2015 - 2016
Senior High Program of Studies and
List of Authorized Materials
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The Senior High School Program

The senior high school program is a broad one intended to foster the intellectual, physical, emotional, and cultural growth and development of students. To be successful, the program must have enough flexibility to address the interests and needs of all students as they transition from high school to their first post-high school destination.

Public School Education

In Prince Edward Island, the public school system embodies Grades K-12. For program planning purposes, K-6 are the elementary grades, 7-9 are the intermediate grades, and 10-12 the senior high grades. The program is taught in schools which are organized within the English Language School Board and La Commission scolaire de langue française.

A full school program is available for both English language and French language education. The schools of La Commission scolaire de langue française operate in the French language. Second language courses are available in all schools, with instruction beginning no later than in grade four. Early French immersion and late French immersion programs are available in some English language schools.

Other general information on public education is available in the following documents located on the Department of Education and Early Childhood Development website http://www.gov.pe.ca/eecd, such as

a. School Act and Regulations
b. Annual Report of the Department of Education and Early Childhood Development
c. A Philosophy of Public Education for Prince Edward Island Schools

Philosophy of Public Education

In 1989, the aims of public education were reviewed. The resulting document, A Philosophy of Public Education for Prince Edward Island Schools, was adopted in March 1990. It contains a statement of the purpose, principles, and goals, summarized below, along with the supporting rationale and context.

Purpose

The purpose of the Prince Edward Island public education system is to provide for the development of children so that each child may take a meaningful place in society.

Basic Principles

Public education in PEI is based on a quality program that respects the intrinsic value of the individual and centres on the development of each child. The public education system recognizes that education is a responsibility shared among the school, the family, and the community.

The public education system demonstrates respect and support for fundamental human rights as identified in the Canadian Charter of Rights and Freedoms and the PEI Human Rights Act. The public education system reflects the character, cultural heritage, and democratic institutions of the society it serves.

The programs in the public education system reflect a contemporary view of the knowledge, skills, and attitudes that are of most worth to the individual and to society.
The goals of public education are to enable the student to

- develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
- develop the ability to think critically, apply knowledge, and make informed decisions;
- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols;
- develop an understanding of the natural world, and of the applications of science and technology in society;
- acquire knowledge about the past and an orientation to the future;
- develop an appreciation for one’s heritage, and a respect for the culture and traditions of others;
- develop a sense of self-worth;
- develop a respect for community values, a sense of personal values, and a responsibility for one’s actions;
- develop a sense of pride and respect of one’s community, province, and country;
- develop a sense of stewardship for the environment;
- develop creative skills, including those in the arts, and an appreciation of creativity in others;
- develop skills and attitudes related to the workplace;
- develop good mental and physical health and the ability to creatively use leisure time;
- acquire knowledge of the second official language and an understanding of the bilingual nature of the country;
- develop an understanding of gender equity issues and of the need to provide equal opportunities for all;
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school’s curriculum is of prime importance in addressing the goals. The curriculum may be defined as all of the experiences, formal and informal, which the student encounters under the guidance of the school. This document, The Senior High Program of Studies and List of Authorized Materials, outlines the formal part of the school’s program.

**Resource-Based Learning and the School Library Program**

The Prince Edward Island and CAMET/APEF curricula and programs promote resource-based learning as a key instructional approach across all grade levels, subjects, and disciplines. This means that the integrated school library program should support the development of students’ information literacy through resource-based learning activities at all grade levels across the curriculum. Resource-based learning actively involves students in the effective use of a wide range of print, non-print, electronic, and human or community resources. Teachers and teacher-librarians need to ensure that all students are involved in activities emphasizing skills and strategies required to think critically about the information they access, use, and apply, regardless of the source or format. They also need to assess students’ learning (processes and products) for evidence of ‘learning about’ rather than simply ‘finding out about’ information-related topics, problems, and issues.

Schools should have a plan for making optimal use of the school library (facility, collection of learning resources, and instructional program), and for ensuring that students are achieving the skills outlined for their specific grade level in the School Library Skills Continuum. The school library’s centralized collection of learning resources should include print material (books, periodicals, etc., including fiction and nonfiction), non-print materials (including audio, visual, databases, computer software), and the equipment necessary to manage, use, or produce them. Collections of learning resources need to be viewed from several perspectives such as on-site, local, regional, and global, and selected primarily to support the school curriculum and learners’ needs. Library-resource centres are increasingly viewed as access points to information within and beyond the school; learning resources, including human resources, are frequently accessed or borrowed and shared among other school or public collections, and from community agencies.
The selection of supplementary learning resources for school library collections is another important part of the role of school library personnel. Support is available from the Department of Education and Early Childhood Development; selection lists of suggested resources across the various curriculum areas, as well as information about a variety of selection aids and sources for assistance (print, online, and specialist's services) are available in the PEI School Library Handbook. The School Library Standing Committee has also developed The Evaluation and Selection of Learning Resources: A Guide, a document to assist educators with the entire area of selection and challenged materials.

Support for school library instructional programs is available in the form of professional development days, services offered by specialists, the revised edition of the School Library Skills Continuum, and a portion of the PEI School Library Handbook, which is also devoted to curriculum and instruction.
English Curriculum

Mandate

The English Curriculum Team provides quality English language curriculum, supports services to teachers and students, and provides leadership and coordination in the development of quality learning opportunities for all students.

There are more than 200 courses in the public school curriculum. With such a large number of courses, the process of course development and renewal is a continuous one. The procedures for conducting such work are described below.

Course Development/Renewal Procedure

1. The Department of Education and Early Childhood Development assesses the effectiveness of existing school courses in consideration of the province’s educational goals and the needs of students. The following information is used as part of the assessment process:
   a. reports from teachers;
   b. submissions from school boards;
   c. submissions from community groups;
   d. government studies and initiatives;
   e. academic and professional literature in education.

2. The decision of whether or not to proceed with the development of a revision project is made by the Department based upon:
   a. the result of the assessment;
   b. the impact on other existing courses/programs;
   c. recommendations from appropriate curriculum committees;
   d. fiscal considerations.

3. The curriculum development work is carried out by an ad hoc curriculum committee in conjunction with a Department of Education and Early Childhood Development curriculum specialist. Nominations to a committee are requested from school boards, and, if appropriate, from educational partners, such as Holland College or the University of Prince Edward Island. The committee:
   a. assesses strengths and weaknesses of the present course or program;
   b. determines, with reference to provincial education goals and any appropriate foundation documents, the outcomes for the new or revised course;
   c. evaluates instructional materials;
   d. outlines a course of studies;
   e. makes recommendations on pilot projects and in-service training for pilot teachers.

4. Based on recommendations from the ad hoc committee and the specialist, the Coordinator of English Curriculum:
   a. submits a request to the Director for final approval;
   b. consults with school boards to identify pilot schools and teachers;
   c. ensures that pilot materials are ordered and that appropriate in-service training is carried out.
5. The Department of Education and Early Childhood Development monitors the progress of each pilot project and:

   a. recommends discontinuing the project, continuing the project, or proceeding to implement a new or revised course;
   b. revises, as needed, the course of study to reflect any course changes;
   c. makes provision for in-service training and other supports which will ensure effective implementation.

**Fair Presentation of Cultural and Other Groups**

The Department of Education and Early Childhood Development recognizes that fair comment is to be assured in school presentations respecting any cultural group. Furthermore, stereotypes are to be avoided, whether in association with gender or any other characteristic. Therefore, in the curriculum planning process, curriculum committees, curriculum specialists, and the Coordinator are directed as follows:

   a. To evaluate aims, instructional materials, and courses of study to ensure that there is fair and reasoned comment upon the characteristics or practices of any cultural group. Fair and reasoned comment is characterized by, for example, providing clear and reasonably complete explanations of characteristics and practices, distinguishing between facts and inferences or value judgements in discussions of characteristics and practices, and discouraging students from making hasty value judgments about characteristics and practices of specific cultures.

   b. To evaluate educational aims, instructional materials, and courses of study to ensure that generalizations made about people are based upon reasonable evidence and that stereotypes are avoided.

The resource called *Evaluation and Selection of Learning Resources: A Guide* is used to evaluate instructional materials.
Graduation Requirements

Effective September 2015


**English Language School Board (English and French Immersion)**

1. The **minimum** number of credits required for senior high school graduation (Grade 12) is twenty (20) credits.
2. The number of compulsory credits which a senior high school student must take to receive the Prince Edward Island Senior High School Graduation Certificate is twelve (12) credits. These compulsory credits must be taken from the following areas:
   (a) 3 English credits, one of which must be ENG621A or ENG631A;
   (b) 2 math credits (post secondary institutions may require 3 or more math credits);
   (c) 2 science credits;
   (d) 2 social studies credits, one of which must focus on Canadian social studies (CAS401A, GEO421A, HIS421F/J, LAW521A, LAW521F, LAW531A, HIS621A, HIS621B, or POL621A);
   (e) 1 physical education credit (PED401A)*;
   (f) 1 career education and personal development credit (CEO401A or CAR421F)*;
   (g) 1 credit from a designated list that fosters creativity or innovation (see the **Senior High Program of Studies and List of Authorized Materials** for list), or one of the following French language courses (FRE421A, FRE421F, FRE521A, FRE521F, FRE621A, or FRE621F).
   (h) Successful completion of the Prince Edward Island Secondary Literacy Assessment.

   * Under exceptional circumstances, exemptions may be granted for PED401A or CEO401A/CAR401F. The English Language School Board shall forward all exemption requests to the Director of English Curriculum or the Director of French Curriculum at the Department of Education and Early Childhood Development for approval.

3. Students who leave school without fulfilling the requirements for the Provincial Senior High School Graduation Certificate may be given a Provincial Certificate of Accomplishment. In order to receive this certificate, a student shall require a minimum of twenty (20) credits, including:
   (a) 3 language arts credits;
   (b) 2 mathematics credits;
   (c) 2 science credits;
   (d) 2 social studies credits.

Students who receive a Provincial Certificate of Accomplishment and return to school to complete additional credit courses at a later date will have their transcript updated accordingly. The Provincial Senior High School Graduation Certificate will be granted when students fulfill the appropriate requirements.

4. The number of Grade 12 level credits which a student is required to complete is five (5) full course credits.
5. Full-course credits will consist of 110 hours of instruction time. A student will be awarded a credit upon completion of the course and with a pass mark of 50%.

6. The requirements for entry into post-secondary institutions, apprenticeship programs, or the workplace may require additional and/or specific courses.

**General Statements**

1. No modification may be made to the credit value of provincial courses without the prior approval of the Department of Education and Early Childhood Development. If a change occurs in the number of hours required for a credit, this directive will be adjusted accordingly to reflect the time requirements outlined above.
2. A number of courses in senior high schools will have prerequisites. Please refer to the **Senior High Program of Studies and List of Authorized Materials** for specific course prerequisites.
3. Senior high schools will be required to award the Prince Edward Island Senior High School Graduation Certificate to students who meet the provincial requirements. As well, school boards may award specific certificates to students to successfully complete the requirements for certain programs.
4. Provision for local programs will continue to exist, but these programs must have prior approval from the Department of Education and Early Childhood Development.
Previous Graduation Requirements

Students who started high school prior to September 2015 will follow the graduation requirements outlined in Minister’s Directive No. MD 2011-02 (http://www.gov.pe.ca/eecd/index.php3?number=1037878).

In senior high grades, schools operate on a credit system. This system allows for individualization of student timetables and for subject promotion. Each course credit consists of 110 hours of instructional time. The pass mark for each school subject is 50 percent.

Minister’s Directive No. MD 2011-02, dated March 7, 2011, states that for the English school system, the minimum number of credits required for senior high school graduation (Grade 12) is 20 credits. The number of compulsory credits which a senior high school student must take to receive the Provincial Senior High Graduation Certificate is ten (10). These compulsory credits must be taken from the following core areas:

- 4 language credits (English/French);
- 2 math credits;
- 2 science credits;
- 2 social studies credits.

Senior High School Program and Graduation Requirements

1. The number of Grade 12 level credits which a student is required to complete is five full course credits. One of these credits will be English.
2. High schools are required to award their basic diploma to all students who meet provincial graduation requirements; however, schools may award specific diplomas or certificates to students who achieve beyond the provincial requirements.
3. No modification may be made to the credit value of provincial courses without the prior approval of the Department. For example, a school is not permitted to take a 110 hour course in English and convert it into a 110 hour course plus an additional 55 hour half course.
4. Students should be advised to enroll in more than the minimum number of courses required for graduation.
5. Students should be advised to take courses that will capitalize on their abilities, interests, and educational and career goals.
6. For students with at least eight credits in career and technical education (CTE) courses, the minimum requirements for graduation includes:
   - 5 courses at the Grade 12 level;
   - 8 CTE courses – a detailed list of applicable courses may be seen under the Career and Technical section (pg. 27-31);
   - 3 language arts courses, including a first language course in English or French at the Grade 12 level;
   - 2 mathematics courses; either 2 science and 1 social studies course or 1 science and 2 social studies courses.
Creativity/Innovation Courses

Effective September 2015

The following is a list of course names which are considered a part of the Creativity/Innovation cluster.

- Automotive 801A, 801B, 801C, 801D, 801E
- Carpentry 801A, 801B, 801C, 801D, 801E
- Computer Studies 521A, 621A
- Creative Multimedia 801A
- Creative Writing 521A
- Culinary 801A, 801B
- Design Technology 701A
- Dramatic Arts 621A, 701A, 801A
- Environmental Science 621A
- External Credentials – Some courses only:
  - Conservatory Canada Music - 621 only
  - Dance Umbrella
  - Island Dance Academy
  - PEI 4-H Council
  - Royal Conservator of Music – 621 only
  - Skills Canada PEI
- Global Issues 621A, 631A
- Independent Study 521A, 621A
- Music 421A, 421B, 521A, 521B, 621A, 621B, 801A
- Robotics 801A
- Visual Arts 401A, 501A, 601A, 621A
- Welding 801A, 801B, 801C, 801D, 801E
Phase 2:
Potential Pilots for 2015-2016

- Clothing 521A
- Entrepreneurship 521A
- Housing 621A

Phase 3:
Into the Future

- Agriscience 801A, 621A
- Leadership (currently PED621A)
- List will continue to expand...
Flexible Learning Opportunities

The Prince Edward Island Department of Education and Early Childhood Development offers a number of flexible learning opportunities for students in Prince Edward Island high schools. Flexible learning occurs in situations where the curriculum is not currently part of the Senior High Program of Studies and List of Authorized Materials, the method of curriculum delivery is not in a traditional classroom setting, or both. These opportunities include:

- independent study courses;
- cooperative education courses;
- external credential courses;
- local courses;
- academic diploma programs;
- summer school courses;
- distance education courses.

Each of these flexible learning opportunities offered to Prince Edward Island high schools will be described below.

Independent Study Courses (ISC521A/621A)

The Independent Study Course 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 a community mentor, is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student’s care, attention to detail, and overall pride in their work while requiring a considerable commitment of time, effort, and energy on the part of the student. Early planning is required for a student to enroll in this course. Independent Study Courses are developed cooperatively by the student and a supervising teacher, and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Independent study courses can be taken as a Grade 11 credit (ISC521A) or a Grade 12 credit (ISC621A). The Independent Study Course 521A/621A Curriculum Guide and application forms are available online on the Department of Education and Early Childhood Development website (http://www.gov.pe.ca/eecd/index.php3?number=1051627&lang=E).

Cooperative Education Courses (CWS501A/601A)

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. Each cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. Each 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.
External Credential Courses

External credential courses will acknowledge the value of student learning outside the public school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system. External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the Essential Graduation Learnings, and must meet the standards defined in Mister's Directive MD 11-01 (http://www.gov.pe.ca/eecd/index.php3?number=1037879). External credentials will be reflected on the student’s high school transcript, thereby enhancing the transcript for the student.

Following is a comprehensive list of all external credentials that are currently available to all Prince Edward Island high school students. New providers may be given credential status during the school year, provided they are granted approval by the External Credential Advisory Committee.

➢ **Canadian Cadet Organizations**

Air Cadets
- CAI421T Level 4 or Equivalent
- CAI521T Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- CAI621T Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

Army Cadets
- CAR421T Gold Star or Equivalent
- CAR521T Master Cadet or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- CAR621T Master Cadet or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

Sea Cadets
- CSE421T Level 4 or Equivalent
- CSE521T Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- CSE621T Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

➢ **Conservatory Canada Music**

Piano, Voice, Strings, Winds, Brass, Guitar Classical Stream
- CCM421T Grade 6 with Theory Grade 2 Co-requisite
- CCM521T Grade 7 with Theory Grade 3 Co-requisite
- CCM621T Grade 8 with Theory Grade 4 Co-requisite

Piano, Voice, Guitar Contemporary Idioms Stream
- CON421T Grade 6 with Theory Grade 2 Co-requisite
- CON521T Grade 7 with Theory Grade 3 Co-requisite
- CON621T Grade 8 with Theory Grade 4 Co-requisite

➢ **Dance Umbrella**
- DAN621T Contact Dance Umbrella for specific details.

➢ **Duke of Edinburgh**
- DOE521T Bronze and Silver Level or Silver Level Direct Entry
- DOE621T Gold Level or Gold Level Direct Entry

= Creativity/Innovation Course
➢ Island Dance Academy
IDA621T Completion of Intensive Training Program of the Island Dance Academy

➢ Prince Edward Island 4-H Council
FRH621T Contact the 4-H Council for specific details.

➢ Royal Canadian Army Reserve
ARM521T Completion of all required components of the Basic Military Qualification Common Program.
ARM621T Completion of all required components of the Basic Military Qualification Land program.

➢ Royal Canadian Naval Reserve
NAV621T Contact Royal Canadian Navel Reserve for specific details.

