CHARLOTTETOWN RURAL HIGH SCHOOL

COURSE HANDBOOK
2012 - 2013

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 2012-2013 school year. Also, the course descriptions contained in this book may be found at our school website 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 2012-13 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, 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 form 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 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 websites 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 (i.e. nursing) 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 28, 2013.**

**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 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 2013, 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. The Governor General’s medal will be presented during the summer following graduation.

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 honour 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
- 2 - two credits

A to E = English - language courses
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 empathy 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, Chemistry)
- 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 benchmark 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.

- 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.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Students from English Program</th>
<th>Students From French Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>English 421B Pre-IB</td>
<td>English 421B Pre-IB</td>
</tr>
<tr>
<td></td>
<td>English 421F</td>
<td></td>
</tr>
<tr>
<td>Second Language</td>
<td>French 421A (Core French)</td>
<td>French 421F</td>
</tr>
<tr>
<td></td>
<td>History 421A</td>
<td>History 421G</td>
</tr>
<tr>
<td>Individuals and Society</td>
<td>Science 421B Pre-IB</td>
<td>Science 421B Pre-IB</td>
</tr>
<tr>
<td></td>
<td>Math 421B Pre-IB</td>
<td>Math 421B Pre-IB</td>
</tr>
</tbody>
</table>

IB Diploma Course Offerings for Grades 11 and 12

<table>
<thead>
<tr>
<th>One Course From:</th>
<th>Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>IB English (HL)</td>
</tr>
<tr>
<td>Second Language</td>
<td>IB French (SL) French Ab Initio</td>
</tr>
<tr>
<td>Individuals and Society</td>
<td>IB History (HL)</td>
</tr>
<tr>
<td>Experimental Sciences</td>
<td>IB Biology (HL)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>IB Mathematics (SL)</td>
</tr>
<tr>
<td>The Arts or an Elective Science</td>
<td>IB Visual Arts, IB Music (SL) or IB Chemistry (SL)</td>
</tr>
</tbody>
</table>

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 - 23.
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
HIS421G - CANADA IN TODAY'S WORLD (French Immersion) OR
CAS401A - CANADIAN STUDIES 401(General) OR
SOC451A - SOCIAL STUDIES (Practical)
PED401A - PHYSICAL EDUCATION (Females)
PED401AM - PHYSICAL EDUCATION (Males)
PED401A-FIT - PHYSICAL EDUCATION – Avenues to Individual Fitness (Females & Males)

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)
RES401A - RESOURCE
SCI701A - APPLIED SCIENCE
WEL701A - INTRODUCTION TO WELDING
GRADE 11

COMPULSORY:
 ENGLISH: ENG521A, OR ENG531A, OR ENG551A
 LANGUAGE: COM801A - Communications (General program)
 MATHEMATICS: MAT521A OR 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
 CAR701AF - INTRODUCTION TO CARPENTRY TECHNOLOGY (Females)
 CAR701AM - INTRODUCTION TO CARPENTRY TECHNOLOGY (Males)
 CAR801D - CONSTRUCTION PLANNING & FOUNDATIONS  2 CREDITS
 CAR801E - ROOF SYSTEMS
 CAR701Y - CRAFTS
 CAR801W - PHOTOGRAPHY
 CAR801X - ADVANCED VISUAL COMMUNICATIONS
 CHD521A - CHILD DEVELOPMENT
 CHM511A - ADVANCED CHEMISTRY
 CHM521A - CHEMISTRY
 CMM801A - CREATIVE MULTIMEDIA
 CMP521A - APPLIED COMPUTER STUDIES
 CSL801A - CULINARY SKILLS A
 CWS502A - COOPERATIVE EDUCATION (2 CREDITS)
 DES701A - DESIGN TECHNOLOGY
 DRA701A - DRAMATIC ARTS
 DRA801A - DRAMATIC ARTS
 DYF801A - DESIGNING YOUR FUTURE
 ENT521A - ENTREPRENEURSHIP
 ENV521A - CONSERVATION
 FRE521A - FRENCH
 FRE521F - FRENCH IMMERSION
 GEO521A - GLOBAL STUDIES
 GEO531A - WORLD GEOGRAPHY
 HIS521A - HISTORY, "Modern World Survey"
 HOS521A - HOSPITALITY/TOURISM
 LAW521A - INTRODUCTORY LAW (Academic)
 LAW521F - INTRODUCTORY LAW (French Immersion)
 LAW531A - INTRODUCTORY LAW (General)
 MAT521E - PRE-CALCULUS ELECTIVE
 MUS521A - MUSIC - (Band)
 MUS521X - JAZZ STUDIES
 MUS801A - STYLES OF POPULAR MUSIC
 OMT801A - OFFICE MANAGEMENT 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
 ROB801A - ROBOTICS
 SCI701A - APPLIED SCIENCE
 SOC851A - SOCIAL STUDIES (Practical)
 WEL701A - INTRODUCTION TO WELDING
 WRT521A - CREATIVE WRITING

