

SOURIS REGIONAL HIGH SCHOOL

COURSE OPTIONS FOR STUDENTS ENTERING GRADE 12

Parents:

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

In order to assist students, the Administration & Department Heads will be meeting with small groups of students to advise them about their course selections.

COURSE SELECTIONS FOR SEPTEMBER ARE ENSURED ONLY IF A STUDENT COMPLETES ALL PREREQUISITE SUBJECTS BY JUNE.

GRADUATION REQUIREMENTS

Students entering grade ten will need twenty (20) credits to graduate. Included in these numbers must be a minimum of five (5) grade 12 credits (i.e., 600 or 800 level courses).

Souris Regional High School Certificate and Provincial Certificate :

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

- 3 - English credits
- 2 - Mathematics credits
- 2 - Social Studies credits
- 2 - Science credits
- 1 - Communication credit
- 10 - Electives

Souris Regional High School Diploma and Provincial Certificate:

To obtain a Souris Regional High School Diploma, a student must complete twenty-three (23) credits in three years.

Souris Regional High School Honour Diploma and Provincial Certificate:

To obtain a Souris Regional High School Honour Diploma, a student must complete the requirements for a high school diploma, with an over-all average of at least 80% in six Grade Twelve courses (one of which must be English).

Vocational Certificate:

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

- 3 - English credits
- 2 - Mathematics credits
- 8 - Vocational credits
- 4 - Electives
- 2 - Science credits and 1 Social Studies credit or
- 1 - Science credit and 2 Social Studies credits.

GOVERNOR GENERAL'S MEDAL

1. A **BRONZE** medal is awarded to the student who achieves the **highest average** upon graduation from a secondary school.
2. The average includes all Grade 11 and Grade 12 courses as listed on the student's official Transcript of Grades issued by the Department of Education.
3. Equitability of access for the entire student population is an important aspect of the Medal's value. Regardless of the stream or the subjects chosen, all students are eligible for consideration upon graduation.

POST SECONDARY ENTRANCE REQUIREMENTS

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

However, since most universities (and Holland College) have restricted enrollment programs, satisfaction of minimum requirements does not guarantee admission. All students applying to university should have English 621 and four of Mathematics 621, Mathematics 611, Biology 621, Chemistry 621, Physics 621, Geography 621, History 621, Political Studies 621, Economics 621, or French 621. One of Family Living 621, Computer 621 or Physical Education 621 might be used as one of these electives at some schools.

Students applying to science or applied science programs must have Math 621 (Math 621B and Math 611B are recommended) and at least two 621 Science courses. However, at UPEI, you will need to take first-year Chemistry, Biology and Physics.

University scholarships may be awarded to applicants with an average of 80% or better. Students wishing to apply for university entrance and for scholarships must apply by late January or early February.

COMMUNICATIONS

French 421A (FRE421A) 742

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

French 521A (FRE521A) 752

French 521 is a continuation of French 421. The fields of experience include *Careers, Travel, Lifestyle, Media and the Arts*. The modules will continue to reflect the interests of the students and evaluation will be based on listening, oral production and interaction, reading comprehension and written production. **PREREQUISITE: SUCCESSFUL COMPLETION OF FRENCH 421A**

French 621A (FRE621A) 762

French 621 is a continuation of French 521. The fields of experience include, *The Road to Independence, Media, The Arts and World Cultures*. The modules will continue to reflect the interests of the students and evaluation will be based on listening, oral production and interaction, reading comprehension and written production. **PREREQUISITE: SUCCESSFUL COMPLETION OF FRENCH 521A**

Writing 421A (WRI 421A) 995

This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (prewriting, drafting, revising, editing, publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, documenting sources): practical strategies are explicitly taught and modeled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise.

Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

Writing 521A (WR1521A) 994

This course encourages students to develop creative ideas and express them through writing in a variety of forms and genres. The four major genres featured are poetry, short fiction, play writing, and nonfiction, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing.

Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have opportunity to develop and practice the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work.

The purpose of Creative Writing 521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

ENGLISH

English 421A (ENG421A) 142

This integrated language arts course is designed to help a student become a more assured and adept communicator. New resources offer a wide variety of texts, reading levels and student responses. The course addresses speaking, listening, reading, viewing, writing and representing to allow students to respond with critical awareness to various genres and to express themselves competently.

English 431A (ENG431A) 143

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.