➢ Royal Conservatory of Music
Accordion, Piano, Guitar, Voice, Strings
RCM421T Grade 6 Practical and Intermediate Rudiments
RCM521T Grade 7 Practical and Advanced Rudiments
RCM621T Grade 8 Practical and Advanced Rudiments

Brass, Percussion, Recorder, Woodwinds
RCM421T Grade 4 Practical and Intermediate Rudiments
RCM521T Grade 6 Practical and Advanced Rudiments
RCM621T Grade 8 Practical and Advanced Rudiments

➢ Skills Canada PEI
SKL621T Multi-year provincial competitor with specific requirments.
SAN621T National Competitor – 2-D Animation
SAS621T National Competitor – Auto Service
SCB621T National Competitor – Cabinetmaking
SCR621T National Competitor – Carpentry
SCK621T National Competitor – Cooking
SEW621T National Competitor – Electrical Wiring
SEL621T National Competitor – Electronics
SGD621T National Competitor – Graphic Design
SHR621T National Competitor – Hairstyling
SJI621T National Competitor – Job Interview
SIJ621T National Competitor – Job Skills Demonstration
SPS621T National Competitor – Prepared Speech
SRB621T National Competitor – Robotics
SOP621T National Competitor – Outdoor Powered Equipment
STV621T National Competitor – TV/Video Production
SWL621T National Competitor – Welding
SWS621T National Competitor – Workplace Safety

➢ Sport PEI
SPT421T Contact Sport PEI for specific details.
SPT521T Contact Sport PEI for specific details.
SPT621T Contact Sport PEI for specific details.


= Creativity/Innovation Course
Local Courses

The Department of Education and Early Childhood Development is committed to ensuring that all students have access to a quality education. The Department is also committed to meeting the changing needs of students by encouraging flexibility and discretion at the local level. Over a number of years, provincially authorized senior high local courses have been offered to accommodate the special interests and abilities of students, to provide for innovative practices, and to address local community interests through the development of local courses at the senior high level which do not duplicate provincially authorized courses.

All schools offering the senior high program must ensure students meet the provincial graduation requirements. This is done by offering provincially developed and authorized courses. Schools may also enhance their programs by offering local courses, if this can be accomplished given sufficient numbers and interest. Local courses are developed at the school level. As a result, course offerings will vary greatly from school to school. However, all local courses that are developed must conform to departmental standards of curriculum development.

Currently, there exists a moratorium on the development of new local courses.

Academic Diploma Program

The Academy Diploma Program (ADP) is a specialization program approved by the Department of Education and Early Childhood Development which enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments. ADPs help students to focus on graduation and pursue their post-secondary goals. This program is part of the PEI Career Education Framework, which was developed in 2008, and will assist in the students’ transition from secondary school to apprenticeship training, college, university, or the labour market by providing them with real world knowledge, skills, and experiences related to potential future educational and career pathways.

Participating in an ADP enables students to:

- customize their secondary school education to reflect their interests and talents while meeting the requirements for the PEI High School Graduation Certificate;
- select a bundle of eight to ten required credits focused on sector-specific knowledge and skills that are valued by the sector and post-secondary educational institutions;
- designed to help prepare students for a post-secondary destination of their choice in a particular economic sector;
- designed with the flexibility to allow students to shift between pathways (e.g., to switch from a path leading to college to an apprenticeship focus), or to discontinue the program if their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the ADP (e.g., sector-recognized certifications) for prospective employers and post-secondary educational institutions;
- explore, identify, and refine career goals, and make informed decisions about their post-secondary options;
- take part in community based learning opportunities that will help them gain confidence in their ability to be successful, refine skills and work habits, and make informed choices about future career pathways and next steps;
- participate in pathway exploration experiences aligned with their field of interest;
- develop skills, knowledge, and work habits related to Literacy and Essential Skills, and the Innovation Skills Profile, which are required in a particular sector, and have the performance of their skills, knowledge, and work habits assessed and documented;
- enhance the above skills in the context of engaging, sector-specific learning environments;
- access resources, equipment, and expertise that may not be available in their school.
In the 2015-2016 school year, the following Academy Diploma Programs may be offered at the indicated schools:

- **Agriculture and Bioscience**
  - Kinkora Regional High School
- **Arts and Culture**
  - Westisle Composite High School
  - Bluefield High School
- **Aviation and Aerospace**
  - Three Oaks Senior High School
- **Business and Innovation**
  - Colonel Gray Senior High School
- **Tourism and Culinary**
  - Kensington Intermediate Senior High School


Additional information regarding ADPs in our schools can be found at: [https://sites.google.com/a/cloud.edu.pe.ca/career-education-pei/home/adp](https://sites.google.com/a/cloud.edu.pe.ca/career-education-pei/home/adp)

Please check with your school to ensure availability.

### Summer School Courses

Each summer, the Department of Education and Early Childhood development offers some high school courses at selected locations. The courses offered vary from year to year, but in the past, have included courses in English, mathematics, physics, cooperative work study, and English as an additional language. The availability of courses taught during the summer depends on the availability of resources required to offer courses and student demand.

### Distance Education Courses

Distance education is a mode of instruction in which the student and the teacher are separated in either time or space, or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to, print, computers and computer networks, telecommunications, and audio-visual equipment and resources.

Distance education is seen as a means to provide students with equitable access and/or a diversity of programs as approved by the P.E.I. Department of Education and Early Childhood Development. Typically, this option is employed when a particular high school does not have the capacity to offer an particular course. All distance education requests must approved by the P.E.I. Department of Education and Early Childhood Development ([http://www.gov.pe.ca/eecd/index.php3?number=1027948](http://www.gov.pe.ca/eecd/index.php3?number=1027948)).
Granting of Credit for Educational Activities Not Provided by a School Board

As pursuant to Sections 8 and 52 of the School Act R.S.P.E.I. 1988, Cap. S-2.1, Minster’s Directive No. MD2001-07, Granting of Credits for Educational Activities Not Provided by a School Board, dated October 26, 2001 (http://www.gov.pe.ca/eecd/index.php3?number=1027962), states that parents of a student who participated in an approved home education program, a licensed private school program, or an approved correspondence program, and who enrol the student in a public school, are responsible for providing the student’s academic record to the school principal.

The placement of a student who enrols in a public school following participating in an approved home education program, a licensed private school program, or an approved correspondence program shall be decided by the school board, and results of achievement tests and other assessments may be used to determine the appropriate placement for the student.

A student who participated in a licensed private school program or an approved correspondence program and who plans to graduate from a public high school

(a) must obtain credit for the minimum number of credits required for high school graduation, including credits for compulsory courses;

(b) may be given credit for a maximum of seven Grade 10 courses and seven Grade 11 courses successfully completed through

(i) a licensed private school program; and/or

(ii) an approved correspondence program.

Notwithstanding credit may not be given for more than a total of eight credits completed through a licensed private school program and/or an approved correspondence program in any time period equivalent to a school year.

A student who is enrolled in a public school may be given credit for courses successfully completed through a correspondence program approved by the Department of Education and Early Childhood Development provided that the student obtains authorization in writing from the principal of the school prior to enrolling in the correspondence program.

A student who successfully completes courses or programs which are authorized by the Minister of Education and Early Childhood Development but which are not offered by a school board shall be given credit on the basis of the transcript supplied to the public school by the educational organization. Organizations included in this category include the Atlantic Provinces Special Education Authority and the Government of Prince Edward Island.

A student who successfully completes provincial requirements for senior high school graduation (MD-99-01) is eligible to receive a high school graduation certificate from the Department of Education and Early Childhood Development.
# Codes and Abbreviations

## Course Coding System — Grades 10 to 12
Each unique course code is composed of seven characters, with a course title associated with it.

Example: MAT521A – Foundations of Mathematics 11

<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Grade</th>
<th>Category</th>
<th>Credit Value</th>
<th>Program Identifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 characters) MAT</td>
<td>(1 character) 5</td>
<td>(1 character) 2</td>
<td>(1 character) 1</td>
<td>(1 character) A</td>
</tr>
<tr>
<td>e.g., MAT = mathematics</td>
<td>4 = Grade 10</td>
<td>0 = Open</td>
<td>0 = no credit (for Grades 7-9)</td>
<td>A to E, K = English-language courses</td>
</tr>
<tr>
<td>HIS = history</td>
<td>5 = Grade 11</td>
<td>1 = Enriched or Advanced</td>
<td>1 = one credit</td>
<td>F to J = French immersion courses</td>
</tr>
<tr>
<td>6 = Grade 12</td>
<td>2 = Academic</td>
<td>2 = two credits</td>
<td>3 = three credits</td>
<td>M to Q = French-language courses</td>
</tr>
<tr>
<td>7 = Grade 10 or 11</td>
<td>3 = General</td>
<td>3 = four credits</td>
<td>4 = one half credit</td>
<td>S = AP and IB courses</td>
</tr>
<tr>
<td>8 = Grade 11 or 12</td>
<td>5 = Practical</td>
<td>5 = one half credit</td>
<td></td>
<td>T = external credential courses</td>
</tr>
<tr>
<td>9 = Grade 10, 11, or 12</td>
<td>6 = Modified</td>
<td></td>
<td></td>
<td>W to Z = local program courses</td>
</tr>
<tr>
<td>7 = Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Authorized Material Abbreviations

Most of the instructional materials listed for the school programs and courses described in this document appear as indicated by the following example:

<table>
<thead>
<tr>
<th>Title and Author</th>
<th>Publisher</th>
<th>Ratio</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Keller by M. MacDonald</td>
<td>SCH</td>
<td>1/p</td>
<td>104-4042</td>
</tr>
</tbody>
</table>

Please note:

1. The ratios at which instructional materials are provided have meanings as indicated by the following examples:
   - 1/p - one per pupil
   - 1/10p - one per 10 pupils
   - 1/t - one per teacher
   - 1/c - one per class
   - 1/s - one per school
   - 1/u - one per school board
   - 1/ws - one per work station
   - cs/s - one class set per school
   - cs/t - one class set per teacher

2. The stock number is a unique number for each item. The numbers are assigned by the Provincial Learning Materials Distribution Centre (PLMDC).

3. There is a unique course code for each subject in the curriculum and the course code for each section is explained. Furthermore, the code is used at the beginning of the description of each course.
<table>
<thead>
<tr>
<th>Publisher Abbreviations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA Éditions d’Acadie</td>
<td>Librairie Acadienne</td>
</tr>
<tr>
<td>AQC Aquilla Communications</td>
<td>LID Lidec Inc.</td>
</tr>
<tr>
<td>ATL Atlantic Book Ltd.</td>
<td>LSC Lire S’Amiser Creer</td>
</tr>
<tr>
<td>BAN Bantam Books (H.H. Marshall)</td>
<td>MAR Maritext</td>
</tr>
<tr>
<td>BEAU Éditions Beauchemin</td>
<td>MED Mediaviv (Now Dimedia)</td>
</tr>
<tr>
<td>BRA Brault &amp; Bouthillier</td>
<td>MER Éditions Du Meriden</td>
</tr>
<tr>
<td>BRU Brunswick Press</td>
<td>MHL MacLean-Hunter</td>
</tr>
<tr>
<td>CAH CAHPER</td>
<td>MHR McGraw-Hill Ryerson</td>
</tr>
<tr>
<td>CAW Canada &amp; the World</td>
<td>MOD Modulo Publ/Editeur</td>
</tr>
<tr>
<td>CBE Carleton Bd of Education</td>
<td>MOS C V Mosby</td>
</tr>
<tr>
<td>CEC Centre Éducatif et Culturel</td>
<td>MPE Maritime Prov Ed Foundation</td>
</tr>
<tr>
<td>CEP Centre Pédagogique</td>
<td>MTP Metro Toronto Press</td>
</tr>
<tr>
<td>CGPC Can Gov’t Publishing Centre</td>
<td>NEL Nelson Education</td>
</tr>
<tr>
<td>CHN (now TC Media Livres Inc. TCM)</td>
<td>NGS National Geographic Soc</td>
</tr>
<tr>
<td>CIRA Can Intramural Recreation</td>
<td>NIM Nimbus Publishing</td>
</tr>
<tr>
<td>CMP Company’s Coming Pub</td>
<td>OGF Ontario Gymnastic Fed</td>
</tr>
<tr>
<td>CRC Canadian Red Cross Soc</td>
<td>OMM Ontario Milk Marketing Board</td>
</tr>
<tr>
<td>CRF Centre Ress Franco Ont</td>
<td>OUP Oxford University Press</td>
</tr>
<tr>
<td>CTF Canadian Track &amp; Field Assn</td>
<td>PEC Pearson Education Canada</td>
</tr>
<tr>
<td>DDI Diffusion Dimedia (Médialiv)</td>
<td>PEI Prince Edward Island</td>
</tr>
<tr>
<td>DFL Diffúlivre Inc.</td>
<td>PJM Production Jeux de Mots</td>
</tr>
<tr>
<td>DGL Douglas &amp; McIntyre</td>
<td>POC Pop-Club</td>
</tr>
<tr>
<td>DIS Distican</td>
<td>POJ Pocket Junior</td>
</tr>
<tr>
<td>DJA Davis &amp; Johnson Assoc.</td>
<td>PRO Progress Books</td>
</tr>
<tr>
<td>DLC Directional Learning Canada Ltd.</td>
<td>PST Michael Preston Associates</td>
</tr>
<tr>
<td>DLM Diffusion Du Livre Mirabel</td>
<td>QUQ Les Quoditiens du Québec</td>
</tr>
<tr>
<td>DSP Dominion Simplicity Patterns</td>
<td>RAG Ragweed Press</td>
</tr>
<tr>
<td>DUV Duval Education</td>
<td>REI Reidmore Books</td>
</tr>
<tr>
<td>EDU Éducalivres</td>
<td>REN Renaud-Bray</td>
</tr>
<tr>
<td>EFW E.F. Williams</td>
<td>RES The Resource Centre</td>
</tr>
<tr>
<td>EIA Éditions Image de L'Art</td>
<td>REV Revenue Canada</td>
</tr>
<tr>
<td>ERPI Éditions du Renouveau Pédagogique Inc.</td>
<td>RGR Rae Graphics</td>
</tr>
<tr>
<td>FID Éditions Fides</td>
<td>RKP RK Publishing</td>
</tr>
<tr>
<td>FRA Éditions Française</td>
<td>RNV Éditions Renouveau Ped.</td>
</tr>
<tr>
<td>FWH Fitzhenry &amp; Whiteside</td>
<td>SBF School Book Fairs</td>
</tr>
<tr>
<td>GNP General Pub Co (&amp; Irwin)</td>
<td>SCH Scholastic Book Service</td>
</tr>
<tr>
<td>GRA Les Publications Graficor</td>
<td>SCM Scholars Choice</td>
</tr>
<tr>
<td>GRO Grolier (Now Nelson)</td>
<td>SER Servidec</td>
</tr>
<tr>
<td>GUE Guérin Editeur</td>
<td>SES Spectrum Educ. Supplies</td>
</tr>
<tr>
<td>HCA Harcourt Brace &amp; Company, Canada</td>
<td>SIE Science Inquiry Enterprises</td>
</tr>
<tr>
<td>HCP Harper/Collins</td>
<td>SOL Le Soleil (Newspaper)</td>
</tr>
<tr>
<td>HEJ Herff Jones</td>
<td>TBE Toronto Board of Education</td>
</tr>
<tr>
<td>HER PEI Heritage Foundation</td>
<td>TCM TC Media Livres Inc.</td>
</tr>
<tr>
<td>HHM HH Marshall</td>
<td>TRA Tralco Lingo Fun</td>
</tr>
<tr>
<td>HMF Houghton Mifflin</td>
<td>UTP University of Toronto Press</td>
</tr>
<tr>
<td>HMS Harknett Music Services</td>
<td>WEP West Publishing</td>
</tr>
<tr>
<td>HURT Éditions Hurtubise</td>
<td>WHF WH Freeman</td>
</tr>
<tr>
<td>JWS John Wiley &amp; Sons (Now Nelson)</td>
<td>WIC Williams and Crew</td>
</tr>
<tr>
<td>KEH Kendall/Hunt</td>
<td>WLL E F Williams (Now EFW)</td>
</tr>
<tr>
<td>LAC Librarie Acadienne</td>
<td>WLM Wintergreen Myosotis Press</td>
</tr>
<tr>
<td>LGO Librairie Générale Ours</td>
<td></td>
</tr>
</tbody>
</table>
2015 - 2016
Senior High
Program of Studies
English Curriculum

Arts

Visual Arts Courses

**ART401A - Visual Arts**

*Course Description*

This introductory course provides 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 they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis.

*This course is a recommended prerequisite for ART501A.*

**ART501A - Visual Arts**

*Course Description*

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 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 and portfolio on a regular basis.

*Prerequisite: ART401A or permission from the teacher (based on level of skill and knowledge)*

**ART601A - Visual Arts**

*Course Description*

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. 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 an 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 select and describe three pieces of artwork that represent their growth in a year-end exhibition. The ART601A 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 semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

*Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge)*
**ART621A - Visual Arts**

*Course Description*
This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual personal statement/message. Students will critically view a comparative study of two artworks 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 and writings.

In the first half of the semester, students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to research for an inquiry-based project. Students are expected to present their research in both visual and written form. In the second half of the semester, students are expected to create a community-based project that develops a close relationship between investigation and a purposeful, creative process in their artwork and writings. The community-based project will encourage students to understand themselves and their relationship to each other and the wider community. Both the inquiry-based project and the community-based project encourage a respect for cultural and aesthetic differences, and promote creative thinking and problem solving.

Students will be expected to exhibit and present a body of three artworks that supports their exploration, research, and experience from the following:
- the development of their artistic thought and voice;
- an inquiry-based project;
- a community-based learning project.

The ART621A 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 semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

*Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge)*

**Dramatic Arts Courses**

**DRA621A - Dramatic Arts**

*Course Description*
This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. It will build upon the skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A, plus they will be introduced to a foundational component that will explore and analyze theatre production, script writing, and acting. Students will critically view dramatic works using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the creation of their selected focus in their dramatic work. Students will present the results of their PBL in a performance and in a reflective presentation.