ARTS ACADEMY DIPLOMA PROGRAM – Please see page 13
IB DIPLOMA COURSES - Please see pages 21 - 23
GRADE 12

COMPULSORY:
ENGLISH: ENG621A, OR ENG631A, OR ENG651A
LANGUAGE: COMB01A Communications (general program)

ELECTIVES:

ACCOUNTING
AGRICULTURE
ARTS
VISUAL ARTS
BASIC POWER TRAIN
BRAKE SYSTEMS
COMMUNICATIONS
COMMUNICATIONS
GENERAL PROGRAM
ACCOUNTING
AGRICULTURE
VISUAL ARTS
VISUAL ARTS
2 CREDITS

BIOLOGY
HUMAN BIOLOGY
BOTANICAL
INTRODUCTORY ACCOUNTING
CONSTRUCTION PLANNING & FOUNDATIONS
ROOF SYSTEMS
PHOTOGRAPHY
ADVANCED VISUAL COMMUNICATIONS
ADVANCED CHEMISTRY
CHEMISTRY
CREATIVE MULTIMEDIA
COMPUTER STUDIES
CULINARY SKILLS A
COOPERATIVE EDUCATION (2 CREDITS)
DRAMATIC ARTS
DRAFTING
DESIGNING YOUR FUTURE
INTRODUCTORY ECONOMICS
ENVIRONMENTAL SCIENCE
FAMILY LIFE
FRENCH IMMERSION
GLOBAL ISSUES
HISTORY OF CANADA
PEI HISTORY
WORLD SURVEY
HOSPITALITY/TOURISM
HOUSING - DECISIONS AND DESIGN
INTRODUCTORY CALCULUS
ACADEMIC MATHEMATICS
ACADEMIC MATHEMATICS
GENERAL MATHEMATICS
PRACTICAL MATHEMATICS, CONSUMER & CAREER MATH
APPLIED MATHEMATICS
MUSIC (Band)
STYLES OF POPULAR MUSIC
OCEANOGRAPHY
OFFICE MANAGEMENT TECHNOLOGY
LEADERSHIP IN PHYSICAL EDUCATION
PHYSICAL EDUCATION/LIFE STYLE
PEER HELPER
PHYSICS
ADVANCED POLITICAL STUDIES
SPECIAL NEEDS SERVICES
ENVIRONMENTAL MANAGEMENT
CHILD CARE (2 CREDITS)
RESOURCE
ROBOTICS
INDIVIDUAL IN SOCIETY, FRENCH IMMERSION
PRACTICAL SOCIAL STUDIES
TRANSITIONS
INTRODUCTION TO WELDING
CREATIVE WRITING

2 CREDITS

10
# Suggested Programs

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
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<td>ENGLISH 521</td>
<td>ENGLISH 621</td>
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<td>MATH 621</td>
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<td>2 SCIENCE &amp; 1 SOCIAL STUDIES</td>
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<td>COMMUNICATIONS 801</td>
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<td>MATH 631 OR MATH 801</td>
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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.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
<th>TOTAL CREDITS</th>
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<td>CAREER EXP</td>
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<td>OTHER ELECTIVES</td>
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<td>RECORD TOTAL</td>
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12
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 2012 are encouraged to determine their interest in pursuing an Arts Academy Diploma and to be aware of their selection of elective courses. Students entering grade 11 in September 2012 are required to complete the following five required components to earn an Arts Academy Diploma by the end of grade 12:

1. A defined bundle of a minimum of 8 grade 11 and grade 12 credits including 4 sector specific credits, 2 required graduation credits (in which students complete a learning activity related to the Arts sector), and 2 cooperative education credits with a placement in the Arts sector
2. Sector-recognized certifications and training courses/programs (examples to be provided)
3. Community based learning activities within the sector (examples to be provided)
4. Reach-ahead experiences connected with the students’ post-secondary pathway (examples to be provided)

More detailed information on the components required for the Arts Academy Diploma will be provided for students who are interested in this opportunity. Students who successfully complete the requirements for the Arts ADP 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.

