fields**  
**Text: Physics: (McGraw-Hill Ryerson)**  
**Prerequisite: PHY521A**

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and Science, Technology, Society, and Environment connections involving Physics. Topics related to kinematics, dynamics, and energy in Physics 621A will include two-dimensions analysis. The units of study in Physics 621A include: Force, Motion, Work and Energy; and Fields.

#### **F. OCEANOGRAPHY**

**Course Name: OCN621A Oceanography**  
**Text: Oceanography**  
**Prerequisite: SCI421A or SCI421B**

This course will cover topics relating to geological, physical, chemical, and biological oceanography. Through study and, where possible, observation, our province's marine system will be investigated in respect to tides, currents, fish, marine mammals, plankton, beach profiles, saltwater analysis, navigation principles, and ocean floor characteristics.

#### **G. ENVIRONMENTAL SCIENCE**

**Course Name: ENV521X Conservation**

This course provides the students with the opportunity to develop an appreciation and awareness of the natural and human environment. Time is spent investigating both theoretical and practical aspects of many ecological principles and environmental issues which effect Islanders. The program includes a range of environmental topics such as forestry, waterfowl habitat, wildlife management, ecology, orienteering, and native plants and animals of this province. Skills relevant to accessing the outdoor environment may be taught i.e. cross country skiing and canoeing. These skills and activities are utilized to demonstrate why we must live in harmony with and have an understanding of our environment. A portion of the program will be conducted in the outdoor environment.

**Course Name: ENV621A Environmental Science**  
**Prerequisite: SCI421A or SCI421B**

Environmental Science 621A seeks to promote an appreciation and understanding of the environment and sustainable development. Some topics will include: ecological principles, human population and carrying capacity, natural resources, environmental challenges and successes, world views, ethics, and sustainability. Some course content is flexible to allow teachers and students to take advantage of selecting local topics or areas of special interest. A significant portion of the course is dedicated to Project Based Learning where critical thinking, problem-solving, and decision-making skills will be developed in the process of examining and analyzing environmental issues. With guidance and teacher-directed models, students will learn to follow a scientific inquiry process within their own investigations of environmental issues.

### **SOCIAL STUDIES**

#### **A. CANADIAN STUDIES**

**Course Name: CAS401A Canadian Studies**

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.

<b>B. GEOGRAPHY</b>
<p><b>Course Name: GEO421A Geography of Canada</b>  <b>Text: Making Connections (Clark)</b></p> <p>This course highlights important issues in Canada relating to our physical and human connections. Topics covered include Canadian ecozones, demography, and interactions with the world. It is expected that students will gain a better understanding of Canada through this course and that this knowledge will increase their understanding of current events and issues now and in the future.</p>
<p><b>Course Name: GEO521A Global Studies</b>  <b>Text: World Geography (Glencoe)</b>  <b>Prerequisite: GEO421A is preferred</b></p> <p>This course investigates the study of physical and human branches of geography and geographic tools and methods of inquiry. Physical and culture regions are examined, with an emphasis on current world issues. An active citizenship project is required for this course.</p>
<p><b>Course Name: GEO531A World Geography</b>  <b>Text: World Geography (Health)</b></p> <p>This course will help students learn the political and geographical layout of the earth by emphasizing geographical skills in the world setting. Each student will be expected to give oral and written presentations throughout the semester.</p>
<p><b>Course Name: GEO621A Global Issues</b>  <b>Prerequisite: GEO421A, HIS421A or HIS421B is preferred</b></p> <p>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.</p>
<b>C. HISTORY</b>
<p><b>Course Name: HIS421A Ancient and Medieval History</b>  <b>Text: World History: The Human Experience</b></p> <p>This course consists of a brief survey of topics ranging from the Old Stone Age, the New Stone Age, the early civilizations in Mesopotamia, Indian and China. Special emphasis will be placed on Greek and Roman history. Studies move as far as the Middle Ages, thus preparing students for HIS521A Modern World History.</p>
<p><b>Course Name: HIS521A Modern World History</b>  <b>Text: World History: The Human Experience</b>  <b>Prerequisite: HIS421A or HIS421B is preferred</b></p> <p>Modern European History begins in the 1400's with the Age of Discovery and the Renaissance. it continues with a survey of major developments in Western History, including the Reformation, Age of Absolutism, the Enlightenment, British, American and French Revolutions and the industrial Revolution. As time permits, the course may continue with studies leading up to and including the World Wars, the Cold War and a variety of possible topics from the 20<sup>th</sup> Century. This course should provide students with an understanding of the story of Western World History and the key ideas and events which have shaped Modern Western Civilization.</p>