Throughout this course, students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations.

* = Creativity/Innovation Course
This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

**Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge)**

### DRA701A - Dramatic Arts

**Course Description**
DRA701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Students will analyse, experience, and perform scripts through the study of movement and speech.

Students will be required to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. **DRA701A is the foundation for all future course work in drama and theatre. This course is a recommended prerequisite for DRA801A and DRA621A.**

### DRA801A - Dramatic Arts

**Course Description**
This course will focus on the technical aspects of theatre production. Students will be expected to work collaboratively with their classmates on a class production. It will build upon technical skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A, plus they will be introduced to a foundational component that will explore and examine theatre production, script writing, and acting. Students will critically view the technical approach to dramatic works and discuss their findings using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the technical production of a dramatic work.

Students are expected to develop and demonstrate growth in their proficiency of technical skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations.

This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

**Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge)**

### Music Courses

A school may alter the course title to indicate a specialization within music courses. For example, if students have a choice of vocal, strings, or the instrumental program in Grade 10, their enrolment could be recorded as MUS421 (A) Instrumental, (B) Vocal, or (C) Strings.

**Description**
All students studying music in senior high school must be introduced to the elements of music. At this level, formal lessons in materials of music, form, and history may be presented, in addition to integrated methods of presentation. Every effort should be made to relate these elements to each other and to music encountered through performance.

= Creativity/Innovation Course
There is normally a choice of emphasis between instrumental (band or strings) and chorale performance. This is reflected in the choices of music available. Where band courses are taught, they are arranged in six levels, each level corresponding to a year of study. Materials available for the first three levels will be found in the Intermediate Program of Studies and Authorized Materials. Although students will continue from the levels attained at the intermediate level, it is expected that the sixth level will be completed by the end of senior high school. Although class instruction in strings may not be possible, training in strings may continue in a controlled study situation which must include technical work, some solo playing, and ensemble experience. Listening skills and instruction in the materials of music should also be offered.

Detailed information on the instructional material listed below is to be found in the document, Instrumental Music Curriculum, Intermediate and Senior High Band. It lists each of the various program items, along with the ratio at which they are available and the PLMDC stock number.

**Choral Instructional Material**
Music instructional materials may be requested from PLMDC at the Department of Education and Early Childhood Development. Music teachers will receive orders through the school book contact.

**Instrumental Instructional Material**
Music instructional materials may be requested from PLMDC at the Department of Education and Early Childhood Development. Music teachers will receive orders through the school book contact.

**Strings Instructional Material**
Music instructional materials may be requested from PLMDC at the Department of Education and Early Childhood Development. Music teachers will receive orders through the school book contact.

### MUS421A - Music

**Course Description**
MUS421A will refine and build upon the musical concepts, knowledge, and skills of the grade nine instrumental music program. The MUS421A course will explore and investigate pieces from a variety of styles and time periods with a specific emphasis on Canadian content and the Baroque Era. Students will be expected to choose one piece from the Baroque time period as a musical study. Through the strands of Create and Perform, Listen and Perform, and Read and Perform, students will be introduced to scale identification of whole tone; interval identification of major and perfect ascending; and relative harmonic and melodic minor scales/arpeggios of C, E♭, and A♭. They will demonstrate an understanding of the following musical expressions: affectuoso, brillante, expressivo, glissando, and risoluto. Students will be expected to perform a solo and be an independent part of a small ensemble.

**Prerequisite:** 9MUSA (Grade 9 Music) or permission from the teacher (based on musical level)

### MUS421B - Music

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

= Creativity/Innovation Course
MUS521A – Music

Course Description
The course builds upon the musical concepts, knowledge, and skills of MUS421A. Students will be expected to refine, build upon, and explore the musical concepts of rhythm and metre, pitch and harmony, form, expression, and content through the three strands of Create and Perform, Listen and Perform, and Read and Perform. They will demonstrate an understanding of the following musical expressions: ad libitum, alla marica, ben maracato, con forza, con spirito, furioso, quasi, and vigoroso. In MUS521A, students will be introduced to rhythmic dictation in compound time; pentatonic scale identification; melodic dictation, chord identification of augmented, diminished, or dominant 7th; identification of intervals played simultaneously: major, minor, and perfect; and identification of chord change. They will demonstrate that they are able to play major scales/arpeggios/thirds: A and E concert; relative harmonic and melodic minor scales/arpeggios of D♭, G, and D concert; and read and play pentatonic scale. Through the context of music, students will explore the characteristics of the Classical Era. They will be expected to choose one composer from this time period on which to do a musical study. Students will also examine their own Canadian culture and how music plays a role in creating and defining that culture.

Prerequisite: MUS421A or permission from the teacher (based on musical level)

MUS521B – Music

Course Description
This course is a continuation of MUS421B. Students will progress to a higher level of theory and singing. The theory aspect will include choral music composition, sight singing, and solfege. Students will be introduced to conducting techniques. They will continue to study choral music history and listening.

Prerequisite: MUS421B

MUS621A - Music

Course Description
This course is built upon the musical concepts, knowledge, and skills studied in MUS521A. Students are expected to refine these concepts, knowledge, and skills. They will also be introduced to new concepts, knowledge, and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions) and demonstrate an understanding of the following musical expressions: a cappella, attaca, con fuoco, deciso, mesto, and troppo.

Through creating and performing, students will harmonize to familiar simple melodies and compose using a selected form with harmonization. They will be expected to read and perform major scales/arpeggios/thirds at increased tempi: C, F, B♭, E♭, A♭, D♭/C♯, G, D, and E, plus Gb/F♯ and B/C♯. Students will listen and perform intervals (augmented, diminished, ascending, and descending) and identify intervals played simultaneously (augmented and diminished). They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study.

Prerequisite: MUS521A or permission from the teacher (based on musical level)

MUS621B - Music

Course Description
This course is a continuation of MUS521B. The theory aspect will include advanced choral music composition, form/analysis, sight singing, and solfege. A project paper will be included on an aspect of the history of choral music. Students will be expected to achieve a high level of technique, interpretation, and ability in choral music. Students will have the opportunity for solo performance within the choral group.

Prerequisite: MUS521B

Creativity/Innovation Course
MUS801A - Styles of Popular Music

Course Description
This course will introduce students to a study of popular music from the 1950s to the 1970s. Students’ learning will centre 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.

* Creativity/Innovation Course
## Business Education

### ACC621A – Accounting Principles

**Course Description**

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

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.

### ACC801A – Accounting

**Course Description**

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

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.

### BUS701A – The World of Business

**Course Description**

This course introduces students to the fundamental concepts and organization of Canadian business and is designed to improve the level of economic understanding by young people. The course focuses on an overview of the place and purpose of business in Canadian society, private and public sectors, as well as consumerism.

This course will have entrance recognition at Holland College, with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.

### ENT521A – Entrepreneurship

**Course Description**

This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore and develop their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture and individually plan a business venture.

Topics will include:

- identifying opportunities;
- assessing risk;
- generating and refining ideas;
- marketing;
- organization options;
- financing and financial management.

Learning resources will include speakers, videotapes, software, and current print resources. Learning activities will involve group and individual projects.

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.
OMT801A – Office Management Technologies

Course Description
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 Technologies 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.

Prerequisite: Information Technology Communication (ITC401A)

Early planning is required for a school to offer this course. Please contact the English Curriculum Technology Specialist (902-438-4832) to discuss curriculum information, teacher training, and equipment requirements for this course.
**Career Education**

**CEO401A – Career Explorations & Opportunities**

*Course Description*
Career Explorations & Opportunities is a course which enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond secondary school.

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

**CWS501A and CWS502A/B – Cooperative Education**

*Course Description*
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 that the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice, and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

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

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

**DYF701A – Designing Your Future**

*Course Description*
In the Designing Your Future course, 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 high school. Students will participate 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.

*Successful completion of DYF701A or CEO401A is a prerequsite for Transitions 702Y.*
PHP501A – Peer Helping

Course Description
Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special, unique educational needs. Peer helpers assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room.

After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

PHP601A – Peer Helping

Course Description
Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special, unique educational needs. Peer helpers assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room.

After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

This group of peer helpers will enhance their understanding of the students to which they are assigned by researching the students’ particular conditions and contributing ideas to the development of the students’ Individual Education Plans (as appropriate). Selection of these peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process. 

Through special consideration, students may take PHP601A without having taken PHP501A.
Career and Technical Education

AUT701A – Introduction to Auto Service

Course Description
Introduction to Auto Service introduces students to the 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 Automotive Technology courses.

AUT801A – Basic Power Train

Course Description
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. They will be able to work with vehicle cooling systems; conduct tests on, diagnose, and repair cooling systems; and handle and dispose of coolants in an environmentally safe manner. They will learn how to diagnose problems related to vehicle drive lines and identify the proper procedures to be followed to affect the necessary repairs.

AUT801B – Brake Systems

Course Description
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. They will learn to service, repair, and diagnose drum brake systems, disc brake systems, and power brakes, and will be introduced to anti-lock brake systems.

AUT801C – Electrical Systems

Course Description
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. They will learn to service, test, and diagnose problems related to batteries. They will service and repair basic electrical circuits, use electrical meters, and scan tools to test and diagnose vehicle electrical systems.

AUT801D – Steering Systems

Course Description
The steering gear mechanism is an integral component of any vehicle system. 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, steering columns, and basic frame construction.

AUT801E – Suspension Systems

Course Description
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. They will also address suspension systems and steering linkages, and learn how to diagnose and correct problems related to vehicle suspension and steering components.

= Creativity/Innovation Course
CAR701A – Introduction to Carpentry Technology

Course Description
Introduction to Carpentry Technology allows the student to explore the trade of carpentry. Students will be introduced to the tools, equipment, and practices common to the trade with a constant emphasis on safe work habits. Students will develop their knowledge of solid wood products, describing their characteristics and applications in industry. Students will identify, construct, and apply various methods of wood joinery while developing technical skills with various hand and power tools common to the trade. Students will also develop skills in communication through drafting and basic math concepts for trade-related problems. 

*This is a recommended prerequisite course for all other Carpentry Technology courses.*

CAR801A – Floor Systems

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

CAR801B – Structures, Shaping, and Assembly

Course Description
Carpenters are employed in many aspects of the construction industry. Structures, Shaping, and Assembly will introduce students to various types of framing systems common throughout Canada. Students will develop knowledge in selecting and using fasteners and sealants. Students will develop their skills and knowledge of cutting and shaping tools with an emphasis on proper maintenance and care. Students will also survey the common heavy equipment used on construction sites. A safety component focuses on fire prevention and control. The student will also learn to communicate through orthographic drawings and build on their essential trades math skills.

CAR801C – Wall Framing Systems

Course Description
The proper layout of framed systems such as walls and ceilings is an essential skill required in the carpentry trade. Wall Framing Systems will develop the student’s ability to accurately lay out and construct wood frame walls and ceiling joists. Students will read and interpret blueprints and develop basic drawing skills to communicate effectively with clients and other members of a work crew. Students will also be introduced to concrete as a building material and develop math skills to estimate area and volume. Students will study the concept of the building envelope, learning proper methods to seal and weatherproof the structure.

CAR801D – Construction Planning and Foundations

Course Description
Prior to the start of any successful construction project, extensive planning and organization must be completed. Construction Planning and Foundations will develop the preliminary building operations required prior to construction. Students will learn building layout and excavation methods. Students will develop an understanding of the various types of foundations available and their supporting structures. Framing and placement methods for concrete slabs will be introduced. Construction blueprint reading skills will be developed. 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.

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CAR801E – Roof Systems

Course Description
There are a wide variety of roof styles and roof systems available to developers. Students 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 their abilities to read and interpret blueprints, to communicate effectively, and to competently solve trade-related mathematical problems.

CUL801A – Culinary Skills A

Course Description
CUL801A 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.

CUL801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary studies in this subject area.

Prerequisite: FDS421A

CUL801B – Culinary Skills B

Course Description
CUL801B is a career and technical education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include stocks, soups and sauces, baked goods, fruits and vegetables, fish, poultry and meats, and customer service and dining.

CUL801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education in this subject area.

Prerequisite: FDS421A

= Creativity/Innovation Course
DES701A – Design Technology

Course Description
Every manufactured product and building starts with a design concept and technical drawings. Design Technology will introduce the student to the technical design and problem solving process, practising basic design principles, and analysing 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 students 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 appeals to a wide variety of students and will provide essential skills for any students considering a career in engineering, technologies, or skilled trades.

ROB801A – Robotics

Course Description
Robotics is composed of technical learning opportunities as well as the scientific knowledge, skills, and technological/societal connections through an automated and radio-controlled robotics design context. This course extends the knowledge and skills in Applied Science (SCI701A) through the introduction of automation (computer programming) into the engineering design process along with a greater emphasis on synthesis through open-ended project based design challenges.

Prerequisite: Applied Science (SCI701A) or permission from the teacher (based on level of skill and knowledge)

WEL701A – Introduction to Welding

Course Description
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. They will learn to select and use the proper tools to complete welding tasks. They will also learn to safely handle materials related to welding, and will be introduced to multiple welding techniques and processes.

This is a recommended prerequisite course for all other Welding Technology courses.

WEL801A – Shielded Metal Arc Welding (SMAW)

Course Description
Welders always strive to achieve a high standard of quality in their work. During this course, students will identify and describe the various types of weld joints and learn to select the proper electrodes for various tasks. They will diagnose and correct problems that arise when using SMAW equipment. They will also identify and safely use power tools common to the trade, and develop the theoretical and practical knowledge to perform high quality SMAW welds.

WEL801B – Gas Metal Arc Welding (GMAW)

Course Description
Gas metal arc welding is extensively used in industry and is a process that a welder is most likely to use throughout his/her career. During this course, students will learn to identify, describe, and safely use the equipment and tools required to perform GMAW welds. They will select the proper GMAW filler metals and shielding gases, and correctly identify and select proper weld joints. Industry demands and sets a high standard for welders, and students are expected to develop the physical hand skills required to perform GMAW welds in all relative positions.

= Creativity/Innovation Course
WEL801C – Oxyfuel Process

Course Description
The oxyfuel process is commonly used in industry to perform a variety of cutting, gouging, and fusion tasks. Welders are expected to have a high skill level and knowledge of oxyfuel equipment and processes. Students will learn to set up and troubleshoot oxyfuel outfits, perform accurate cutting and piercing operations, execute acceptable fusion welds, braze welds and brazing operations, and describe and perform various thermal cutting and gouging processes.

WEL801D – Flux Core Arc Welding (FCAW)

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

WEL801E – Gas Tungsten Arc Welding (GTAW)

Course Description
Gas tungsten arc welding is a precise method of welding various types of metal. GTAW is a welding process widely used 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.

Career and Technical Education Exploratory Courses

Schools are asked to adapt the course description below to suit the specific nature of the program within their school:

CTE701A – Career and Technical Education  (Formerly IND701A)
CTE801A – Career and Technical Education  (Formerly IND801A)

CTE701A and CTE801A are intended to provide students an opportunity to explore technical occupations and/or skilled trade related careers. Students are expected to work safely, build problem solving skills, work collaboratively, think critically, and take responsibility for their own learning within the course. These courses should strive to integrate both the practical and theoretical components of the area of focus, providing time for students to practise the skills needed, acquire the knowledge base, and develop projects that require the active engagement of both the hands and the mind. Students are expected to think reflectively and critically of their work and be prepared to suggest ways in which their work/skills can improve.

= Creativity/Innovation Course
Communication and Information Technology

Integration

Rationale:
To focus on how communication and information technology can be used from Grades 10-12 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

Advantages of Technology Integration:
Integration of technology into the curriculum
- ensures that curriculum is the principal focus, rather than technology;
- promotes the development of creative thinking, critical thinking, research, communication, and problem-solving skills;
- provides access to rich resources and learning experiences that can extend far beyond those offered in traditional classrooms;
- motivates students to complete learning tasks and become more readily engaged in their own learning;
- supports current research which suggests that people learn in a holistic fashion rather than in a compartmentalized manner;
- supports contemporary approaches to education such as cooperative learning, constructivism, resource-based learning, and individualized learning;
- provides teachers with an additional means to address multiple learning styles;
- provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills;
- enables students to acquire a better understanding of how to use technology in meaningful ways;
- ensures that all students have the opportunity to develop technological competencies;
- prepares students to select appropriate technologies to complete tasks;
- provides teachers with an opportunity to model lifelong learning as students witness teachers learning and using new skills for a purpose.

Senior High Technology Resources:
Online curriculum guides and specific course lesson plans may be found at:

Software:
- Adobe Reader 9.0 - (PDF reader) available on all networked computers
- ALICE (programming) - available on all networked computers
- ArcExplorer Java Education - (GIS reader for maps and corresponding data) available on all networked computers
- ATutor 1.6.4 - (online content management system, threaded discussion forum, file and link sharing, online quizzes, etc.) available at: http://atutor.gpei.ca
- Audacity 1.2.4 - (audio editing) available on all networked computers
- AVID Xpress Pro Ver. 5.2 HD and iMovie - (video editing) available in the CIT or Graphic Arts lab
- Chrome 37.0.2062.120m (web browser) - available on all networked computers
- Firefox 19.0.2 - (web browser) available on all networked computers
- Google Earth - (mapping) available on all networked computers
- Google Sketchup - (computer aided drawing) available on all networked computers
- Groupwise Client 8 - (e-mail) available on all networked computers
- Internet Explorer 7 - (web browser) available on all networked computers
- Kurzweil - (text-to-speech reader) available on all networked computers
• Liberty Basic - (programming) available in the CIT lab
• Macromedia Studio MX-2004 - (desktop publishing, graphics, web page editor, and 2D animation) available on all networked computers
• Microsoft Office 2007 - (word processing, desktop publishing, spreadsheet, database, and visual presentations) available on all networked computers
• MTMM Keyboarding - (keyboarding tutor) available on all networked computers
• Netmail - (web-based e-mail) available on all networked computers
• Paintshop Pro 9 - (advanced graphics program) available on all networked computers
• PhotoStory 3 - (digital storytelling) available on all networked computers
• Quick Time - (media player) available on all networked computers
• Quiz2Go - (assessment software) available on all networked computers
• Real Player SP - (media player) available on all networked computers
• Simply Accounting - (ACC621A) available in lab; requested in the schools that are offering this curriculum
• Smart Notebook 10.8 - (Smart Board presentation) available on all networked computers
• Stellarium - (planetarium) shows realistic sky in 3D
• Stop Motion Animator - (animation) available on all networked computers
• Stop Motion Pro Ver. 4 - (animation) available in the CIT or graphic arts lab
• TI Graphing - (mathematics) available on all networked computers
• Understanding Math Plus 2008 - (mathematics) available on all networked computers
• Visual Basic Studio 2008 - (programming) available in the CIT lab
• VLC Media Player - (multimedia player) available on all networked computers

CMM801A – Creative Multimedia

Course Description
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 prerequisites are required.