**VISUAL ART AND DRAFTING**

| 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 |

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 |

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

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.

Course Name: DRF601X DRAFTING
Prerequisite: DES701A

This course will proceed from DES701A (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. AUTOCAD 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.

CEC: BUSINESS AND INFORMATION

Course: ACC621A Accounting Principles
Text: Accounting I (Fourth Edition)

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.

Course: BUS801Y Introductory Accounting
Text: Century 21 Accounting, Introductory Course

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. Students who have a credit in ACC621 are not eligible to take this course.

Course: ENT521A Entrepreneurship
Text: "The Entrepreneurial Spirit"

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 units on developing creativity, planning for a business, marketing a product or service, basic accounting, and financial include 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.

CAREER AND TRANSITIONS

Course: CEO401A Career Explorations and Opportunities

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. 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.
<table>
<thead>
<tr>
<th>Course:</th>
<th>DYF801A Designing Your Future</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Successful completion of Grade Ten</td>
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</table>

In Designing Your Future 801A, students use problem-solving and inquiry to develop new learning opportunities for enhanced personal growth while preparing them for successful transition to life, learning, and work after high school. Students will explore the realities and opportunities in the workplace and examine factors that impact personal success, while developing an action plan to help realize their goals and reach their full potential. Students further develop their Life Work Portfolio focusing on developing Essential Skills to ensure a successful transition from secondary school. Students will participating in real world experiences that will help foster the development of communication, collaboration, teamwork, and problem solving skills, while reinforcing the notion that learning is a lifelong journey.

**Students who have a credit in Career Futures (CAF801A) cannot receive credit in this course.**

<table>
<thead>
<tr>
<th>Course:</th>
<th>TRA602A Transitions</th>
</tr>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>CAF801A OR DYF801A OR CEO401A</td>
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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.
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.

<table>
<thead>
<tr>
<th>CLUSTER TITLE</th>
<th>PEOPLE AND THE SERVICE INDUSTRY</th>
</tr>
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<tbody>
<tr>
<td>CUL801A</td>
<td>CULINARY SKILLS A</td>
</tr>
<tr>
<td>HOS801A</td>
<td>HOSPITALITY/TOURISM</td>
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<tr>
<td>PSI801X</td>
<td>SPECIAL NEEDS SERVICES</td>
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<td>PSI801Z</td>
<td>ENVIRONMENTAL MANAGEMENT</td>
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<tr>
<td>PSI802Z</td>
<td>CHILD CARE (2 CREDITS)</td>
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<tr>
<th>CLUSTER TITLE</th>
<th>CARPENTRY TECHNOLOGY PROGRAM</th>
</tr>
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<tbody>
<tr>
<td>CAR701AF</td>
<td>INTRODUCTION TO CARPENTRY TECHNOLOGY (Females)</td>
</tr>
<tr>
<td>CAR701AM</td>
<td>INTRODUCTION TO CARPENTRY TECHNOLOGY (Males)</td>
</tr>
<tr>
<td>CAR801B</td>
<td>STRUCTURES, SHAPING AND ASSEMBLY</td>
</tr>
<tr>
<td>CAR801D</td>
<td>CONSTRUCTION PLANNING AND FOUNDATIONS (2 CREDITS)</td>
</tr>
<tr>
<td>CAR801E</td>
<td>ROOF SYSTEMS</td>
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<tr>
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<td>INTRODUCTION TO AUTO SERVICE</td>
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<tr>
<td>AUT801A</td>
<td>BASIC POWER TRAIN (2 CREDITS)</td>
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<td>BRAKE SYSTEMS</td>
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<td>ROBOTICS</td>
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<td>CAR801X</td>
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<td>CREATIVE MULTIMEDIA</td>
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<td>DES701A</td>
<td>DESIGN TECHNOLOGY</td>
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<td>DRA701A</td>
<td>DRAMATIC ARTS</td>
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<tr>
<td>DRA801A</td>
<td>DRAMATIC ARTS</td>
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CEC: PEOPLE AND THE SERVICE INDUSTRY