<p><b>Course Name:</b> HIS621A History of Canada  <b>Text:</b> Canada's History: Voices and Visions  <b>Prerequisite:</b> HIS421A or HIS421B, HIS421G or HIS421J, or HIS521A is preferred</p> <p>Canadian history 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: <i>Globalization, Development, Sovereignty, Governance, and Justice</i>. The sixth unit, <i>Independent Study</i>, 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.</p>
<p><b>Course Name:</b> HIS621B P.E.I. History  <b>Text:</b> Various Resources  <b>Prerequisite:</b> HIS421A or HIS421B, HIS521A or GEO421A is preferred</p> <p>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.</p>
<p><b>Course Name:</b> HIS631A World Survey  <b>Text:</b> Pageant of World History</p> <p>This general level course, a study of world history from the 1600's to the present day, will consider the ages of absolutism, reason and revolutions. The French Revolution and the Industrial Revolution are major topics as well as both World Wars. Students will gain a better understanding of some historic figures such as Cromwell, Napoleon, and Hitler.</p>
<p><b>D. ECONOMICS</b></p>
<p><b>Course Name:</b> ECO621A Introductory Economics  <b>Text:</b> Made in Canada</p> <p>Economics 621A is a very useful course for students who are considering Business Administration. Areas of study include: monetary and fiscal policy, personal finance, as well as types of businesses and their markets. Areas peculiar to Canada include its stock markets, banking systems, and economic goals and objectives. Students planning to study economics should have an interest in current events and enjoy class discussions.</p>
<p><b>E. POLITICAL SCIENCE</b></p>
<p><b>Course Name:</b> POL521A Introductory Politics  <b>Prerequisite:</b> HIS421A or HIS421B is preferred</p> <p>Section one of the course involves a study of general concepts such democracy, the individual, protest, minority rights; while section two deals with the system of Government in Canada. It is anticipated that the course will provide students with an awareness of political concepts, enable them to form logical opinions on issues, and will develop in them the ability to express their point of view in both written and oral form. Students will be expected to follow current political events that relate to class content.</p>

**Course Name: POL621A Advanced Political Studies**  
**Text: Ideologies**  
**Prerequisite: POL521A, HIS421A or HIS421B is preferred**

The goal of this course is to provide students with a better understanding of the world by examining the advantages and disadvantages of the major political systems of the twentieth century. Students will study the values of democracy and dictatorial forms of government. They will be challenged to rethink their own values and beliefs by critically analyzing many viewpoints on significant world issues through such activities as debate, group discussion, film analysis, research, etc. Students will be expected to follow current local, national, and global political events and issues that relate to class content.

**F. LAW**

**Course Name: LAW521A Introductory Law**  
**Text: Law in Action, Understanding Canadian Law**  
**Prerequisite: HIS421A or HIS421B is preferred**

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.

**Course Name: LAW531A Law**  
**Text: Law in Action, Understanding Canadian Law**

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.

**G. PRACTICAL SOCIAL STUDIES**

**Course Name: SOC451A Practical Social Studies**  
**Text: Canada: Its Land and People; Citizenship: Rights and Responsibilities; Youth Justice Information Kit, What in World Magazine, The Guardian**

This course centers on the study of Canadian Geography, Current Issues, Citizenship and Youth Law.

**Course Name: SOC851A Practical Social Studies**  
**Text: My Country, Our History; Foundations: Structure and Function of Government**

This course centers on the study of 20th Century Canadian History, the Structure and Functions of Government, Current Issues, and Adult Law.

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