CMP521A – Introductory Computer Studies

Course Description
The CMP521A course focuses on the development of problem solving skills through the analysis, design, and implementation of digital solutions. The following topic areas are addressed throughout the course: the computer and its effects upon society, database management, HTML, Cascading Style Sheets, and structured programming.

This is an introductory level course and no prerequisites are required.

CMP621A – Computer Studies

Course Description
CMP621A is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming and dynamic website publishing. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course.

Good mathematical skills and the successful completion of the CMP521A course are highly recommended for students enrolling in this course.

= Creativity/Innovation Course
**ITC401A – Information Technology Communication**

*Course Description*
ITC401A will provide students with foundational skills in the use of business productivity software. In this course, students will have the opportunity to develop knowledge and enhance skills in keyboarding, word processing, desktop publishing, visual presentations, spreadsheet and graphing, effective Internet searching, and e-mail usage. A variety of computer literacy and digital citizenship topics will be discussed throughout the course.

Skills and knowledge acquired in this course are useful in all curriculum areas in high school, during post secondary studies, and will be transferable to the workplace. Awareness of ergonomics and proper keyboarding techniques will reduce physical strain from increased use of computer technology at home and at work.

**ITE801A – IT Essentials**

*Course Description*
The CISCO IT Essentials: PC Hardware and Software Networking Academy curriculum is used for this course. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Further topics include connecting to the Internet, sharing network resources, configuring wireless connectivity, maintaining laptops and portable devices, examining security, safety, and developing communication skills. Students participate in hands-on activities and lab-based learning to become familiar with various hardware and software components and discover best practices in maintenance and safety. This curriculum aligns to the Comp TIA A+ Essentials industry certification, preparing students for entry level careers in field service technician, bench technician, help desk support, and computer sales representative occupations.

Students who enroll in ITE801A are not expected to have any previous technical skills or knowledge.

*IT Essentials is a required course for the Focus on Information Technology (FIT) certificate program. See [http://www.edu.pe.ca/journeyon/resources/curricguides/currguides.html](http://www.edu.pe.ca/journeyon/resources/curricguides/currguides.html) for more information. Advanced standing based on the successful completion of ITE801A, IT Essentials, will be granted to students who apply to the following Holland College programs: Computer Networking Technology or Computer Information Systems.*

*In addition to advanced standing, Holland College will provide transfer credit to students who successfully complete the ITE801A course with an overall average of 70%. Full transfer credit applies to the following Holland College courses: CMPH 1000, CMPS 1000, CIS 1301, or CIS 1306.*

*Early planning is required for a school to offer this course. Please contact the English Curriculum Technology Specialist (902-438-4832) to discuss curriculum information, teacher training, and equipment requirements for this course.*
English

Atlantic Provinces Education Foundation (APEF)

A copy of the Atlantic Provinces Education Foundation Curriculum Document in English Language Arts provides foundational support to the various English language arts courses at the senior high level. Additional copies of this document are available at the Department of Education and Early Childhood Development and on the departmental website. This document offers a vision of what the learning and teaching of English language arts can become when well supported by the education system and community, and when strengthened by collaboration among students, teachers, administrators, and community members.

This document also provides, by using curriculum outcomes as a reference point, a framework on which educators and others in the learning community can base decisions concerning learning experiences, instructional techniques, and assessment strategies.

English Core Courses

ENG421A – English

Course Description
This integrated Language Arts course is designed to help students reach a high level of skill in all three strands of the English Language Arts Curriculum: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. This course is grounded in fundamental skills that ensure students are prepared for the variety of pathways they may take after high school. This course will include a balanced literacy program with a variety of resources to engage students in meaningful activities that will support their development in the ten specific curriculum outcomes.

ENG421B – English (Pre-IB)

Course Description
This integrated Language Arts course is designed to help students reach a high level of skill in all three strands of the English Language Arts Curriculum: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. This course is grounded in fundamental skills that ensure students are prepared for the variety of pathways they may take after high school. This course will include a balanced literacy program with a variety of resources to engage students in meaningful activities that will support their development in the ten specific curriculum outcomes.

ENG431A – English

Course Description
Students in this course are provided an opportunity to explore texts with a variety of meaning and interpretation. Throughout this course, students will be provided with frequent opportunities to observe, apply, and practise oral, written, and visual forms of language. In addition, they will use these frequent language opportunities to discern the structures and use of language to access and use information.

ENG451A, 551A and 651A – English

Course Description
These courses, for Grades 10, 11, and 12, respectively, emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students’ interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.
ENG521A – English

Course Description
ENG521A examines major genres such as poetry, essays, novels, short stories, and drama, and provides supports (including assessment rubrics) that address all the outcomes of the APEF Language Arts Curriculum. While recognizing the diverse community of learners, ENG521A 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.

ENG421A, ENG521A, and ENG621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.

ENG531A – English

Course Description
This course is designed for students who have some difficulty with oral and written communication. The goal of the course is to encourage the reading and enjoyment of novels, short stories, and drama so that students become more readily connected with the literature being explored, furthering their ability to approach a selection strategically. This program will help students increase their vocabulary and discuss and express their ideas by collaborating in oral, written, and media projects. Meaningful writing activities will expose students to all of the stages of the writing process, with particular emphasis on revising and editing.

ENG621A – English

Course Description
This course is, for most students, the last high school course in English prior to entering post-secondary studies. Therefore, in writing, attention is given to research and argumentative essays; and in literature, the study of form becomes more important. The reading of novels, drama, short stories, essays, and poetry begun in earlier years is continued in this course, but with increased emphasis on structure and authors’ techniques. However, the inquiry approach with its emphasis on active student involvement is followed. Furthermore, the process approach to writing is continued.

ENG421A, ENG521A, and ENG621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.

ENG631A – English

Course Description
Students in this course will read a wide variety of texts and write in 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.
English Electives

COM801A – Communications
Course Description
This course is designed to help the student become proficient with the fundamental principles of communication in order to be successful in an ever-changing marketplace. Emphasis is placed on the six strands of the communication process: reading with comprehension, writing with clarity and purpose, speaking with confidence and precision, listening with sensitivity and perception, viewing with understanding, and representing as a means of exploration. In addition, students will acquire the technological skills needed for tomorrow’s workplace which include word processing skills, advanced features of e-mail, and effective Internet searching.

This course will have entrance recognition at Holland College, with the curriculum designed to link to post-secondary opportunities in the studies of Office Systems Administration and Business Administration.

LSK551A – Life Skills English
Course Description
This optional English course emphasizes the everyday applications of reading, writing, speaking, listening, and viewing skills. Students participate in activities and projects centred around evaluating television programs; simulating job interviews; obtaining and learning how to complete the various forms people use in job applications or in banking; practising the reading, writing, and thinking skills needed for operating an automobile or maintaining an apartment; and learning oral communication skills for dealing with people in social settings such as hospitals, the courts, governments, and business. The study of literature, grammar, and mechanics is not emphasized in this course. However, appropriate language usage is stressed for the everyday applications which are the focus of study.

MED531A – Media
Course Description
This optional English course provides for the study of four types of mass media: television, radio, newspapers, and magazines. Students learn the appropriate terminology to describe, discuss, and compare the main features of media. In addition, project work helps to develop an understanding of how media are used and produced. Besides the media themselves, advertising and the media is an important topic of the course. For each medium, the methods and impact of advertising are examined.

WRT421A – Writing
Course Description
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 (pre-writing, drafting, revising, editing, and publishing/sharing) and the research process (topic selection, researching, note taking, planning, writing, and documenting sources). Practical strategies are explicitly taught and modelled 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.
WRT521A – Creative Writing

Course Description
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 the opportunity to develop and practise 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 WRT521A 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.

= Creativity/Innovation Course
EAL701A – English as an Additional Language - Beginning/Introductory Level

Course Description
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 and 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 EAL701B the same semester as EAL701A, where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

EAL701B – English as an Additional Language - Beginning/Introductory Level

Course Description
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 and progression 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 EAL701A the same semester as EAL701B where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

EAL701C – English as an Additional Language - Intermediate Level

Course Description
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 to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the intermediate level, or for those who have successfully completed EAL701A and EAL701B. 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 EAL701C will then take EAL701D to further progress in their English language proficiency.
EAL701D – English as an Additional Language - High/Intermediate/Advanced Level

Course Description
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 to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the high-intermediate level, or for students who have successfully completed EAL701C. 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 EAL701D before taking ENG421A or ENG431A.*
Independent Study Courses

**ISC521A – Independent Study Course**

**ISC621A – Independent Study Course**

*Course Description*

The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework in their Grade 11 or Grade 12 year. 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 that is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student’s care, attention to detail, and overall pride in his or her work, while requiring a considerable commitment of time, effort, and energy on the part of the student.

Early planning is required for a student to enroll in this course. Independent study courses are developed cooperatively by the student and a supervising teacher, and are approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Please contact the Coordinator of English Curriculum at the Department of Education and Early Childhood Development for more information.

*Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.*
Mathematics

The Prince Edward Island high school mathematics curriculum includes three pathways: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings. These pathways are illustrated in the following diagram:

HIGH SCHOOL MATH PATHWAYS

GRADE 10

MAT421K Apprenticeship and Workplace Mathematics 10

MAT521K Apprenticeship and Workplace Mathematics 11

MAT631A Apprenticeship and Workplace Mathematics 12

GRADE 11

MAT801A Applied Mathematics

MAT521A Foundations of Mathematics 11

MAT621A Foundations of Mathematics 12

GRADE 12

MAT521B Pre-Calculus 11

MAT621B Pre-Calculus 12

MAT611B Calculus

Please note that MAT801A may be taken by any student in grade eleven or twelve from any pathway, as it is an open course.

The goals of all three pathways are to provide the prerequisite knowledge, skills, understandings, and attitudes for specific post-secondary programs or direct entry into the work force. All three pathways provide students with specific mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. Each pathway is designed to provide students with the mathematical understandings, rigor, and critical thinking skills that have been identified for specific post-secondary programs of study or for direct entry into the work force. When choosing a pathway, students should consider their interests, both current and future.

Apprenticeship and Workplace Mathematics
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics, and probability.

Foundations of Mathematics
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, algebra and number, logical reasoning, relations and functions, statistics, probability, and a mathematics research project.

Pre-Calculus
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, combinatorics, and introductory calculus.
MAT421A – Foundations of Mathematics and Pre-Calculus 10

Course Description
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 in this course have a strong background in grade nine mathematics.*

MAT421B – Foundations of Mathematics and Pre-Calculus 10 (Pre-IB)

Course Description
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.

*Learning experiences and opportunities in this course will support students considering entry into the International Baccalaureate Programme.*

MAT421K – Apprenticeship and Workplace Mathematics 10

Course Description
MAT421K is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT421K, combined with the grade eleven course (MAT521K) and a grade twelve course (MAT631A or MAT801A), will meet the requirements necessary to enter some community college programs. This course includes topics such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

MAT451A – Practical Mathematics 10

Course Description
This is an introductory high school mathematics course which emphasizes the basic math skills used in daily activities. Students learn about whole numbers, fractions, decimals, percents, ratios, proportions, graphs, measurements, geometry, and introductory algebra. Practical mathematics includes the building of calculator skills and estimating results, figuring out measurement, and calculating the cost of various items and materials.

MAT521A – Foundations of Mathematics 11

Course Description
This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The topics covered are logical reasoning, angles and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning. *Students cannot receive credit for both MAT521A and MAT521B, or for both MAT521A and MAT521E.*

MAT521B – Pre-Calculus 11

Course Description
This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. The topics covered are sequences and series, trigonometry, quadratic functions, radical functions, rational functions, absolute value functions, systems of equations, and inequalities. *Students cannot receive credit for both MAT521A and MAT521B.*
MAT521E – Pre-Calculus Elective

Course Description
This course, although optional, is highly recommended for students in the pre-calculus pathway. The topics covered are logical reasoning, geometry, statistics, probability, and financial mathematics.

**MAT521E is intended for students in the Pre-Calculus pathway only. Students who are in the Foundations of Mathematics Pathway (MAT521A or MAT621A) cannot receive credit for MAT521E.**

MAT521K – Apprenticeship and Workplace Mathematics 11

Course Description
MAT521K continues the exploration of how essential skills are used in the workplace and in everyday life. MAT521K, combined with a Grade 12 mathematics course (MAT631A or MAT801A) will meet the requirements to enter some community college programs. This course includes topics such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

MAT551A – Practical Mathematics 11

Course Description
This course emphasizes the concepts and skills associated with comprehending and using mathematics on a day-to-day basis. Included are the mathematics associated with utility bills, food buying and preparation, transportation, mortgages and loans, credit buying, and insurance. In addition, the course includes interpreting charts, tables, graphs, rate schedules, scale drawings, and statistical information.

MAT611B – Calculus

Course Description
This is an introductory calculus course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as engineering or most science programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.

**MAT611B is a prerequisite for this course. As well, it is recommended that students have a strong background in MAT611B.**

MAT621A – Foundations of Mathematics 12

Course Description
This is a third 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 financial mathematics; logical reasoning; probability; combinatorics; functions; and polynomial, exponential, logarithmic, and trigonometric functions.

**Students cannot receive credit for both MAT621A and MAT621B, or for both MAT621A and MAT521E.**

MAT621B – Pre-Calculus 12

Course Description
This is a third 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 transformations, functions, trigonometry, exponential functions, logarithmic functions, function operations, and combinatorics.

**This course is a prerequisite for MAT611B. Students cannot receive credit for both MAT621A and MAT621B.**
MAT631A – Apprenticeship and Workplace Mathematics 12

Course Description
MAT631A will meet the requirements to enter many community college programs. MAT631A includes topics in measurement and probability, working with data, linear relationships, owning and leasing a vehicle, properties of geometric figures, transformations, and trigonometry.

Note: This course will be coded MAT621K in September 2016.

MAT651A – Practical Mathematics 12

Course Description
This course is intended for students who might benefit from a program that emphasizes problem solving. The content includes problems involving income; banking; credit; transportation; housing; taxes; insurance; investments; and renting, purchasing, and budgeting.

MAT801A – Applied Mathematics

Course Description
This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trades-related courses. MAT801A will meet the requirements for some community college programs. The units of study include mathematical essentials, construction/housing, electrical, spatial sense, and fabrication.
Physical Education

PED401A – Physical Education - Wellness

Course Description
The purpose of PED401A (Wellness) is to develop confident and competent students who understand, appreciate, and engage in a balanced, healthy, and active lifestyle. This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person’s development. Throughout PED401A, opportunities are provided for students to attain and maintain a healthy mind, body, and spirit. Young people can acquire the understandings, skills, and confidence needed, for example, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being.

This course will broaden, extend, and reach beyond traditional ideas of fitness and health. It is a way of doing and is a compliment and extension of learning from the K-9 physical education curriculum. This curriculum is committed to and appreciates what students do, think, feel, and believe about their wellness. It is a positive, active approach to living and will enhance the quality of life we should enjoy when the physical, psychological, spiritual, social, and environmental dimensions in our lives are balanced. No dimension should be neglected or overemphasized.

PED621A – Physical Education - Leadership

Course Description
This course is designed to provide an involvement for students that have a prospective interest in community recreation, fitness, physical education, coaching, and/or personal appreciation as a participant or volunteer, for the various leadership roles in society. A large percentage of the instruction will take place in the classroom with the gymnasium, outdoors, and other practical settings used to supplement course content. Part of the evaluation will be derived from participation in individual or group projects involving administration and organization within both the school and the community. Some of the major unit topics include: leadership, event management, sport history, coaching certification, fitness appreciation, sports medicine, teaching, and various other sports appreciation topics.

PED801A – Physical Education - Life Style

Course Description
PED801A (Life Style) is an elective credit for students in their second or third year of senior high school. The course is intended to further develop an appreciation for an active healthy lifestyle. Greater emphasis is placed on the understanding and practice of sound fitness concepts. Students are also given greater opportunity to develop useful recreational skills. The activities offered are similar to those in Grade 10 but can be covered more extensively while still offering plenty of opportunity for recreational play.
Resource

**RES401A – Resource**

*Course Description*
A number of students enter high school in grade ten with needs that cannot be addressed adequately through traditional courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student.

The goals of this course include:
- developing skills in communication, time management, organization, research, and study skills;
- exploring the relevance and potential career options resulting from the skills listed above;
- developing an awareness by the student of his/her personal learning style and academic strength;
- identifying and remediating learning difficulties and strengthening areas of academic concern;
- allowing students to experience success.

*Course Entrance Criteria*
No student may select to take a resource credit. Students must be referred/recommended by the school services team, the students’ teachers, and school administrators.

Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.

This credit is not available to students with an I.E.P. who are eligible for a special education credit.