**Course:** PSI801X **Special Needs Services**  
**Text:** To be assigned  
This course is designed to provide students with both theory and practicum experience in the area of inclusive education. Students will learn about a variety of disabilities, including learning disabilities, intellectual disabilities and physical disabilities. Students considering careers in fields such as education, social work or human services will benefit from this experience. Students should be highly motivated, mature and in good academic standing. Students interested in this course will be interviewed for eligibility, with up to four successful candidates each semester.

**Course:** PSI802Z **Child Care (2 credits)**  
**Text:** Working with Young Children  
**Prerequisite:** CHD521A is strongly recommended  
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 two to five. 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.

**Course:** HOS801A **Hospitality/Tourism**  
**Text:** To be assigned  
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 Super Host.

**Canadian Academy of Travel and Tourism (CATT) Level I Certificate**  
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.

**Course:** PSI801Z **Environmental Management**  
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.

**Course Name:** CUL801A **Culinary Skills A**  
**Prerequisite:** FDS421A  
Culinary Skills A is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude and dedication needed to become a food service professional. Topics covered include salads and sandwiches, baked goods, pastas and grains, eggs and dairy, and management of food services. Culinary Skills 801A focuses on the learning of hands-on kitchen experiences.

Students may be interested in Culinary Skills 801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

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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 at least 5 credits, with an average 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 Collge 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. Home access to the internet is advantageous for all carpentry courses.
**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.**

CAR801D and CAR801E will be taught together for 2 credits.

**Course: CAR801D Construction Planning and Foundations**

(double credit course with CAR801E)

Prerequisite: CAR701A

Construction Planning and Foundations will develop the preliminary building operations required prior to construction. Students will learn building layout and excavation methods. Construction blueprint reading skills will be developed. Engineered residential truss systems will be studied. Pneumatic and fuel powered tools will be introduced, emphasizing their safe use. Math skills will be developed through calculating ratio and proportion, mechanical advantage and percentage. **Safety glasses are required and may be purchased for $5.00 at the school.**

**Course: CAR801E Roof Systems**

(double credit course with CAR801D)

Prerequisite: CAR701A

Roof Systems will develop skills and knowledge needed to recognize and understand different roof styles, their function, components and construction. Students will continue to develop safe work habits and be introduced to working with ladders and scaffolds. Students will continue to enhance their skills and abilities to read and interpret blueprints, to communicate effectively and competently solve trade-related mathematical problems. **Safety glasses are required and may be purchased for $5.00 at the school.**

**CEC: POWER AND MECHANICS**

**Course: AUT701A Introduction to Auto Service**

Introduction to Auto Service introduces students to tools, equipment, theories and practices common to the trade with a **constant emphasis on safe work habits**. In this course students will learn how to: communicate effectively and present themselves professionally; 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 service wheels, tires and wheel bearings. This course is a prerequisite for all other Auto Service Technician courses. **Safety glasses are required and may be purchased for $5.00 at the school.**

The following two courses will be taught together for two credits.

**Course: AUT801A Basic Power Train**

(Double Period course with AUT801B)

**Prerequisite:** AUT701A - Introduction to Auto Service

or

WEL701A - Introduction to Welding
A basic working knowledge of the major systems of a vehicle is essential for any Auto Service Technician. The Basic Power Train course introduces students to engine operation, cooling systems, and vehicle drive lines. Students will learn about the operation of internal combustion engines and various fuel types. Students will be able to: work with vehicle cooling systems; conduct tests on, diagnose, and repair cooling systems; 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. **Safety glasses are required and may be purchased for $5.00 at the school.**

### Course: AUT801B Brake Systems (Double Period course with AUT801A)

**Prerequisite:** AUT701A - Introduction to Auto Services or WEL701A - Introduction to Welding

Brakes are one of the most fundamental safety systems on a vehicle. This course focuses on the components, types, service and diagnosis of brake systems. Students will develop a clear knowledge of the fundamentals of friction and hydraulics related to brake component function. Students will learn to: service, repair, and diagnose drum brake systems; disc brake systems; and power brakes. Students will also be introduced to Antilock Brake Systems. **Safety glasses are required and may be purchased for $5.00 at the school.**