English 521A (ENG521A) 152

English 521 examines the major genres such as poetry, essays, novels, short stories, and drama; and provides supports that address all the outcomes of the Language Arts Curriculum. While recognizing the diverse community of learners, English 521 requires all students to apply previously attained knowledge and skills in new ways, thus leading them to higher levels of achievement and increasing their capacity to attain new levels of understanding and skill while pursuing their academic goals.

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 421A

English 531A (ENG531A) 153

English 531 will help students link the real world to their world. Opportunities exist for students to work independently and cooperatively on speaking and listening skills, to apply the writing process to a variety of forms for a variety of purposes such as to explain, to state an opinion, to relate an incident, to describe a situation and to make personal and critical judgements. Emphasis on visual communication and media literacy will enable students to critically reflect on its presence in their lives as well as afford them an opportunity to be creative in their own viewing and representing models.

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 421A or 431A

English 621A (ENG621A) 162

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; listen and speak in collaborative contexts; and analyze the interactions among media industry practices. Establishing an appropriate writing style and using business and technical language effectively will be accented.

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 521A

English 631A (ENG631A) 163

This course provides students with opportunities to become strategic readers, writers, communicators, and thinkers by providing activities that promote reflection on process as well as frequent occasions for self-reflection. Learning to work collaboratively and independently, as appropriate to purpose, is an important literacy and life skill that will be further developed and exercised. Language conventions will be emphasized in the context of the language arts.

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 521A or 531A

MATHEMATICS

Mathematics 421A (MAT421A) 242

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as sequences and series, polynomials, relations and functions, coordinate geometry, trigonometry, and data management.

SUCCESSFUL COMPLETION OF 9MATA IS RECOMMENDED.

Mathematics 431A (MAT431A) 243

An introductory mathematics course which demonstrates how to use mathematics in everyday life. Combined with the Grade 11 mathematics, Math 531, and the Grade 12 mathematics course, Math 631, this course may meet requirements to enter some community college programs. It includes topics that prepare students to enter the work force directly from high school, such as wages, salaries, and expenses; personal banking, spreadsheets; consumer decision; geometry and trigonometry; and sampling and probability.

Mathematics 521A (MAT521A) 252

An academic mathematics course which is intended for all students planning to attend university and will be needed for some Holland College courses as well. It introduces students to topics such as: systems of linear equations, quadratic functions, trigonometry, consumerism, and matrices and networks.

PREREQUISITE: SUCCESSFUL COMPLETION OF MATH 421A OR MAT421AF

Mathematics 521B (MAT521B) 251

This course, although optional, is highly recommended for students planning to enter business or science programs. The topics covered are radicals; reasoning, justification and proof; plane and coordinate geometry; linear inequalities and developing a function toolkit. This course is highly recommended for students planning to take Mat 621B and Mat 611B.

PREREQUISITE: SUCCESSFUL COMPLETION OF MAT 521A OR TAKING MAT521A AT THE SAME TIME

Mathematics 531A (MAT 531A) 253

This course continues the exploration of how to use mathematics in everyday life. Combined with Math 631, it may meet requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school, such as, income and debt; data analysis; measurement technology; relations and functions; owning and operating a vehicle and personal income tax.

Mathematics 631A (MAT 631A) 263

Math 631 includes topics in algebra, probability, trigonometry, and consumer mathematics. In algebra, factoring and solving linear and quadratic equations are studied. The consumer topics include income, sales, and property taxes with a special unit on P.E.I. taxes. As well, the economics of home ownership are explored with various types of investment.

Mathematics 621A (MAT621A) 262

An academic mathematics course intended for all students planning to attend university and may be needed for some Holland College courses as well. Topics to be covered are: developing a function toolkit; exponents and logarithms; sequences and series; trigonometric functions; combinatorics and probability; and statistics.

PREREQUISITE: SUCCESSFUL COMPLETION OF MAT 521A

Mathematics 621B (MAT621B) 264

An academic mathematics course intended for all students planning to enter university business or science programs. The topics covered are: transformations; exponents and logarithms; sequences and series; trigonometric functions; combinatorics and probability; and conics. *This course is highly recommended for students planning to take Math611B.*

PREREQUISITE: SUCCESSFUL COMPLETION OF MAT521A; SUCCESSFUL COMPLETION OF MAT521B IS HIGHLY RECOMMENDED.