*Credit Information*
Students will receive 110 hours of instruction including time spent in class (normally a maximum of one-third of a semester) prior to the beginning of the resource course.

A student may not receive a resource credit and another subject credit for same time block of study. The teacher will develop an individualized course plan for the student in consultation with the Student Services Team and the student at the beginning of the course. This plan must include student outcomes and the teaching and learning strategies for achieving such outcomes, as well as assessment strategies to be used.

A student may receive up to one resource credit per year for a maximum of three credits. A teacher will place a copy of the plan and the progress achieved by the student in the student’s record file.

**RES501A/601A – Resource**

*Course Description*
Outcomes are a continuation of those started in RES401A. More emphasis should be placed on exploring career options and on the acquisition of workplace related skills. The entrance criteria and goals/outcomes for RES501A and RES601A are based on those already identified in the RES401A course outlined above.
**Science**

**AGR621A – Animal Science**

*Course Description*
This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare.

The major topics include:
- An Overview of Animal Science;
- Genetics and Reproduction;
- Animal Nutrition;
- Animal Care and Management.

AGR621A requires students to follow a guided inquiry process that will result in an investigation and presentation of an animal care and management issue.

*Students who take AGR621A Animal Science may not take AGR801A Animal Science.*

**AGR801A – Animal Science**

*Course Description*
This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare.

The major topics include:
- An Overview of Animal Science;
- Genetics and Reproduction;
- Animal Nutrition;
- Animal Care and Management.

Some course content is flexible to allow teachers and students to take advantage of selecting animals or areas of special interest.

*Students who take AGR801A Animal Science may not take AGR621A Animal Science.*

**AGS621A – Agriscience**

*Course Description*
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:
- An Overview of Agriscience;
- Soil and Water Management;
- Plant Biology;
- Crop Production;
- Green Spacing.

AGS621A requires students to follow a guided inquiry process that will result in an investigation and presentation of a crop production issue.

*Students who take AGS621A Agriscience may not take AGS801A Agriscience.*
AGS801A – Agriscience

Course Description
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:
- An Overview of Agriscience;
- Soil and Water Management;
- Plant Biology;
- Crop Production;
- Green Spacing.

Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest.

Note: Students who take AGS801A Agriscience may not take AGS621A Agriscience.

BIO521A – Biology

Course Description
This is the first science course in which the focus is entirely on the life sciences. BIO521A 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.

BIO621A – Biology

Course Description
This is the second science course in which the focus is entirely on the life sciences. BIO621A 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.
**BIO801A – Human Biology**

*Course Description*
This course is designed to introduce students to the structure, function, and interrelation of the various systems in the human body that are required to maintain homeostasis.

The units of study include:
- Homeostasis;
- Nutrition;
- Digestive System;
- Circulatory System;
- Blood and Immunity;
- Respiratory System;
- Excretory System;
- Skeletal System;
- Muscular System;
- Nervous System;
- Endocrine System;
- Reproductive System;
- Embryonic Development;
- Genetics.

BIO801A will provide students with the opportunity to develop knowledge, skills, and the science-technology-society-environment connections concerning the functioning of their body. In addition, students will hopefully develop a positive attitude toward, and an appreciation for, the life sciences.

**CHM511A – Chem-Study**

*Course Description*
This course is presently under review in light of the implementation of CHM521A – Chemistry.

**CHM521A – Chemistry**

*Course Description*
This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. CHM521A builds upon the knowledge and skills developed in the Chemical Reactions unit in SCI421A.

The units of study include:
- Stoichiometry;
- From Structures to Properties;
- Organic Chemistry.

CHM521A provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry.

**CHM611A – Chem-Study**

*Course Description*
This course is presently under review in light of the implementation of CHM621A – Chemistry.

**CHM621A – Chemistry**

*Course Description*
This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. CHM521A provides the foundation for the units of study in CHM621A.

The units of study include:
- Thermochemistry;
- From Solutions to Kinetics to Equilibrium;
- Acids and Bases;
- Electrochemistry.

*Prerequisite: CHM521A*
ENV621A – Environmental Science

Course Description
ENV621A 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;
- Sustainability.

Some course content is flexible to allow teachers and students to take advantage of selecting local topics or areas of special interest. A 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 analysing environmental issues. With guidance and teacher-directed models, students will learn to follow a scientific inquiry process within their own investigations of environmental issues.

Prerequisite: SCI421A

OCN621A – Oceanography

Course Description
OCN621A is an integrated science course that examines the geological, chemical, physical, and biological aspects of the marine environment. Students will be made aware of regional, national, and global ocean-related issues.

PHY521A – Physics

Course Description
This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A builds upon the knowledge and skills developed in the Motion unit in SCI421A.

The units of study include:
- Kinematics (study and description of motion);
- Dynamics (study of forces that explain motion);
- Momentum and Energy;
- Waves.

PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum.

PHY621A – Physics

Course Description
This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A provides the foundation for the units of study in PHY621A. Topics related to kinematics, dynamics, and energy in PHY621A will include two-dimensional analysis.

The units of study include:
- Force, Motion, Work, and Energy;
- Fields.

Prerequisite: PHY521A
SCI421A – Science

Course Description
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.

The units of study include:
- Sustainability of Ecosystems;
- Chemical Reactions;
- Motion;
- Weather Dynamics.

SCI421B – Science (Pre-IB)

Course Description
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.

The units of study include:
- Sustainability of Ecosystems;
- Chemical Reactions;
- Motion;
- Weather Dynamics.

Learning experiences and opportunities in this course will support students continuing on to the International Baccalaureate Programme.

SCI431A – Science

Course Description
This course introduces students to concepts that are relevant in today’s world. It encourages students to become interested and inquisitive in a variety of scientific topics.

The course is divided into four units:
- Ecosystems;
- Chemical Reactions;
- Physics;
- Weather Systems.

Lab and field activities will complement the curriculum.

SCI701A – Applied Science

Course Description
SCI701A 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 investigate energy resources in order to help them appreciate the importance of energy and alternate fuel sources. As well, students will explore a range of career opportunities in the area of applied science.
Social Sciences and Humanities

**CLO521A – Clothing**

*Course Description*
This course is designed to create an interest in all aspects of clothing, including fabrics, fibres, construction, and wardrobe planning. Students will learn to use and care for a sewing machine and other sewing equipment, to select and use commercial patterns, and to select and prepare fabric for clothing construction. Students will be required to construct sufficient sewing projects to practise such techniques as waistbands, collars, sleeves and cuffs, zippers and buttonholes, pockets, hems, and pressing techniques. In addition to these skills, students should also have the knowledge to help them make wise clothing related choices in the marketplace, and to maintain and care for their own clothing.

**FAM421A – Family Life Education**

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

**FAM621A – Family Life**

*Course Description*
Unit topics included are: Family as a Basic Unit, Choosing a Partner, Getting Married, The Marriage Relationship, Facing Family Challenges, Transition to Parenthood, Late Adulthood, and the Nature of Marriage and the Family.

**FDS421A – Foods and Nutrition**

*Course Description*
FDS421A 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. *This is a recommended prerequisite course for all Culinary Skills courses.*

**HOS801A – Hospitality and Tourism**

*Course Description*
This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the various sectors of the industry such as accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services, and transportation.

Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called Super Host. *This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of Tourism and Hospitality.*
HSG621A – Housing

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

CAS401A – Canadian Studies

Course Description
CAS401A is designed to meet the needs of students with a wide range of abilities and interests, and will engage students in a broad overview of historical and contemporary factors that form and continue to influence our identity as a country. Areas of study include geography, history, economics, culture, and citizenship. Interdependence is a persistent theme in our global world and will extend grade nine Atlantic interdependence to a broader Canadian context.

ECO621A – Introductory Economics

Course Description
The major areas of study within this course include fundamental economic theories, microeconomics, macroeconomics, and global economic concepts. Students will also move through the inquiry process by exploring an economics topic that is of interest to them. The overall objective of the course is to provide students with the knowledge and skills needed to understand economic concepts and issues, and to prepare them for effective decision-making, responsible citizenship, and critical analysis. Economic issues are rooted in social, political, and environmental problems that require a great deal of attention and have important consequences. It is therefore vital that senior high school students have the opportunity to understand the fundamental principles and concepts of this subject matter, as well as develop and acquire economic literacy so they can respond to the challenges of our modern society.

GEO421A – Geography of Canada

Course Description
This course explores Canada's distinct and changing character, and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geographic tools and technologies, inquiry, and communication methods to analyse and evaluate geographic issues, and to present their findings.

GEO521A – Global Studies

Course Description
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, 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: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World. A Global Classroom Initiative component of the course provides a unique PEI-Kenya link supporting the cultural unit of the course.

GEO531A – World Geography

Course Description
This course investigates the study of geography, its method and tools, and the application of geographic inquiry in making sense of the world around us. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying world geography. Students will explore patterns that exist in the natural world that link land, oceans, natural resources, climates, and human activity. Current issues will be an integral part of the World Geography course, although the emphasis will remain on physical geography concepts. Students will engage in a geographic inquiry that may also form the basis of their active citizenship project. The course is organized into three units: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World.
GEO621A – Global Issues

Course Description
This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of “global issue” and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

GEO631A – Global Issues

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

HIS421A – Ancient and Medieval History

Course Description
This survey course in ancient and medieval history traces the evolution and the principal events in human history. Students will be introduced briefly to the periods of pre-history before focusing more intently on ages and eras beginning with the Paleolithic Age (Stone Age). The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; and the Feudal System. Emphasis will be placed on relating historical events and legacies to the present.

HIS421B – Ancient and Medieval History (Pre-IB)

Course Description
This survey course in ancient and medieval history traces the evolution and the principal events in human history. Students will be introduced briefly to the periods of pre-history before focusing more intently on ages and eras beginning with the Paleolithic Age (Stone Age). The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; and the Feudal System. Emphasis will be placed on relating historical events and legacies to the present.

Learning experiences and opportunities in this course will support students considering entry into the International Baccalaureate Programme.

HIS521A – Modern World Survey

Course Description
This course is a continuation of HIS421A, although there is no prerequisite. It is a survey of the early modern world beginning at the Renaissance in the 1400s. Students will then continue a chronological study that includes the Age of Discovery, Absolutism, Revolution, Imperialism, Industrialization, Nationalism, and the wars of the 20th century. Similar to HIS421A, the focus will be on the impact of historical events and legacies of the early modern world on present-day society.

= Creativity/Innovation Course
HIS621A – Canadian History

Course Description
This course was developed specifically to represent an Atlantic Canadian perspective within our national historical context. The course is organized into thematic units which address persistent questions in Canada’s history. 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. The course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada’s history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada’s Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

HIS621B – PEI History

Course Description
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 and learning, students will investigate the social, cultural, political, and economic development of PEI from its earliest records of settlement to the present. Students will study various historical themes and issues through a range of time periods 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.

LAW521A – Introductory Law

Course Description
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 of interest.

LAW531A – Introductory Law

Course Description
This course is similar to LAW521A in that it provides an introduction to many of the same concepts. Students will be able to gain an 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. The Civil Law unit also includes a section on Family Law. Topics of study include fundamentals of law, the Charter of Rights and Freedoms, criminal and civil law procedures, youth and law, sentencing, and remedies and defences, among other areas of interest.
**POL621A – Advanced Political Studies**

*Course Description*

This course is divided into two parts, Canada’s political system and an overview of the world’s major political systems.

Topics covered under Canada’s political system include the role of government, the electoral process, the role of political parties, the Constitution, Parliament, federal, provincial, and municipal governments, the *Charter of Rights and Freedoms*, and other political concepts such as civil protest.

This course also seeks to broaden 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 analyse world problems through different viewpoints. The course promotes critical thinking and decision-making skills, and encourages discussion and debate on current political events.

**SOC451A – Social Studies**

*Course Description*

This course has been designed to meet the needs of Grade 10 students who may otherwise have difficulty with academic or general courses. The program content is drawn from a number of social science disciplines with an emphasis on Canadian-based topics and materials. Current issues, citizenship topics, and the legal system are examined as well as other selected themes in Canadian history and geography.

**SOC851A – Social Studies**

*Course Description*

This course is an overview of the geography, history, and society of Canada in a North American and world context. It is designed to complement and continue the study undertaken in SOC451A.
French Curriculum

Core French

The Senior High Core French Program is based on a multidimensional curriculum which incorporates the life experiences and interests of the learners. The communication skills targeted for development are those which learners need in order to function independently in French within the fields of experience studied.

Since French is to be the working language of the classroom, a variety of teaching strategies, including extensive small-group work, are necessary to ensure maximum student interaction and collaboration. Comprehension, interaction, and production skills are developed through experiential teaching units which incorporate a variety of authentic materials used by Francophones in their daily lives.

_FSL Core French 10-11-12; Teaching and Learning in a Core French Setting_, a resource document for school boards and administrators, is available from the Department of Education and Early Childhood Development curriculum Core French specialist.

**FRE421A – French**

Course Description

FRE421A is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: Canadians, Childhood Memories, Volunteering, and Getting a Driver’s License. Both oral and written communication skills are developed in the context of authentic situations, and French is the working 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 achievement of that goal. Evaluation will be based on listening, reading comprehension, written, and oral production.

**FRE521A – French**

Course Description

FRE521A is a continuation of the FRE421A program but with different themes which include Extreme Weather, Film-Making, Planning a Trip, Lifestyles – Knowing Yourself, Crime and Violence, and The Theatre.

**FRE621A – French**

Course Description

The same philosophy, methodology, and organization of modules is used in FRE621A as is outlined at the two previous levels. The themes identified for this level are Racism and Discrimination, The Arts, Media, Life after School, and Technology in Society.
French Immersion

The French immersion program at the senior high level has been planned to accommodate students coming from early, middle, and late French immersion programs. In addition to the French language courses offered at each level, five social studies courses, one science course, and one math course are available and offered at the discretion of individual schools.

The major objectives of the French immersion program are:

• to enable students to pursue a bilingual education;
• to interact confidently in an environment where French is spoken;
• to be proud of their bilingual skills;
• to value and respect French culture and their own;
• to develop skills for employment in which the working language is either English or French;
• to enable students to live with linguistic and cultural ease in either French or English communities.

A provincial certificate is offered by the Department to French immersion students who have successfully completed the program requirements at the end of Grade 12. This means that if students choose to receive the certificate, they must enroll in a minimum of two French Immersion courses in each year of senior high school.

Program Description

The French language courses in Grades 10, 11, and 12 aim at maintaining the steady development of language acquisition of students coming from early, middle, and late French immersion programs. The goal of the program is to improve students’ ability to communicate (understand and produce) under various circumstances in order to meet personal, academic, and social needs in French. Grammar and writing skills, such as the production of different types of texts oral presentations and debates, and cultural activities are essential components of the program.

French Language Arts

Students participate in communicative activities based on their experiences within five abilities which they must develop and/or strengthen during the year. These activities allow them to practise planned and spontaneous oral and written communicative tasks and use the informative, expressive, persuasive, argumentative, and poetic functions of the French language. Students also participate in activities aimed at understanding and appreciating various texts, Francophone culture, as well as the prescribed literary resources.

FRE421F – French Immersion

Course Description

This course integrates lexic development, grammar, composition, literature, and culture. At this level, the emphasis is on both oral and written texts, whether it be fiction or non-fiction, where students are exposed to a variety of genres. Students are asked to improve their writing skills through a variety of structured and challenging assignments, and will develop their oral skills by giving presentations and presenting short drama skits. Culture is integrated throughout the course.

FRE521F – French Immersion

Course Description

This course is a continuation of FRE421F with more emphasis on literature, including plays, novels, short stories and comic strips. Students are expected to improve their communicative skills, both written and orally, as well as present several projects throughout the semester individually and in groups.

Prerequisite: FRE421F
**FRE621F – French Immersion**

*Course Description*
This course continues to emphasize the development of communicative skills, the study of literature, oral and written projects, and learning the functional aspects of grammar.

*Prerequisite: FRE521F*

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**French Language Social Studies**

Learning social studies is an opportunity for students to understand the world in which they live. Skills that students develop in social studies are useful in their entire academic career and beyond, including developing the ability to think critically; retrieving and processing information; applying knowledge; and communicating effectively orally and in writing. These goals are reflected in The Philosophy of Education for P.E.I., and they form the backbone of the French Immersion Social Studies Programs.

While all intermediate level students take the same courses within the social studies program, this cannot be said for Grades 10, 11, and 12. A glance at the high school courses listed below reveals five options from which schools may presently choose. Three of those courses, Canada in Today’s World, The Individual in Society, and Economics complement social science concepts introduced in Grade 9 through a study of the diversity of Atlantic Canada. In order to give schools some flexibility, two other options are also available: Introductory Law (LAW521F) and Exploring Civilisations (CIV621F). Schools have the task of selecting options which best meet the needs of their French immersion students.

Schools are not limited to offering one French social studies course per grade level; moreover, Grade 10 students should not be restricted to 400 level courses, nor should Grade 11 and 12 students be limited to 500 or 600 level courses. Students should have the opportunity to take higher or lower level courses than their actual grade level. Students should realize, however, that a higher level course will be intellectually more challenging and fulfilling.

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**CIV621F – Exploring Civilizations - Civilizations comparées**

*Course Description*
This course is designed to explore the many factors that shape societies from their beginning to the present time. Students will be asked to participate actively in the study of the role played by economics, politics, science, spirituality, and various forms of artistic expressions. They will have the opportunity to learn and apply research methodologies to understand the large variety of civilizations that surround them and influence their lives.

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**ECO621F – Economics - L’économie**

*Course Description*
This course will provide students with an understanding of our economic system and the various forces that affect individual, collective, organizational, and social decision-making in our society. It will introduce basic economic concepts that serve as a foundation to economic inquiry, reasoning, and analysis. Major areas of study are basic economic concepts, microeconomics, macroeconomics, and international economics. A final component of the course requires students to select a topic of investigation and conduct a research project.
GEO621F – Global Issues - Les enjeux mondiaux

Course Description
This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of “global issue” and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

HIS421G – Canada in Today’s World - Le Canada dans le monde

Course Description
This course has been developed around the fundamental concept of citizenship. Its aim is to engage students in the process of historical thinking and exploration. As students find themselves encouraged or lead by essential questioning, they are required to study Canadian history from the first Aboriginal settlements to today’s preoccupations.