### Course: ROB801A - Robotics

**Prerequisite:** SCI701A

Robotics 801 provides learning opportunities through autonomous and radio controlled robot designs. This course is an extension of Science 701 with an introduction to computer programming and places a greater emphasis on open-ended project based robot design challenges. The course begins by re-introducing remote controlled guided builds and the challenges that arise from their construction. Robot automation is then incorporated into the course using computer software which will then be the basis from which all robots are constructed.

### Course: WEL701A - Introduction to Welding

**Prerequisite:** SCI701A

*Introduction to Welding* introduces students to tools, equipment, theories and practices common to the trade. Welding can be a hazardous occupation if you are an unsafe worker therefore the Welding Program will have a constant emphasis on safe work habits. Students will develop attention and concentration skills that 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. **Safety glasses are required and may be purchased for $5.00 at the school.**

## CEC: COMMUNICATIONS AND THE ARTS

### Course: DES701A DESIGN TECHNOLOGY

**Prerequisite:** Good math skills or permission of the instructor

*Design Technology* 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. *Design Technology* will appeal to a wide variety of students and will provide essential skills for any students considering a career in engineering, technologies, or skilled trades.

### Course: CMM801A Creative Multimedia

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.

### Course: CAR801X Advanced Visual Communications

**Prerequisite:** Creative Multimedia (CMM801A) or permission of the instructor

Topics explored include digital imaging and advanced video production using digital and analog video editing software. 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.
Course: CAR701Y Crafts
Prerequisite: Recommended that students have an interest in craft work or fine hand work of another nature.

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 & pierce lampshades, marquetry, rustic woodworking, or silk screening.

Course: DRA701A Dramatic Arts

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.

Course: DRA801A Dramatic Arts
Prerequisite: DRA701A OR CAR701Z (or related experience with approval from the instructor)

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 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.

### 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 |
| Text: | 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 LIBERTY BASIC and manipulating virtual 3D objects using ALICE). This is an introductory level course and no pre-requisites are required. |

| Course Name: | CMP621A Computer Studies |
| Prerequisite: C | CMP521A or permission of instructor and good math skills |
| Text: | 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. |
### Course: 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.

### COOPERATIVE EDUCATION

**Course Name:** CWS502A OR CWS602A
**Prerequisite:** Grade 10

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.

### EXTERNAL CREDITS

**Course Name:** External Credit

In accordance with the Minister's directive No. MD 2011-01, a student can obtain an external credit for courses provided by an education service agency external to the public school system. At this point, only courses taken with the Canadian Cadet Organization (air, army or navy) have been approved. For details, please check the PEI Department of Education and Early Childhood Development website.

### INDEPENDENT STUDY

**Course Name:** ISC521A/621A - Independent Study

Independent Study allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and community mentor. This course will demand a considerable commitment of time, effort, and energy on the part of the student.

### INTERNATIONAL BACCALAUREATE PROGRAM

**A. PRE-IB COURSES**

**Course Name:** SCI421B - Science Pre-IB
**Text:** Science 10 - Nelson
**Prerequisite:** Grade 9 academic science

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.

**Course Name:** ENG421B - English Pre-IB
**Prerequisite:** Grade 9 academic English

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.
**Course Name:** MAT421B - Math Pre-IB  
**Test:** Math Power 10  
**Prerequisite:** Good background in Grade 9 academic Math

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. 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.

**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
Additional evaluations and assignments will be given by the teacher during the course. Internally assessed oral presentations in the first semester and an externally assessed essay in the second semester. Required IB assessments include an internally assessed oral presentation in the spring semester of year one and the fall semester of year two.

Required IB assessments include an internally assessed oral presentation in 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.

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, Regression, Vectors, Statistics/Probability, and Calculus.

Course Name: FRE 5/6AI - French (Ab Initio)

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. French Immersion students are not permitted to take this course.

Course Name: FRE 5/6SL - IB French (Standard Level)

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 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.