*NOTE: STUDENTS **MAY NOT** TAKE BOTH MAT621A **AND** MAT621B*

Mathematics 611B (MAT611B) 261

This course is designed for students with strong mathematical background planning to enter university business or science programs. The topics covered are: Advanced Trigonometry; Complex Numbers and Polar Coordinates; Functions and Limits; Derivatives and Applications; and an introduction to Integration.

PREREQUISITE: SUCCESSFUL COMPLETION OF MAT 621B

SCIENCE

Science 421A (SCI421A) 342

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Topics covered are: sustaining ecosystems; chemical processes; motion; and weather dynamics.

A reasonable mathematical ability is necessary.

Science 701A (SCI701A) 992

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

Biology 801A (BIO801A) 999

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

PREREQUISITE: SUCCESSFUL COMPLETION OF SCI 421A OR SCI 431A

Biology 521A (BIO521A) 357

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

PREREQUISITE: SUCCESSFUL COMPLETION OF SCI 421A

Chemistry 521A (CHM 521A) 356

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A builds upon the knowledge and skills found in the unit called *Chemical Reactions* in Sci 421A. The units of study include Stoichiometry, From Structures to Properties, Organic Chemistry. This course provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry.

PREREQUISITE: SUCCESSFUL COMPLETION OF SCI 421A

Physics 521A - (PHY521A) 358

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. Physics 521A builds upon the knowledge and skills found in the unit called

Motion in Science 421A. The units of study in Physics 521A include Kinematics (study, and description, of motion), Dynamics (study of forces that explain motion), Momentum and Energy, Waves.

Physics 521A provides the quantitative and theoretical foundation for the units of study in Physics 621A.

PREREQUISITE: SUCCESSFUL COMPLETION OF SCI 421A

Biology 621A (BIO621A) 367

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

Chemistry 621A (CHM621A) 366

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. The units of study include Thermochemistry, From Solutions to Kinetics to Equilibrium, Acids and Bases, Electrochemistry.

PREREQUISITE: SUCCESSFUL COMPLETION OF CHM521A

Physics 621A - (PHY621A) 368

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving Physics. Physics 521A provides the foundation for the units of study in Physics 621A. Topics related to kinematics, dynamics, and energy in Physics 621A will include analysis in two-dimensions. The units of study in Physics 621A include Force, Motion, Work, and Energy, Fields, Waves and Modern Physics, Radioactivity.

PREREQUISITE: SUCCESSFUL COMPLETION OF PHY521A

SOCIAL STUDIES

History 421A (HIS421A) 446

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

Canadian Studies 401A (CAS 401A) 444

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

Geography 421A (GEO421A) 447

Geography 421 is a course dealing with the physical and human patterns of Canada as well as its natural resources, commerce and industry. Also studied are Canada's trade and cultural links with the rest of the world.

Geography 531A (GEO531A) 453

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

Geography 521A (GEO521A) 457

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

History 621B (HIS 621B) 993

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.

Geography 621 (GEO 621A) 467

This course is geographic in nature but its focus is on world problems that are current in the news today. Students begin by exploring the concept of "global issue" and the reasons for becoming involved in the

identification and remedies of particular problems. The course is designed to offer opportunity for students to set their own exploratory directions within a number of themes and to participate in an active citizenship project within class. A *Global Classroom Initiative* component of the course provides a unique PEI - Kenya link and an opportunity to explore issues unique to that region.

Political Studies 621A (POL621A) 506

Political Studies 621A broadens students' views of the world's major political systems. Students will explore the values behind democratic and non-democratic forms of governments as they will be challenged to analyze world problems through different viewpoints. The course promotes critical thinking and decision-making skills and encourages discussion and debate on current political events.

ELECTIVES

Information Technology Communication 401A (ITC401A) 240

This course is an introduction to keyboarding and general computer literacy. Two core keyboarding modules have been designed so that students with little or no previous typing skills may acquire these skills. At the same time students equipped with some keyboarding skills will refresh and extend them. Effective use of the computer, and computer literacy sections will complement the keyboarding modules. The focus will be on working in a Windows® environment, word processing, and understanding and effectively using the Internet. If time allows, an introduction to webpage design using HTML be included.

Career Explorations and Opportunities (CEO401A) 996

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 within and beyond secondary school.