The main objective of this course is to simplify the development of historic conscience in order to enable students to understand better contemporary Canada.

HIS421J – Canada in Today’s World - Le Canada dans le monde (Pre-IB)

Course Description
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 to look beyond Canada to explore concerns of significance to the world. The major themes studied are: Canadian government, French-English relations, Canadian-American relations, Canada’s Role in World Wars, the Great Depression, and Canada and the World from 1945 to present.

Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

LAW521F – Canadian Law - Le droit

Course Description
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 Young Offenders Act, family law, the law on drugs and alcohol, and immigration laws. Students will be expected to research and examine current legal issues and case studies.
SOC621F – The Individual in Society - L’individu en société

Course Description
This course is an introduction to social and psychological issues. It is designed to develop students’ understanding of society and/or 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:

- The Individual in Society;
- Human Communication;
- The Impact of Culture;
- Social Institutions.

Optional Themes
- Prejudice and Discrimination;
- The Economically Underprivileged in Society.

Other French Immersion Courses

CAR421F – Career Education - Éducation à la carrière

Course Description
Career Education is a course which 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, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond secondary school.

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

MAT421F – Foundations of Mathematics and Pre-Calculus 10 - Fondements et pré-calcul 10

Course Description
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 in this course have a strong background in grade nine mathematics.

SCI421F – Science - Les sciences

Course Description
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.

The units of study include:
- Sustainability of Ecosystems;
- Chemical Reactions;
- Motion;
- Weather Dynamics.
List of Authorized
Senior High
Instructional Materials
**English Curriculum**

## Arts

### Visual Arts Courses

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**= Creativity/Innovation Course**
Dramatic Arts Courses

DRA801A – Dramatic Arts
Stage and School Teacher Resource Binder

Course Outline Information
DRA801A Curriculum Guide

Please note: Drama resources are currently under review.

Music Courses

MUS421A – Music
MUS521A – Music
MUS621A – Music

Reference Materials
Encyclopedia of Music in Canada, 2nd Edition
Teaching Music through Performance In Band, Volume 2
Teaching Music through Performance in Band, Volume 3
Teaching Music through Performance in Band, Volume 4

Theory Resources
Bray et al - For Young Musicians, Book 2
Recordings as necessary

Playing Resources
Fussell - Ensemble Drill
Smith - Treasury of Scales Conductor
Smith - Treasury of Scales FLUTE
Smith - Treasury of Scales OBOE
Smith - Treasury of Scales CLARINET 1
Smith - Treasury of Scales CLARINET 2
Smith - Treasury of Scales CLARINET 3
Smith - Treasury of Scales ALTO SAX
Smith - Treasury of Scales BASS CLARINET
Smith - Treasury of Scales BASSOON
Smith - Treasury of Scales ALTO SAX 1
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Smith - Treasury of Scales BARITONE SAX
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= Creativity/Innovation Course
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Smith - Treasury of Scales TUBA  
Smith - Treasury of Scales ELECTRIC BASS GUITAR  
Smith - Treasury of Scales DRUMS  
I Recommend FLUTE  
I Recommend OBOE  
I Recommend CLARINET  
I Recommend BASS CLARINET  
I Recommend BASSOON  
I Recommend ALTO SAXOPHONE  
I Recommend TENOR SAXOPHONE  
I Recommend BARITONE SAXOPHONE  
I Recommend FRENCH HORN  
I Recommend TRUMPET  
I Recommend TROMBONE  
I Recommend BARITONE, TREBLE CLEF  
I Recommend BARITONE, BASS CLEF  
I Recommend TUBA  
I Recommend PERCUSSION  
I Recommend CONDUCTOR’S SCORE  
McLeod-Staska Rhythm Etudes CONDUCTOR  
McLeod-Staska Rhythm Etudes FLUTE-OBOE  
McLeod-Staska Rhythm Etudes CLARINET  
McLeod-Staska Rhythm Etudes ALTO SAX - ED HORN  
McLeod-Staska Rhythm Etudes TENOR SAX  
McLeod-Staska Rhythm Etudes BARITONE SAX  
McLeod-Staska Rhythm Etudes CORNET  
McLeod-Staska Rhythm Etudes HORN IN F  
McLeod-Staska Rhythm Etudes TROMBONE  
McLeod-Staska Rhythm Etudes BAR. TC – BASS CLAR.  
McLeod-Staska Rhythm Etudes BAR. BC – BASSOON  
McLeod-Staska Rhythm Etudes TUBA  
McLeod-Staska Rhythm Etudes PERCUSSION - BELLS  

The following may be provided, in the ratio of 1 score, 1 cassette, and 20 parts per school:

Canadian Brass Quintets - Beginning CONDUCTOR  
Canadian Brass Quintets - Beginning CASSETTE (Out of Print)  
Canadian Brass Quintets - Beginning TRUMPET 1  
Canadian Brass Quintets - Beginning TRUMPET 2  
Canadian Brass Quintets - Beginning HORN  
Canadian Brass Quintets - Beginning TROMBONE  
Canadian Brass Quintets - Beginning TUBA  
Canadian Brass Quintets - Easy CONDUCTOR  
Canadian Brass Quintets - Easy CASSETTE (Out of Print)  
Canadian Brass Quintets - Easy TRUMPET 1  
Canadian Brass Quintets - Easy TRUMPET 2  
Canadian Brass Quintets - Easy HORN  
Canadian Brass Quintets - Easy TROMBONE  
Canadian Brass Quintets - Easy TUBA
History Resources
Experiencing Music - Text HMS cs/s 107-7424
Experiencing Music Workbook HMS 1/t 107-7425
Experiencing Music Cassettes BUC 1/s 107-7426

Sheet Music - Materials ordered from Music Stop

Grade 10
Lyrical
Deir in De – W. Barker (2 ½) BUC 110-10601
Linden Lea. – V. Williams (3) BUC 110-10602
Shenandoah – F. Tichelli (3) BUC 110-10517
On a Hymn Song of Phillip Bliss – D. Holsinger (3) BUC 110-10518
Balladair – F. Erikson (2 ½) BUC 110-10603
Air for Band – F. Erikson (3) BUC 110-10519
In the Bleak Midwinter – G. Holst (2 ½) BUC 110-10520
She’s Like the Swallow – J. Duff (2 ½) BUC 110-10521
As Summer Was Just Beginning – Larry Dahn (3) BUC 110-10604
In Their Honor – Carl Strommer (3) BUC 110-10606
Old Scottish Melody – Charles Wiley (2 ½) BUC 110-10607

March
March for Freedom – S. Hodges (2 ½) BUC 110-10522
El Capitan – Sousa / Bullock (3) BUC 110-10608
Children’s March – P. Grainger / Wagner (3) BUC 110-10523

Contemporary
Mazama – J. Chattaway (3 ½) BUC 110-10610
Snakes – Duffy (2 ½ - 3) BUC 110-10611
Chant Rituals – Del Borgo (2 ½ - 3) BUC 110-10612

Other
Hymn and Fantasia – Del Borgo (3) BUC 110-10613
Brandon Bay (2 ½) – Ed Huckeby BUC 110-10614
Ginger Marmalade – W. Bensen (3) BUC 110-10529
The Great Locomotive Chase – R. W. Smith (3) BUC 110-10615
Handelian Song – Van Beringen – (3) BUC 110-10616
Mystery on Mena Mountain – Giroux Ass. West (4) BUC 110-10617
Flourish for Wind Band – V. Williams (3) BUC 110-10524
Prelude and Fugue in Bb – Bach / B. Muehlmann (3) BUC 110-10525
Ye Banks and Brae O’ Bonnie Doon – P. Grainger (3) BUC 110-10526
Creed – W. Himes (2 ½) BUC 110-10618
Fanfare, Ode, Festival – B. Margolis (2 ½) BUC 110-10527
Soldiers Procession – B. Margolis (2 ½) BUC 110-10619
Nathan Hale Triology – J. Higgins (2 ½) BUC 110-10528
Symphonia 6 – T. Broege (3) BUC 110-10620
Portrait of a Clown – Tichelli (2 ½) BUC 110-10621
Canto – W. F. McBeth (3) BUC 110-10567

Please note: Music resources are currently under review.
### Grade 11 and 12

#### Lyrical

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<td>Come Sweet Death</td>
<td>J.S. Bach / Reed</td>
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<td>Salvation is Created</td>
<td>F. Erikson</td>
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<td>With Quiet Courage</td>
<td>L. Daehn</td>
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<td>Blessed are They</td>
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<td>Irish Tune From County</td>
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<td>E. Elgar / A. Reed</td>
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<td>Ave Berum Corpus</td>
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<td>Tournament</td>
<td>S. Bulla [to Grade 11 and 12]</td>
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<td>Suite of Old American Dances</td>
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<td>Variations on a Korean Folk Song</td>
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Chorale and Shaker II – John Zdechlik (4)  
BUC 110-10564
Canto – F. McBeth (3)  
BUC 110-10567
Africa – Robert W. Smith (4)  
BUC 111-11475

*Please note that each school should have nine pieces per grade level (which should have been ordered during the implementation stage). These pieces are listed for replacement purposes of already existing pieces that are in each school or for new music programs that are being started in the senior high schools. If classes have expanded in size, schools are able to order additional copies.

Course Outline Information
Intermediate/Senior High Instrumental Music

Please note: Music resources are currently under review.

MUS421B – Music
MUS521B – Music
MUS621B – Music

Senior High Chorale Music – Grade 10, 11, and 12
Sheet Music Materials Ordered From Music Stop

Grade 10
Siyahamba - Traditional/arr. Donald Moore  
Warner Bros. Publishing  
3 part mixed  
BUC 110-10638
Sing With Joy - Donald Moore  
Alfred Publishing  
SAB  
BUC 110-10639
Peace I Leave With You - WA Mozart/arr. Donald  
Alfred Publishing  
SAB  
BUC 110-10640
Kyrie - Dave & Jean Perry  
Warner Bros. Publications  
SAB  
BUC 110-10641
River Run - Carl Strommen  
Alfred Pub.  
SAB  
BUC 110-10642
I’se The B’ - Trad. Arr. S. Porterfield  
Lorenz Pub. 3 pt. Mixed  
BUC 110-10643

Grade 11 and 12
There Will Be A New Day - Greg Gilpin  
Carl Fisher Publishing  
SATB  
BUC 111-11482
Angels Watchin’ Over Me - Greg Gilpin  
Shawnee Press  
SSAB  
BUC 111-11483
Danny Boy - Traditional/arr. Mark Hayes  
Alfred Publishing  
SAB  
BUC 111-11484

= Creativity/Innovation Course
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<td>Sing Alleluia!</td>
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**Course Outline Information**

Intermediate/Senior High Instrumental Music Curriculum Guide  

**Please note:** Music resources are currently under review.

**MUS421C – Music**  
**MUS521C – Music**  
**MUS621C – Music**

**Strings Instructional Material**

If string instruction is offered, books selected from the list below may be provided. The number to be allotted will be decided by the teachers concerned and the Arts Specialist.

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**Course Outline Information**

Intermediate/Senior High Instrumental Music Curriculum Guide  
PEI 1/t 107-7913

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**MUS801A – Styles of Popular Music**

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<td>Rockin’ Out</td>
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<td>110-10740 OP</td>
<td>Rock and Roll, Its History and Stylistic Development (Sixth Edition)</td>
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<td>111-11536 INA</td>
<td>Instructor’s Manual for Stuessy and Lipscomb’s Rock and Roll, Its</td>
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<td>History and Stylistic Development (Fifth Edition) (Inactive)</td>
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**Course Outline Information**

Intermediate/Senior High Instrumental Music Curriculum Guide  
PEI 1/t 107-7913

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**Creativity/Innovation Course**

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PEI Department of Education and Early Childhood Development  
Page 73

2015-2016, Senior High Program of Studies and List of Authorized Materials
**Business Education**

**ACC621A – Accounting Principles**
Accounting I Workbook Syme - Ireland 7th edition

Reference Materials
Annotated Teacher’s Edition
Supplementary Resources

Software
Simply Accounting

**ACC801A – Accounting**
Century 21 Working Papers Chapters 1-20

Reference Materials
Century 21 Teacher’s Resource Manual

Software
Simply Accounting

**Course Outline Information**
ACC801A Curriculum Guide

**BUS701A – The World of Business**
The World of Business 3rd Ed.
Murphy, Kelly, McMillan, Williams, Wilson
John Wiley and Sons Canada Ltd., 1987
The World of Business – Workbook, 3rd Ed.
The World of Business – Teacher’s Manual

**ENT521A – Entrepreneurship**
Entrepreneurship: Creating a Venture, 2nd Ed. – Text
Entrepreneurship: Creating a Venture, 2nd Ed. – Teacher Resource

**Course Outline Information**
ENT521A Curriculum Guide

**OMT801A – Office Management Technologies**
Office Management Technologies Curriculum Guide (Draft)
Teacher Resource [Link]
Administrative Procedures for the Canadian Office,
Eight Canadian Edition, Lauralee Kilgour
Century 21 Keyboarding, Book 1
Teacher’s Resource Kit
Teacher’s Edition, Semester 1
Teacher’s Edition, Semester 2
Canadian Business Writing: A Structural Approach
NEL 1/t Contact Specialist

Intensive Records Management,
NEL 1/t Contact Specialist

Office Procedures for the Administrative Professional,
NEL 1/t Contact Specialist

Phone Skills for the Information Age.
ISBN 13-9780073017273
MHR 1/t Contact Specialist

Software
Dragon Naturally Speaking Ver. 11 2 copies
Dragon Naturally Speaking Ver. 10 (recorder edition) 1 copy
File Tutor 2000 Class License
MicroType MultiMedia Site License
MS Office 2007 Provincial License

Additional Resource Materials
Please contact the senior high technology specialist (902-438-4832) to discuss curriculum information, teacher support, and equipment requirements for this course.
**Career Education**

**CEO401A – Career Explorations & Opportunities**

- Safe Start Health & Safety Teacher Resource  
  PEI 1/t 111-11551
- The City – A Financial Life Skills Resource  
  PEI 1/t 149-110-10845

**Software**
- Career Cruising (Provincial License)  
  Contact Specialist

**Course Outline Information**
- CEO401A Curriculum Guide  
  PEI 1/t 110-10831

**CWS501A and CWS502A/B – Cooperative Education**

**CWS602A and CWS602A/B – Cooperative Education**

- Safe Start Health & Safety Teacher Resource  
  PEI 1/t 111-11551

**Software**
- Career Cruising (Provincial License)  
  Contact Specialist

**Course Outline Information**
- CWS502A/602A Curriculum Guide  
  PEI 1/t 111-11549

**DYF701A – Designing Your Future**

**Software**
- Career Cruising (Provincial License)  
  RPI Contact Specialist

**Course Outline Information**
- DYF701A Curriculum Guide  
  PEI 1/t 111-11514

**PHP501A – Peer Helping**

**PHP601A – Peer Helping**

- The Peer Helper Pocketbook  
  1/p 111-11361

**Course Outline Information**
- PHP501A/601A Curriculum Guide  
  PEI 1/t Contact Specialist
Career and Technical Education

AUT701A – Introduction to Auto Service
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801A – Basic Power Train
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801B – Brake Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801C – Electrical Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801D – Steering Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801E – Suspension Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR701A – Introduction to Carpentry Technology
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801A – Floor Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801B – Structures, Shaping, and Assembly
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801C – Wall Framing Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801D – Construction Planning and Design
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801E – Roof Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

CUL801A – Culinary Skills A
For information regarding curriculum and resources, please contact the curriculum specialist.

CUL801B – Culinary Skills B
For information regarding curriculum and resources, please contact the curriculum specialist.

= Creativity/Innovation Course
DES701A – Design Technology
Mechanical Drawing Student Edition MHR 1/p Contact Specialist
Mechanical Drawing Workbook MHR 3/c Contact Specialist
Instructor’s Resource Guide – TM MHR 1/t Contact Specialist
Elements and Principles Posters SES 1/t 110-10810
Elements and Principles Design DVD SES 1/t 110-10811

For further information regarding curriculum and resources, please contact the curriculum specialist.

ROB801A – Robotics
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL701A – Introduction to Welding
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801A – Shielded Metal Arc Welding (SMAW)
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801B – Gas Metal Arc Welding (GMAW)
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801C – Oxyfuel Process
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801D – Flux Core Arc Welding (FCAW)
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801E – Gas Tungsten Arc Welding (GTAW)
For information regarding curriculum and resources, please contact the curriculum specialist.

= Creativity/Innovation Course
Communication and Information Technology

CMM801A – Creative Multimedia

Teacher Resource (http://atutor.gpei.ca) Online
Student Website (http://www.edu.pe.ca/multimedia) Online
Complete Animation Course ISBN 0-7641-2399-8 6/c
“Editing With AVID Express Pro” ISBN 0-321-19969-3 1/t
R Williams – Design Workshop ISBN 0-201-70088-3 1/t
R Williams – Non Designers Design ISBN 0-321-19385-7 1/t
R Williams – Non Designers Type ISBN 0-201-35367-9 1/t
R Williams – Non Designers Scan & Print ISBN 0-201-35394-6 1/t

Software
Audio Editing: Audacity Ver. 1.24 Open Source
Graphics, Animation & Web Editing: Macromedia Studio MX-2004 Site License
Stop Motion Animation: Stop Motion Pro 2/c
Royalty Free Audio Clips: Presentation Audio (5 CD set) 1/c
Video Editing: AVID Xpress Pro Ver. 5.2 HD 2/c
Video Editing: imovie 1/c

Hardware
Digital cameras & starter kits (charger, battery, case) 3/c
DV cameras & starter kits (charger, battery, case, tape, memory card) 2/c
Graphic Tablet 2/c
Hand-held microphone 1/c
Headsets (microphone & earphones) # site dependent
HP Laser Color Printer 1/c
HP Scanner 1/c
iMac video editor 1/c
Internal DVD Burners & Firewire Cards 4/c
Tripods 3/c
Tripod Lighting Kit 1/c
Video Editing Stations (2 hard drives & DVD burner & Firewire) 2/c
Web Cam 2/c
XP Work Stations # site dependent

Please contact Department of Education and Early Childhood Development English Curriculum Technology Specialist (902-438-4832) for hardware resources.