Course Name: TOK 5/6 - Theory of Knowledge

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.
### A. Academic

**Course Name:** ENG421A  Academic English  
**Texts:**  Sightlines 10, Resource lines 10, Julius Caesar or A Midsummer Night’s Dream, and two novels  

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.

**Course Name:** WRT421A  Writing  
**Text:**  Canadian High School Writer’s Guide  

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.

**Course Name:** ENG521A  Academic English  
**Texts:**  Echoes II, Romeo and Juliet, Merchant of Venice, or Much Ado About and two novels  
**Prerequisite:**  ENG421A or ENG421B  

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.

**Course Name:** ENG621A  Academic English  
**Texts:**  Echoes 12, Hamlet, Macbeth, or Twelfth Night and two novels  
**Prerequisite:**  ENG521A  

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.

**Course Name:** WRT521A  Creative Writing  
**Texts:**  The Bare Essentials  

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.

### B. General

**Course Name:** ENG431A  General English  
**Texts:**  Inside Track 2, Crossroads and two novels  

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.

**Course Name:** ENG531A  General English  
**Texts:**  Passages II and two novels  
**Prerequisite:**  ENG431A  

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.

| Course Name: ENG631A General English |
| Texts: Passages 12 and two novels |
| Prerequisite: ENG531A |

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.

| Course Name: COM801A - Communications |
| Text: The Basics of Speech |
| Prerequisite: ENG31 or ENG551A |

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.

C. PRACTICAL

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.

| Course Name: ENG451A Practical English |
| Course Name: ENG551A Practical English |
| Prerequisite: ENG451A |
| Course Name: ENG651A Practical English |
| Prerequisite: ENG551A |
| Course Name: LSK551A Life Skills |
| Texts: New Canada Reading Program, SCOPE Magazine, Janus Job Interview Guide, Walch Real Life Series, Real World Reading/Writing, and a variety of |
| Prerequisite: None (recommended in first year of senior high) |

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.

D. EAL - English As An Additional Language

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. 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.

| Course Name: EAL701A English as an 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 an 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 an 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 an 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.

### E. **CORE FRENCH**

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.

**Course Name:** FRE421A French

Text: En Direct I and Thematic Modules

Prerequisite: Grade 9 Core French

**Course Name:** FRE521A French

Text: En Direct 2 and Thematic Modules

Prerequisite: FRE421A

### F. **FRENCH IMMERSION**

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.

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.
### FRENCH IMMERSION SOCIAL STUDIES

**Course Name:** FRE421F  French Immersion  
**Text:** Novels, plays and themes to be provided.  
**Prerequisite:** Grade Nine French Immersion Program (Early or Late) or permission of the department  

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.

**Course Name:** FRE521F  French Immersion  
**Text:** Novels, plays and themes to be provided  
**Prerequisite:** FRE421F  

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.

**Course Name:** FRE621F  French Immersion  
**Text:** Novels, plays and themes to be provided.  
**Prerequisite:** FRE521F  

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.

### G. FRENCH IMMERSION SOCIAL STUDIES

**Course Name:** HIS421G  Canada in Today’s World (Fl)  
**Text:** Le Canada Contemporain, Regard Sur le Canada  
**Prerequisite:** Grade 9 French Immersion (Early or Late)  

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, 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 (Fl)  
**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 (Fl)  

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.
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
Text: Mathematics 10

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  Foundations of Mathematics
Text: Foundations of Mathematics 11
Prerequisite: MAT421A or MAT421B

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

Please note that students who receive a credit in MAT521A cannot receive a credit in MAT521B or MAT521E.
Course Name: MAT521B Pre-Calculus
Text: Pre-Calculus 11
Prerequisite: MAT 421A or MAT421B (an average of 65% is recommended)

This is a second level mathematics course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as sequences and series, trigonometry, quadratics, functions and equations, and systems of equations and inequalities. Please note that students who receive a credit in MAT521B cannot receive a credit in MAT521A.

Course Name: MAT521E Pre-Calculus Elective
Text: Geometry
Prerequisite: MAT421A or MAT421B

This is a second level elective mathematics course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as geometry, logical reasoning, probability, statistics, and financial math. Please note that students who receive a credit in MAT521E cannot receive a credit in MAT521A or MAT621A.