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

Computer 521A (CMP521A) 241

This introductory Computer Science course is an academic level course designed to give students an understanding of the computer and its effect upon society. The focus of the course is to develop problem solving skills by using various software applications and programming techniques. It addresses the following computer areas: desktop publishing, visual presentations, databases, spreadsheets, introductory HTML coding, programming with QBasic/Visual Basic, and computer literacy (history, computer systems, societal and career implications, and future developments).

Computer 621A (CMP621A) 260

Computer 621A is a continuation of Computer 521A, with a special emphasis on the acquisition of problem solving, critical thinking and independent learning skills. The syllabus of this course focuses on Visual Basic programming, HTML coding, creating web documents, Internet publishing, and research into operating systems. Students will be required, through major projects, to demonstrate the attainment of the objectives of the course.

Recommended: Computer 521A and above average standing in Mathematics

Creative Multimedia 801A (CMM 801A) 550

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.

This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Interactive Multimedia, Computer Information Systems and Graphic Design.

Foods 421A (FDS421A) 842

Foods 421 is a course designed to create an interest in the importance of food and nutrition to one's overall health and fitness. It is intended to be both theoretical and skill oriented. Topics include: nutrition, special diets, and nutritional needs for family members. Topics to be covered in practice (including the principles of preparing quick and nutritious meals) are cookies, cakes, quick breads, pastry, salads, fruits and vegetables, milk and milk products, meat, fish and poultry, eggs, cheese, bread and cereals. In addition to developing everyday living skills, this course would be helpful to anyone planning a career in the food, restaurant, or hospitality industry.

Family Living 421A (FAM421A) 844

Family Living 421 is a course which is strongly recommended for all Grade Ten students. It is designed for students interested in developing a better understanding of themselves and their relationships in, and outside, the family. This course will include three basic themes: (1) Relationships (theory, families, peers, friends). (2) Human Sexuality (reproductive systems, response system, sexual decision making, exploitation, reproductive health, conception, and childbirth). (3) Healthful Living (lifestyle choices, nutrition, diet and exercise, stress,

suicide, substance abuse).

Family Living 621A (FAM621A) 864

Family Living 621 is a course that provides information which will assist students in their relationships with friends and family. The course is divided into eight units, covering most aspects of life. Topics covered will also help students in their interpersonal relationships and help them achieve personal fulfillment and successful family life. It is based on a wellness approach that will provide students with strategies to deal with real life situations as they arise.

Music 421A (Grade 10 Band) (MUS421A) 503

This course is a continuation of Music 300. This course is designed to develop instrumental techniques on traditional band instruments at an intermediate level. The major emphasis will be on acquiring technical skills required to mature musically. Students will perform chosen examples of band literature and be tested on their mastery of the examples. This course also includes the study of various elements of music through performance, including but not limited to, theory, history, tone production, intonation, interpretation of non-verbal cues, sight reading, and the connection of music to life and culture.

PREREQUISITE: 9MUSA, OR BY PERMISSION OF INSTRUCTOR.

Music 521A (Grade 11 Band) (MUS521A) 507

This course is a continuation of Music 421. Performance of one selection of solo literature is required.

PREREQUISITE: MUSIC 421

Music 621A (Grade 12 Band) (MUS 621A) 509

This course is a continuation of Music 521. Performance of two selections of solo literature is required.

PREREQUISITE: MUSIC 521

Music 801A (MUS801A) 998

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students' learning will center around 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.

PREREQUISITE: NONE, HOWEVER A BACKGROUND IN SOME FORM OF MUSICAL KNOWLEDGE IS STRONGLY RECOMMENDED.

Art 401A 991

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

Art 501A 586

This course builds upon the knowledge, skills, ideas and experiences introduced in Art 401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/ crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design and spatial understanding. Students will learn to critically view using the appropriate vocabulary to examine the art and the artists of the Renaissance to the Impressionistic time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook on a regular basis.

PREREQUISITE: ART 401A OR PERMISSION FROM TEACHER (BASED ON LEVEL OF SKILL SHOWN)

Peer Helper 701A (PHP701A) 167

Students enrolled in this full credit program will have the opportunity to earn a credit while helping other students with special/unique educational needs. The Peer Helpers work with a class as a whole or on a one to one basis with the student and are closely supervised by the classroom teacher and/or resource teacher. After being selected through an interview process, the successful applicants will be given a brief training program. This program will outline the roles and responsibilities of Peer Helpers and present strategies and techniques to help the Peer Helper meet the specific needs of his or her assigned student(s).