Course Outline Information
CMM801A Curriculum Guide (Draft) Online

= Creativity/Innovation Course
CMP521A – Introductory to Computer Studies

Teacher Resource (http://atutor.gpei.ca)  Online
HTLM/CSS Manual  PEI  32/c  111-11593
Access I Manual  PEI  32/c  111-11607
Access II Manual  PEI  32/c  111-11591
ALICE Manual  PEI  32/c  111-11592
Liberty Basic Manual  PEI  32/c  111-11661

Software
Operating System: WIN XP Pro  Site License
Database: Office 2007 Access  Site License
Programming: Liberty Basic, ALICE  Site License
Graphics: Paintshop Pro 9  Site License
Internet: FireFox 19.0.2  Site License
Web Editor: Dreamweaver MX-2004, Notepad  Site License

Course Outline Information
CMP521A Curriculum Guide (Draft)  PEI  1/t  110-10341

CMP621A – Computer Studies

No text has been assigned to this course.
Teacher Resource (http://atutor.gpei.ca)  Online

Department Developed Resources
Programming Manual (2012)  PEI  34/c  112-12597
Dynamic Web Manual (2010)  PEI  34/c  112-12598

Software
Operating System: WIN XP Pro  Site License
Internet: FireFox 19.0.2  Site License
Dynamic Web: Visual Web Developer 2008  Site License
Graphics: Paintshop Pro 9  Site License
Programming: Visual Basic 2008  Site License

Course Outline Information
CMP621A Curriculum Guide  PEI  1/t  112-12596

ITC401A – Information Technology Communication

Century 21 Keyboarding, Book 1  NEL  35/c  110-10015
Teacher’s Resource Kit  NEL  1/t  110-10016
Teacher’s Edition, Semester 1  NEL  1/t  110-10017
Teacher’s Edition, Semester 2  NEL  1/t  110-10018

Software
MicroType MultiMedia  Site License
MS Office 2007  Provincial License

= Creativity/Innovation Course
**Additional Resource Materials**

Teacher Resource (http://atutor.gpei.ca)  
Word 2007 Lab Manual  
PowerPoint 2007 Lab Manual  
Excel 2007 Lab Manual

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Course Outline Information

ITC401A Curriculum Guide  
ITE801A – IT Essentials

Please contact the English Curriculum Technology Specialist (902-438-4832) to discuss curriculum information, teacher training, and equipment requirements for this course.
English Core Courses

ENG421A – English

ENG421B – English (Pre-IB)

Main Texts
- Sightlines 10 TE
- Sightlines – Student Text
- Resourcelines
- Julius Caesar
- Julius Caesar Teacher Resource
- Gage Canadian Thesaurus
- Gage Canadian Dictionary
- Introducing Shakespeare
- A Midsummer Night’s Dream (Out of print)

Novels and Long Fiction Recommended
- A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
- Black Like Me by John Howard Griffin
- Divergent by Veronica Roth
- Nightjohn by Gary Paulsen
- No and Me by Delphine De Vigan
- Of Things Not Seen by Don Aker
- Speak by Laurie Halse Anderson
- The Absolute True Story of a Part-time Indian by Sherman Alexie
- The Book Thief by Markus Zusak
- The Giver
- The House of Scorpion by Nancy Farmer
- The Lord of the Flies by William Golding
- The Old Man and the Sea by Hemingway
- The Pearl by John Steinbeck
- The Secret Life of Bees by Sue Monk Kidd
- To Kill a Mockingbird by Harper Lee
- tuesday’s With Morrie by Mitch Alborn

Audiobooks
- A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
- The Book Thief by Markus Zusak
- The House of Scorpion by Nancy Farmer
- tuesday’s With Morrie by Mitch Alborn

Students may read independently selected texts.

Classroom Library Selections
These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

- Beautiful Boy by David Sheff
- Breaking Night by Liz Murray
- Every Day by David Levithan
- Girl in Translation by Jean Kwok
Half Brother by Kenneth Oppel
Hippie House by Katherine Holubitsky
I am Messenger by Markus Zusak
Indian Horse by Richard Wagamese
Into the Wild by Jon Krakauer
Little Princes: One Man’s Promise to Bring Home the Lost Children of Nepal by Conor Grennan
Never Fall Down by Patricia McCormack
Night by Elie Wiesel
Outliers by Malcom Gladwell
Sarah’s Key by Tatiana de Rosnay
Sister Wife by Shelley Hrdlitschka
The Art of Racing in the Rain by Garth Stein
The Curious Incident of the Dog in the Night-Time by Mark Haddon
The Fault in our Stars by John Green
The Poisonwood Bible by Barbara Kingsolver
Theories of Relativity by Barbara Haworth-Attard
Thousand Splendid Suns by Khaled Hosseini

References
Book Love by Penny Kittle
Write Besides Them by Penny Kittle

Course Outline Information
Atlantic Canada English Language Arts Foundation Document
Grade 10 English Language Arts Curriculum Guide
Grade 10 English Language Arts Support Document

ENG431A – English

Main Texts
Inside Track 2 Student Text
Inside Track 2 Teachers’ Resource
Canadian Student Writer’s Guide
The Oxford Pocket School Dictionary
The Oxford Pocket School Thesaurus
Teaching the Skills by Phenix

Novels and Long Fiction Recommended
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Autobiography of My Dead Brother by Walter Dean Myers
Black Like Me by John Howard Griffin
Chanda’s Secret by Allan Stratton
In The Woods by Robin Stevenson
Maze Runner by James Dashner
Monster by Walter Dean Myers
Nightjohn by Gary Paulsen
Of Things Not Seen by Don Aker
Shattered
Speak by Laurie Halse Anderson
Stitches by David Small
Stuck in Neutral by Terry Trueman
The Giver
**The Hand of Robin Squires** by Clark
**The Pearl** by John Steinbeck
**The Scorch Trials** by James Dashner
**The Year Without Michael** by Susan Pfeiffer
**To Kill a Mockingbird** by Harper Lee
**Tweaked** by Katherine Holubitsky

**Audiobooks**
**A Long Way Gone: Memoirs of a Boy Soldier** by Ishmael Beah
**Autobiography of my Dead Brother** by Walter Dean Myers
**Chanda’s Secret** by Allan Stratton
**Monster** by Walter Dean Myers
**Stuck in Neutral** by Terry Trueman

**Students may read independently selected texts.**

**Classroom Library Selections**
These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

**Beautiful Boy** by David Sheff
**Breaking Night** by Liz Murray
**Don’t Turn Around** by Michelle Gagnon
**Every Day** by David Levithan
**Half Brother** by Kenneth Oppel
**I Am Messenger** by Markus Zusak
**I Am Number Four** by Pittacus Lore
**Indian Horse** by Richard Wagamese
**Invisible** by Pete Hautman
**Just Deserts** by Eric Walters
**Night** by Elie Wiesel
**North of Beautiful** by Justina Chen Headley
**Sold** by Patricia McCormack
**The Absolutely True Story of a Part Time Indian** by Sherman Alexie
**The Art of Racing in the Rain** by Garth Stein
**The Fault in our Stars** by John Green
**The Rose that Grew from Concrete** by Tupac Shakur
**The Undergrounder** by David Skuy
**Theories of Relativity** by Barbara Haworth-Attard

**References**
**Book Love** by Penny Kittle
**Write Besides Them** by Penny Kittle

**Course Outline Information**
**Atlantic Canada English Language Arts Foundation Document**
**Grade 10 English Language Arts Curriculum Guide**
**Grade 10 English Language Arts Support Document**
**ENG451A – English**

Subscription to Scope Magazine  
Language Matters Book D  
Language Matters Answer Key and Assessment Book D  
Teaching Spelling 2nd Edition

Novels (Select 2 or 3)
The Boy Who Drank Too Much by Shep Greene  
Tex by S. E. Hinton

*The additional sets of support novels listed in the Instructional Materials for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.*

Complete Library Set Short Classics  
Read Aloud Novels

**Special Materials English 451A**

Additional sets of support novels

Course Outline Information

**ENG521A – English**

Main Texts

**Course Outline Information**

Atlantic Canada English Language Arts Foundation Document  
Grade 10 English Language Arts Curriculum Guide  
Grade 10 English Language Arts Support Document  
Grade 10 English Language Arts Support Document

**Special Materials English 451A**

Additional sets of support novels

Course Outline Information

**Course Outline Information**

Atlantic Canada English Language Arts Foundation Document  
Grade 10 English Language Arts Curriculum Guide  
Grade 10 English Language Arts Support Document
Novels

All Quiet on the Western Front by Erich Maria Remarque
Breaking Night by Liz Murray
Girl in Translation by Jean Kwok
Half Brother by Kenneth Oppel
Hippie House by Katherine Holubitsky
Huckleberry Finn (Bantham Classic Ed.)
Indian Horse by Richard Wagamese
In the Heat of the Night by John Dudley Ball
Into the Wild by Jon Krakauer
Night by Elie Wiesel
Sarah’s Key by Tatiana de Rosnay
Sister Wife by Shelley Hrdlitschka
The Art of Racing in the Rye by Salinger
The Fault in our Stars by John Green
The Road by Cormac McCarthy
Theories of Relativity by Barbara Haworth-Attard

Audiobooks

Breaking Night by Liz Murray
Half Brother by Kenneth Oppel
Into the Wild by Jon Krakauer
The Art of Racing in the Rye by Garth Stein
The Fault in our Stars by John Green
The Catcher in the Rye by Salinger
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Beautiful Boy by David Sheff
Book Thief by Markus Zusak
Code Name Verity by Elizabeth Wein
Divergent by Veronica Roth
Don’t Turn Around by Michelle Gagnon
Every Day by David Levithan
I Am Messenger by Markus Zusak
Little Princes: One Man’s Promise to Bring Home the Lost Children of Napal by Conor Grennan
Never Fall Down by Patricia McCormack
No and Me by Delphine De Vigan
Outliers by Malcom Gladwell
Speak by Laurie Halse Anderson
The Absolutely True Story of the Part-Time Indian by Sherman Alexie
The Curious Incident of the Dog in the Night-Time by Mark Haddon
The House of the Scorpion by Nancy Farmer
The Poisonwood Bible by Barbara Kingsolover
The Secret Life of Bees by Sue Monk Kidd
Thousand Splendid Suns by Khaled Hosseini
Tuesdays with Morrie by Mitch Albom

Students may read independently selected texts.

Classroom Library Selections

These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Beautiful Boy by David Sheff
Book Thief by Markus Zusak
Code Name Verity by Elizabeth Wein
Divergent by Veronica Roth
Don’t Turn Around by Michelle Gagnon
Every Day by David Levithan
I Am Messenger by Markus Zusak
Little Princes: One Man’s Promise to Bring Home the Lost Children of Napal by Conor Grennan
Never Fall Down by Patricia McCormack
No and Me by Delphine De Vigan
Outliers by Malcom Gladwell
Speak by Laurie Halse Anderson
The Absolutely True Story of the Part-Time Indian by Sherman Alexie
The Curious Incident of the Dog in the Night-Time by Mark Haddon
The House of the Scorpion by Nancy Farmer
The Poisonwood Bible by Barbara Kingsolover
The Secret Life of Bees by Sue Monk Kidd
Thousand Splendid Suns by Khaled Hosseini
Tuesdays with Morrie by Mitch Albom
References

*Book Love* by Penny Kittle
*Write Besides Them* by Penny Kittle

Course Outline Information

Atlantic Canada English Language Arts Foundation Document
Grade 11 English Language Arts Curriculum Guide
Grade 11 English Language Arts Support Document

ENGL31A – English

Main Texts

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<td>Canadian Student Writer’s Guide</td>
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<td>Orchestrating Academic Success</td>
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Novels

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<td>Liz Murray</td>
<td>BOK 4/c</td>
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<td><em>Half Brother</em></td>
<td>Kenneth Oppel</td>
<td>BOK 2/c</td>
<td>111-11670</td>
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<td><em>Hold Fast</em></td>
<td>Kevin Major</td>
<td>NIM</td>
<td>111-11107</td>
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<td><em>Indian Horse</em></td>
<td>Richard Wagamese</td>
<td>BOK 2/c</td>
<td>111-11673</td>
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<td><em>In the Heat of the Night</em></td>
<td>John Dudley Ball</td>
<td>FWH</td>
<td>111-11093</td>
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<td><em>Invisible</em></td>
<td>Pete Hautman</td>
<td>BOK 6/c</td>
<td>111-11680</td>
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<td><em>Night</em></td>
<td>Elie Wiesel</td>
<td>BOK 6/c</td>
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<td><em>Of Mice and Men</em></td>
<td>John Steinbeck</td>
<td>PBC</td>
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<td><em>Sold</em></td>
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<td><em>The Art of Racing in the Rain</em></td>
<td>Garth Stein</td>
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<td><em>The Fault in our Stars</em></td>
<td>John Green</td>
<td>BOK 6/c</td>
<td>111-11674</td>
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<td><em>The Mad Trapper</em></td>
<td>Rudy Weib</td>
<td>PEC</td>
<td>111-11106</td>
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<td><em>The Rose that Grew from Concrete</em></td>
<td>Tupac Shakur</td>
<td>BOK 4/c</td>
<td>111-11682</td>
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<td><em>Theories of Relativity</em></td>
<td>Barbara Haworth-Attard</td>
<td>BOK 6/c</td>
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Audiobooks

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<td>John Green</td>
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Classroom Library Selections

These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

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<tr>
<td><em>A Long Way Gone: Memoirs of a Boy Soldier</em></td>
<td>Ishmael Beah</td>
<td>BOK 2/c</td>
<td>110-10860</td>
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<td><em>Autobiography of My Dead Brother</em></td>
<td>Walter Dean Myers</td>
<td>BOK 2/c</td>
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<td><em>Beautiful Boy</em></td>
<td>David Sheff</td>
<td>BOK 2/c</td>
<td>112-12610</td>
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<tr>
<td><em>Chanda’s Secret</em></td>
<td>Allan Stratton</td>
<td>BOK 2/c</td>
<td>110-10864</td>
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<td><em>Don’t Turn Around</em></td>
<td>Michelle Gagnon</td>
<td>BOK 2/c</td>
<td>110-10898</td>
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<tr>
<td><em>Every Day</em></td>
<td>David Levithan</td>
<td>BOK 2/c</td>
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I Am Messenger by Markus Zusak  
BOK  2/c  112-12608
I Am Number Four by Pittacus Lore  
BOK  2/c  112-12612
In The Woods by Robin Stevenson  
BOK  2/c  110-10868
Just Deserts by Eric Walters  
BOK  2/c  112-12611
Maze Runner by James Dashner  
BOK  2/c  110-10900
Monster by Walter Dean Myers  
BOK  2/c  110-10867
North of Beautiful by Justina Chen Headley  
BOK  2/c  112-12613
Speak by Laurie Halse Anderson  
BOK  2/c  110-10897
Stitches by David Small  
BOK  2/c  110-10866
Stuck in Neutral by Terry Trueman  
BOK  2/c  110-10865
The Absolutely True Story of a Part Time Indian by Sherman Alexie  
BOK  2/c  110-10861
The Scorch Trials by James Dashner  
BOK  5/c  110-10901
The Undergrounders by David Skuy  
BOK  2/c  112-12614
Tweaked by Katherine Holubitsky  
BOK  5/c  110-10884

References
Book Love by Penny Kittle  
PEC  1/t  Contact Specialist
Write Besides Them by Penny Kittle  
PEC  1/t  Contact Specialist

Course Outline Information
Atlantic Canada English Language Arts Foundation Document  
PEI  1/t  101-1005
Grade 11 English Language Arts Curriculum Guide  
PEI  1/t  Contact Specialist
Grade 11 English Language Arts Support Document  
PEI  1/t  Contact Specialist

ENG551A – English
Main Texts
Language Matters Book E  
OUP  1/p  111-11510
Language Matters Answer Key and Assessment Book E  
OUP  1/t  111-11511
Boldprints Grade 10 TG Package  
OUP  1/t  110-10716
Boldprints Grade 11 TG Package  
NEL  1/t  111-11512
Boldprints Grade 12 TG Package  
OUP  1/t  112-12450
Subscription to Scope Magazine (See note 1)  
SCH  1/p  110-10101
Teaching Spelling, 2nd ed.  
NEL  1/t  110-10104

Novel
Taming of the Star Runner by S. E. Hinton  
ATL  111-11096

Novels, Additional
The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.