Course Name: MAT621A Academic Mathematics
Text: Mathematics 12/Math Power 12
Prerequisite: MAT521A or MAT521B

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 (an average of 70% is recommended)

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 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
Text: Math at Work 10

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 Apprenticeship and Workplace Mathematics
Text: Math at Work 11
Prerequisite: MAT431A, MAT421A or MAT421B

MAT531A continues the exploration of how essential skills are used in the workplace and in everyday life. MAT531A, combined with a grade12 mathematics (MAT631A or MAT801A) will meet the 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 surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

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:** MAT451A

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.

**Course Name:** MAT651A Consumer & Career Math  
**Text:** Consumer and Career Mathematics  
**Prerequisite:** MAT551A

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.

### A. INSTRUMENTAL MUSIC

**Course Name:** MUS421A - Band  
**Prerequisite:** Jr. High School Band or permission of the instructor.

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.

**Course Name:** MUS521A - Band  
**Prerequisite:** MUS421A

The course is a continuation of the Music - Band 421 program. Performance of one selection of solo literature is required.

**Course Name:** MUS621A - Band  
**Prerequisite:** MUS521A

The course is a continuation of Band 521. Performance of two examples of solo literature for respective instrument is required.

### B. MUSIC APPRECIATION

**Course Name:** MUS801A Styles of Popular Music  
**Text:** Rock and Roll: Its History and Stylistic Development

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.
**JAZZ STUDIES**

Course Name: MUS521X/621X Jazz Studies  
Prerequisite: MUS421A and/or Instructor’s permission

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.

**NUTRITION AND FAMILY STUDIES**

Course Name: FDS421A Foods and Nutrition  
Text: Guide to Good Food

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.

Course Name: CHD521A Child Development  
Text: The Developing Child

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 five main areas - emotional, social, moral, 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. Students will also participate in the “Baby-think-it-over” parenting simulation.

Course Name: HSG621A Housing – Decisions and Design  
Text: Homes, Today and Tomorrow

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 its 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.

Course Name: FAM621A Family Life  
Text: Families Today

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 infections on individuals and society, sexual orientation and contraception, is also covered.

**PHYSICAL EDUCATION**

Course Name: PED401A 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 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 and bowling. A unit on healthy eating will also be presented.

Course Name: PED401A - FIT Avenues to Individual Fitness

This course is designed for those who are inspired to pursue one or more routes to personal fitness and healthy active living. This course will have an emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. The fitness options that could be available for students are: strength and endurance weight training, spin cycling, stationary rowing, individual and group dance, aquatic fitness, kick-boxing, hot yoga and Pilates, group fitness programs, e.g. Insanity/p90X. A unit on healthy eating will also be presented. Depending on registration, this program could be offered to male and female students in the same class.
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.

There are two career exploration projects and 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.

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.

Course Name: PHP701A Peer Helping 701A  
Prerequisite:  Teacher recommendation, excellent attendance, and a successful interview

Students enrolled in this course will have the opportunity to earn a credit while helping other students with special/unique educational needs. Peer Helpers help students meet the many challenges they encounter in the integrated setting and the resource room. The Peer Helpers will facilitate learning with students and are closely monitored by the classroom teacher and the Peer Helping teacher. After being selected through an application 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 assist the peer helper in meeting the specific needs of his or her student(s).

Course Name: PHP801A Peer Helping 801A  
Prerequisite:  Teacher recommendation, proven attendance record, and a successful interview.

Students enrolled in this full credit program will have the opportunity to earn a credit while helping other students with special/unique educational needs meet the many challenges they encounter in the integrated setting and the resource room. Students will be expected to explore various barriers to learning through an independent research component.

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 challenges with their learning. 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 needs. 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).
### 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.

### B. BIOLOGY

**Course Name:** BIO511X Advanced Biology  
**Text:** Biology (Nelson)  
**Prerequisite:** SCI421A or SCI421B with a semester mark of at least 75%  

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.

**Course Name:** BIO611X Advanced Biology  
**Text:** Biology (Nelson)  
**Prerequisite:** BIO511X  

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.

**Course Name:** BIO521A Biology  
**Text:** Biology (McGraw-Hill Ryerson)  
**Prerequisite:** SCI421A or SCI421B  

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.