Peer Helper 801A (PHP801A) 168

Students enrolled in this full credit program will be using the skills they developed during their pursuit of the PHP701 credit. Experienced Peer Helpers will work on a one on one basis with students with special educational needs either in the regular classroom setting or in the resource room to facilitate their individual programs according to directions from the supervising teacher. The Peer Helpers will enhance their understanding of their assigned student by researching the student's particular condition and contributing ideas to the student's Individual Education Plan process. Selection of these Peer Helpers will stem from successes observed in a PHP701 program and successful completion of the referral and application process.

Cooperative Education (CWS502A/B) 975

Cooperative Education (CWS602A/B) 985

Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course

consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

Physical Education 401A (PED401A) 642

Although not compulsory in terms of provincial graduation requirements, this course is recommended for all Grade Ten students. This course is designed to provide students with an appreciation for life-time fitness, physical activity, and well-being. With the increasing emphasis on preventative health and active life styles, the course offers a number of activities that will provide the student with skills to remain active upon graduating. These activities, along with the popular team sports soccer, volleyball, basketball, and badminton, may include cross-country running, orienteering, aerobics, modern fitness training, dance, weight training, tennis, table tennis, golf, bowling, skating, touch football and lacrosse. Every effort will be made to satisfy individuals' interests by offering some choice. Activities may be added or deleted pending availability of facilities and equipment.

Physical Education 621A (PED621A) 662

Physical Education 621 is designed to provide an involvement for students that have a prospective interest in community recreation, physical education, coaching, and/or personal appreciation for the various leadership roles in sport and community. Instruction will take place in the classroom, gymnasium, and other practical settings. Some demands of projects occur outside regular class time. Part of the evaluation will be derived from participation in individual or group projects involving administration and organization within both the school and the community.

RECOMMENDED: AT LEAST ONE OF PED401A OR PED801A.

Physical Education 801A (PED 801A) 652

Physical Education 801 is sequential to Physical Education 401 and is intended to further develop an appreciation for an active healthy lifestyle. Emphasis is on a recreational approach of new life style activities while consolidating the students' life skills of his/her own special interests. Every effort will be made to satisfy individuals' interests by offering some choice.

RECOMMENDED: SUCCESSFUL COMPLETION OF PED401A

Design Technology 701A (DES 701A) 989

Design Technology will introduce the student to the technical design and problem solving process, to basic design elements and principles and to 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 aided design (CAD) will also be incorporated to introduce the student to computer aided 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 student considering a career in engineering, technologies or skilled trades.

WEL701A 955

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

WEL801A 956

Welders always strive to achieve a high standard of quality in their work. During this course students will identify and describe the various type of weld joints and learn to select the proper electrodes for various tasks. They will also diagnose and correct problems that arise when using SMAW equipment. Students will identify and safely use power tools common to the trade and develop the theoretical and practical knowledge to preform high quality SMAW welds. *PREREQUISITE: SUCCESSFUL COMPLETION OF WEL 701A*

WEL801E 990

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

PREREQUISITE: SUCCESSFUL COMPLETION OF WEL 701A

AUT701A 951

Introduction to Auto Service introduces students to tools, equipment, theories, and practices common to the trade with a **constant emphasis on safe work habits**. In this course, students will learn how to communicate effectively and present themselves professionally. They will use and identify a variety of measuring tools and assemble components using a variety of fasteners and adhesives. They will perform basic heating cutting and welding procedures and diagnose and service wheels, tires and wheel bearings. This is a recommended prerequisite course for all other Auto Service Technician courses.

AUT801B 961

Brakes are one of the most fundamental safety systems on a vehicle. This course focuses on the components, types, service and diagnosis of brake systems. Students will develop a clear knowledge of the fundamentals of friction and hydraulics related to brake component function. Students will learn to service, repair, and diagnose drum brake systems, disc brake systems and power brakes. Students will also be introduced to Antilock Brake Systems.

PREREQUISITE: SUCCESSFUL COMPLETION OF AUT 701A

AUT801C 962

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

AUT801D 964

The steering gear mechanism is an integral component of any vehicle system. Service Technicians must have a clear understanding of the principle of operation and components of steering systems. Students will learn how to diagnose and correct problems related to vehicle steering components. They will also learn about the service and repair of manual and power steering systems. Students will learn about the service and repair of steering columns and basic frame construction.

AUT801E 997

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