**Course Name:** BIO621A Biology  
**Text:** Biology (McGraw-Hill Ryerson)  
**Prerequisite:** BIO521A  

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.
**Course Name:** BOT621X Botany  
**Text:** Biology: The Dynamics of Life  
**Prerequisite:** SCI421A or SCI421B

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.

**Course Name:** BIO801A Human Biology  
**Text:** Biology - An Everyday Experience (Glencoe)  

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.  

Students enrolled in BIO621 should not register for BIO801.

**C. AGRISCIENCE**

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

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. The major topics include: Overview of Agriscience, Soil and Water Management, Aquaculture, Plant Biology, Crop Production, and Green Spacing. Some course content is flexible to allow teachers and students to take advantage of selecting crops or topics of special interest.

**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 is a further extension to the grade nine program’s emphasis on Atlantic Canada’s place in a globalizing world. The course consists of study in areas including Canadian geography, history, economics, culture, and citizenship. It 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.
### B. GEOGRAPHY

**Course Name:** GEO421A  
**Geography of Canada**

**Text:** Making Connections (Pearson-Clark)

This course highlights important issues in Canada relating to our physical and human connections, and geographic tools and methods of inquiry are used to study these 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. An active citizenship project is required for this course, where students will take positive action on a relevant Canadian issue.

**Course Name:** GEO521A  
**Global Studies**

**Text:** World Geography (Glencoe)

**Prerequisite:** GEO421A is preferred

This course investigates the study of physical and human branches of geography and geographic tools and methods of inquiry are used to study these branches. Physical and culture regions around the world are examined, with an emphasis on culture, development and quality of life. An active citizenship project is required for this course, where students will take positive action on a relevant global issue.

**Course Name:** GEO531A  
**World Geography**

**Text:** World Geography (Heath)

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.

**Course Name:** GEO621A  
**Global Issues**

**Text:** Global Connections (Pearson)

**Prerequisite:** GEO421A, or GEO 521A is preferred

This course is designed as an inquiry-focused study of global issues. Students will begin the course by exploring the concept of "global issue", and geographic inquiry-based projects form the majority of the course assessments. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. An active citizenship project is required for this course, where students will take positive action on a relevant global issue.

### C. HISTORY

**Course Name:** HIS421A  
**Ancient and Medieval History**

**Text:** World History: The Human Experience

This course consists of a brief survey of topics from prehistory up to the Middle Ages. Topics range each year but may include study of the Old Stone Age, the New Stone, early civilizations in Mesopotamia, India and China, Greek and Roman history.

**Course Name:** HIS521A  
**Modern World History**

**Text:** World History: The Human Experience

**Prerequisite:** HIS421A is preferred

This course consists of a brief survey of topics from modern Western history, ranging from the Middle Ages up to the 20th century. Topics range each year, but may include study of the Age of Discovery, the Renaissance, the Reformation, the Age of Absolutism, the Enlightenment, the American and French Revolutions, industrialization in the West and conflict in the 20th century.

**Course Name:** HIS621A  
**History of Canada**

**Text:** Canada's History: Voices and Visions

**Prerequisite:** HIS421A or HIS421G, or HIS521A is preferred

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: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. Historiography and the historical method are central to this course in its examination of Canada's history from the first peoples in North America to the
present. Key topics studied through these approaches include, but are not limited to, First Nations, colonialism, Confederation, the World Wars, free trade, constitutional issues, Canada’s role in the global community, industrialization, human rights issues, immigration and migration.

**Course Name:** HIS621B P.E.I. History  
**Text:** Various Resources  
**Prerequisite:** HIS421A or HIS521A or GEO421A is preferred

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.

**Course Name:** HIS631A World Survey  
**Text:** Pageant of World History

This course, a study of world history from the 1600’s to the present day, will consider topics such as the Age of Absolutism, the Age of Reason, the American, French and Industrial revolutions, and both World Wars. Students will gain a better understanding of historic figures such as Cromwell, Napoleon and Hitler.

### D. ECONOMICS

**Course Name:** ECO621A Introductory Economics  
**Text:** Made in Canada

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.

### E. POLITICAL SCIENCE

**Course Name:** POL521A Introductory Politics  
**Prerequisite:** HIS421A is preferred

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.

**Course Name:** POL621A Advanced Political Studies  
**Text:** Ideologies  
**Prerequisite:** POL521A or HIS421A 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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