Course Outline Information
Atlantic Canada English Language Arts Foundation Document  
PEI  1/t  101-1005
Grade 11 English Language Arts Curriculum Guide  
PEI  1/t  Contact Specialist
Grade 11 English Language Arts Support Document  
PEI  1/t  Contact Specialist
**ENG621A – English**

**Main Texts**
- Echoes 12 Student Text
- Canadian Students’ Guide to Language, Literature, and Media
- Echoes 12 TE
- Echoes 12 CD Rom
- Elements of Essays
- Gage Canadian Concise Dictionary
- Gage Canadian Thesaurus
- Evaluation and Practice Support Package for Canadian Students’ Guide to Language, Literature, and Media
- *Macbeth* HBJ edition by Shakespeare
- *Macbeth* T. Ed.
- Or
- *Hamlet* HBJ Edition by Shakespeare
- *Hamlet* T. Ed.
- Or
- *Twelfth Night*

**Drama** (one of the following three is recommended)
- *The Birthday Party* by Pinter
- *Murder in the Cathedral* by Eliot (Educ. Ed.)
- *Death of a Salesman* by Miller, edited by Weales

**Novels**
- *1984* by George Orwell
- *Animal Farm* by George Orwell
- *A Separate Peace* by John Knowles
- *Beautiful Boy* by David Sheff
- *Brave New World* by Aldous Huxley
- *Code Name Verity* by Elizabeth Wein
- *Every Day* by David Levithan
- *I Am Messenger* by Markus Zusak
- Little Princes: One Man's Promise to Bring Home the Lost Children of Napal
  - by Conor Grennan
- *Never Fall Down* by Patricia McCormack
- *Outliers* by Malcom Gladwell
- *The Curious Incident of the Dog in the Night-Time* by Mark Haddon
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Mountain and the Valley* by Ernest Buckler
- *The Poisonwood Bible* by Barbara Kingsolver
- *Thousand Splendid Suns* by Khaled Hosseini
- *Wild Geese* by Martha Ostenso

**Audiobooks**
- *Beautiful Boy* by David Sheff
- *Every Day* by David Levithan
- *Outliers* by Malcom Gladwell
- *The Code Name Verity* by Elizabeth Wein
- *Thousand Splendid Suns* by Khaled Hosseini
Classroom Library Selections
These titles come from other courses Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah BOK 2/c 110-10860
Book Thief by Markus Zusak BOK 2/c 110-10858
Breaking Night by Liz Murray BOK 2/c 111-11675
Divergent by Veronica Roth BOK 2/c 110-10899
Don’t Turn Around by Michelle Gagnon BOK 2/c 110-10898
Girl in Translation by Jean Kwok BOK 2/c 111-11667
Half Brother by Kenneth Oppel BOK 2/c 111-11670
Hippie House by Katherine Holubitsky BOK 2/c 111-11679
Indian Horse by Richard Wagamese BOK 2/c 111-11673
Into the Wild by Jon Krakauer BOK 2/c 110-10868
Night by Elie Wiesel BOK 2/c 111-11669
No and Me by Delphine De Vigan BOK 2/c 110-10863
Sarah’s Key by Tatiana de Rosnay BOK 2/c 111-11671
Sister Wife by Shelley Hrdlitschka BOK 2/c 111-11668
Speak by Laurie Halse Anderson BOK 2/c 110-10897
The Absolute True Story of a Part-time Indian by Sherman Alexie BOK 2/c 110-10861
The Art of Racing in the Rain by Garth Stein BOK 2/c 111-11672
The Fault in our Stars by John Green BOK 2/c 111-11674
The House of Scorpion by Nancy Farmer BOK 2/c 110-10862
The Road by Cormac McCarthy BOK 2/c 111-11677
The Secret Life of Bees by Sue Monk Kidd BOK 2/c 110-10859
Theories of Relativity by Barbara Haworth-Attard BOK 2/c 111-11678
tuesday’s With Morrie by Mitch Alborn BOK 2/c 110-10883

References
Book Love by Penny Kittle PEC 1/t Contact Specialist
Write Besides Them by Penny Kittle PEC 1/t Contact Specialist

Course Outline Information
Atlantic Canada English Language Arts Foundation Document PEI 1/t 101-1005
Grade 12 English Language Arts Curriculum Guide PEI 1/t Contact Specialist
Grade 12 English Language Arts Support Document PEI 1/t Contact Specialist

ENG631A – English

Main Texts
Passages 12 Student Text NEL 1/p 112-12359
Passages 12 TE NEL 1/t 112-12378
Passages 12 CD NEL 1/s 112-12379
The Least You Should Know About English Canadian Ed. Form A NEL 1/p 112-12380
The Crucible by Miller PBC 1/p 112-12383
Gage Canadian Thesaurus NEL 8/t 110-10128
Gage Canadian Concise Dictionary NEL 8/t 111-11396
Gage Canadian Student Writer’s Guide NEL 18/t 110-10486
When Kids Can’t Read by Kylene Beers PEC 1/t 112-12382
Read Alouds:
*Wizard of Earthsea* by Ursula K. Le Guin  PBC  1/t  112-12414
*The War of the Worlds* by H. G. Wells  BOK  1/t  112-12413
*No Man’s Land* by Kevin Major  ATL  1/t  112-12415

*These read-aloud titles are housed at the McNeill Centre located at Three Oaks Senior High School and at St. Jean’s Resource Centre. There are two complete sets of each title at these sites.*

Novels
Alive by Piers Paul Read  ATL  6/c  112-12052
Animal Farm by George Orwell  PBC  6/c  112-12040
Beautiful Boy by David Sheff  BOK  6/c  112-12610
Don’t Turn Around by Michelle Gagnon  BOK  6/c  110-10898
Every Day by David Levithan  BOK  6/c  112-12609
I Am Messenger by Markus Zusak  BOK  6/c  112-12608
I Am Number Four by Pittacus Lore  BOK  6/c  112-12612
Just Deserts by Eric Walters  BOK  6/c  112-12611
North of Beautiful by Justina Chen Headley  BOK  4/c  112-12613
The Absolutely True Story of a Part Time Indian by Sherman Alexie  BOK  6/c  110-10861
The Undergounders by David Skuy  BOK  6/c  112-12614

Audiobooks
Beautiful Boy by David Sheff  BOK  1/c  112-12618
Every Day by David Levithan  BOK  1/c  112-12619

Classroom Library Selections
These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah  BOK  2/c  110-10860
Autobiography of My Dead Brother by Walter Dean Myers  BOK  2/c  110-10869
Breaking Night by Liz Murray  BOK  2/c  111-11675
Chanda’s Secret by Allan Stratton  BOK  2/c  110-10864
Half Brother by Kenneth Oppel  BOK  2/c  111-11670
In The Woods by Robin Stevenson  BOK  2/c  110-10868
Indian Horse by Richard Wagamese  BOK  2/c  111-11673
Invisible by Pete Hautman  BOK  2/c  111-11680
Maze Runner by James Dashner  BOK  2/c  110-10900
Monster by Walter Dean Myers  BOK  2/c  110-10867
Night by Elie Wiesel  BOK  2/c  111-11669
Sold by Patricia McCormack  BOK  2/c  111-11681
Speak by Laurie Halse Anderson  BOK  2/c  110-10897
Stitches by David Small  BOK  2/c  110-10866
Stuck in Neutral by Terry Trueman  BOK  2/c  110-10865
The Art of Racing in the Rain by Garth Stein  BOK  2/c  111-11672
The Fault in our Stars by John Green  BOK  2/c  111-11674
The Rose that Grew from Concrete by Tupac Shakur  BOK  2/c  111-11682
The Scorch Trials by James Dashner  BOK  2/c  110-10901
Theories of Relativity by Barbara Haworth-Attard  BOK  2/c  111-11678
Tweaked by Katherine Holubitsky  BOK  2/c  110-10884
References

*Book Love* by Penny Kittle

*Write Besides Them* by Penny Kittle

Course Outline Information

Atlantic Canada English Language Arts Foundation Document

Grade 12 English Language Arts Curriculum Guide

Grade 12 English Language Arts Support Document

ENG651A – English

Language Matters Book F

Language Matters Answer Key and Assessment Book F

Break Away

Break Away Teacher Resource

Break Away Student Practice Sets

Break Away Student Practice Sets with Answer Key

Teaching Spelling 2nd Ed.

Subscription to Scope Magazine

Novels

*Dare* by Marilyn Halverson

*Dear Bruce Springsteen* by Kevin Major

Course Outline Information

Atlantic Canada English Language Arts Foundation Document

Grade 12 English Language Arts Curriculum Guide

Grade 12 English Language Arts Support Document

Novels, additional

The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.
**English Electives**

**COM801A – Communications**

Communications 801 Student Text  
Communications 801 Student Activity Book  
Communications 801 Teachers Guidelines  
Basics of Speech Teacher’s Resource Book 3rd Edition  
Basics of Speech Annotated Teacher’s Edition Workbook  
Transitions  
Transitions Teacher’s Guide  
Insights: Relationships and Responsibilities  
Insights: Relationships and Responsibilities Teachers’ Guide (Inactive)  
Insights: Identifying and Learning Teacher’s Guide  
Don’t Sweat the Small Stuff  
Don’t Sweat the Small Stuff Workbook  
If Life is a Game These Are the Rules  
Cup of Chicken Soup for the Soul  
Seven Habits of Highly Effective Teens  
Oxford School Dictionary  
Thesaurus of Current English

**Novels**

Requirement 1 – Read Aloud – Select from the following list:

Wrestling Sturbridge  
The Boy in the Burning House

Students may read independently selected novels to fulfill the reading requirements of this course.

**LSK551A – Life Skills English**

Becoming a Driver  
Newspaper Workshop by Decker  
Newspaper Workshop Teacher’s Guide

**MED531A – Media**

Optional Resources  
Understanding Mass Media 5th Ed. – T. Ed.  
Channel Your T. V. Viewing – T. Ed.  
Scanning Television & Guides (4 videos)  
Mass Media and Popular Culture – T. Ed.  
Mass Media and Popular Culture – Resource Binder

**Additional Notes for Media**

A copy of the videotape series *Inside the Box* has been sent to each teacher of this course. This series examines several types of programming for television. This material is meant to be used as supplementary material for the course. Please preview these tapes before presenting them to the students as some of the material is controversial.
### WRT421A – Writing

| Course Outline Information |  |
|----------------------------|  |
| WRT421A Curriculum Guide    | PEI 1/t 110-10846 |

#### Canadian High School Writer’s Guide

- PEC 10/c Contact Specialist
- NEL 1/t Contact Specialist

#### Write Traits Advanced Notebook, Level 1

- PEC 10/c Contact Specialist
- NEL 1/t Contact Specialist

### WRT521A – Creative Writing

| Course Outline Information |  |
|----------------------------|  |
| WRT521A Curriculum Guide    | PEI 1/t 149-111-11645 |

#### Act of Writing Conrad 7th edition

- MHR 1/p 111-11045

#### The Bare Essentials, Form A, 6th Edition

- NEL cs/s 111-11542

= Creativity/Innovation Course
English as an Additional Language

EAL701A – English as an Additional Language - Beginning/Introductory Level
For information regarding curriculum and resources, please contact the English Curriculum Coordinator at the Department of Education and Early Childhood Development (902-438-4807).

EAL701B – English as an Additional Language - Beginning/Introductory Level
For information regarding curriculum and resources, please contact the English Curriculum Coordinator at the Department of Education and Early Childhood Development (902-438-4807)

EAL701C – English as an Additional Language - Intermediate Level
For information regarding curriculum and resources, please contact the English Curriculum Coordinator at the Department of Education and Early Childhood Development (902-438-4807)

EAL701D – English as an Additional Language - High/Intermediate/Advanced Level
For information regarding curriculum and resources, please contact the English Curriculum Coordinator at the Department of Education and Early Childhood Development (902-438-4807)
# Mathematics

## MAT421A – Foundations of Mathematics and Pre-Calculus 10
Foundations and Pre-Calculus Mathematics 10  
Foundations and Pre-Calculus Mathematics 10 – TR/CD/DVD  
Workbook Line Masters with CD  
Exam View Test Generator  
Solutions CD

**Course Outline Information**
MAT421A Curriculum Guide

## MAT421B – Foundations of Mathematics and Pre-Calculus 10 (Pre-IB)
Foundations and Pre-Calculus Mathematics 10  
Foundations and Pre-Calculus Mathematics 10 – TR/CD/DVD  
Workbook Line Masters with CD  
Exam View Test Generator  
Solutions CD

**Course Outline Information**
MAT421A Curriculum Guide

## MAT421K – Apprenticeship and Workplace Mathematics 10
Math at Work 10  
Math at Work 10 – Teachers Resource

**Course Outline Information**
MAT421K Curriculum Guide

## MAT451A – Practical Mathematics 10
Basic Mathematics, 3rd Ed.  
Basic Mathematics, 3rd Ed. – Teacher Resource

**Course Outline Information**
Senior High Mathematics 451A, 551A, 651A Outline

## MAT521A – Foundations of Mathematics 11
Foundations of Mathematics 11 Student Text  
Foundations of Mathematics 11 Teacher Manual  
3-in-1 Teacher Resource & IWB Add-On Pack  
Foundations of Mathematics 11 eSolutions Manual  
Computerized Assessment Bank

**Course Outline Information**
MAT521A Curriculum Guide

## MAT521B – Pre-Calculus 11
Pre-Calculus 11 Student Text  
Pre-Calculus 11 Teacher’s Resource  
Pre-Calculus 11 Test Bank  
Pre-Calculus 11 Solutions

**Course Outline Information**
MAT521B Curriculum Guide
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<th>Text/Resource Information</th>
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<tr>
<td>MAT521E – Pre-Calculus Elective</td>
<td>Geometry Student Text MHR 1/p 111-11622&lt;br&gt;Geometry Teacher’s Resource MHR 1/t 111-11624&lt;br&gt;Mathematics of Data Management Student Text MHR 1/p 111-11623&lt;br&gt;Mathematics of Data Management Teacher’s Resource MHR 1/t 111-11625</td>
<td><strong>Course Outline Information</strong>&lt;br&gt;MAT521E Curriculum Guide PEI 1/t 111-11654</td>
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<td>MAT521K – Apprenticeship and Workplace Mathematics 11</td>
<td>Math at Work 11 MHR 1/p 111-11652&lt;br&gt;Math at Work 11 – Teachers Resource MHR 1/t 111-11653</td>
<td><strong>Course Outline Information</strong>&lt;br&gt;MAT531A Curriculum Guide PEI 1/t 111-11654</td>
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<td>MAT551A – Practical Mathematics 11</td>
<td>Math in Life, 3rd Ed. Teacher’s Resource File NEL 1/t 110-10360</td>
<td><strong>Course Outline Information</strong>&lt;br&gt;Senior High Mathematics 451A, 551A, 651A Outline PEI 1/t 110-10369</td>
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<td>MAT611B – Calculus</td>
<td>Calculus Student Edition PEC 1/p 112-12566&lt;br&gt;Calculus Teacher’s Edition PEC 1/t 112-12567&lt;br&gt;Calculus AP E-Text PEC 1/s 112-12587&lt;br&gt;Test Generator CD PEC 1/s 112-12568&lt;br&gt;Solutions Manual PEC 1/s 112-12569&lt;br&gt;Video Lectures PEC 1/s 112-12585&lt;br&gt;IE Calculus NEL 1/s 112-12590&lt;br&gt;Exam View Calculus NEL 1/s 112-12591</td>
<td><strong>Course Outline Information</strong>&lt;br&gt;MAT611B Curriculum Guide PEI 1/t 112-12599</td>
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<td><strong>MAT621B – Pre-Calculus 12</strong></td>
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<td>Pre-Calculus 12 Teacher’s Resource</td>
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<td>Pre-Calculus 12 Solutions</td>
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<td>PEI 1/t 112-12594</td>
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<td>MHR 1/p 112-12588</td>
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<td>Math at Work 12 – Teachers Resource</td>
<td>MHR 1/t 112-12589</td>
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<td><strong>Course Outline Information</strong></td>
<td>MAT631A Curriculum Guide</td>
<td>PEI 1/t 112-12595</td>
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<td><strong>MAT651A – Practical Mathematics 12</strong></td>
<td>Senior High Mathematics Outline 451A, 551A, 651A Outline</td>
<td>PEI 1/t 110-10369</td>
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<td><strong>MAT801A – Applied Mathematics</strong></td>
<td>Applied Mathematics 801A, Student Resource</td>
<td>PEI 1/p 111-11535</td>
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<td>Applied Mathematics 801A, Teacher Resource CD-ROM</td>
<td>PEI 1/t 111-11543</td>
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<td>MAT801A Curriculum Guide</td>
<td>PEI 1/t 111-11583</td>
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</table>
Physical Education

**PED401A – Physical Education - Wellness**
Teaching Personal and Social Responsibility Through Physical Activity, 3rd edition, Don Hellison
Teaching Stress Management: Activities for Children and Young Adults, Nanette E. Tummers
Professional and Student Portfolios for Physical Education, Vincent Melograno
Service for Learning Health, Physical Education, and Recreation Cheryl A. Stevens
Mental Health: High School Curriculum Guide
PHE Canada – FMS – An Educators Guide
PHE Canada – FMS – Alternative Activities and Pursuits

**PED621A – Physical Education - Leadership**
Concepts of Physical Fitness with laboratories ninth edition, Charles Corbin and Ruth Lindsey
Fundamental Concepts of Fitness and Wellness First Edition

**PED801A – Physical Education – Life Style**
High school physical education curriculum is currently being developed.
### AGR621A – Animal Science

Animal Science - Biology & Technology, 3rd ed., ClassMaster CD-ROM  
NEL 1/t  Contact Specialist

**Course Outline Information**

- AGR801A/601A Curriculum Guide  
  PEI 1/t  Contact Specialist
- Foundation for the Atlantic Canada Science Curriculum  
  PEI 1/t  101-1489
- Science Safety Resource Manual  
  PEI 1/t  101-1587

### AGR801A – Animal Science

Animal Science - Biology & Technology, 3rd ed., ClassMaster CD-ROM  
NEL 1/t  Contact Specialist

**Course Outline Information**

- AGR801A/601A Curriculum Guide  
  PEI 1/t  Contact Specialist
- Foundation for the Atlantic Canada Science Curriculum  
  PEI 1/t  101-1489
- Science Safety Resource Manual  
  PEI 1/t  101-1587

### AGS621A – Agriscience

Agriscience - Fundamentals and Applications, 5th ed., ClassMaster CD-ROM  
NEL 1/t  Contact Specialist

**Course Outline Information**

- AGS801A/621A Curriculum Guide  
  PEI 1/t  Contact Specialist
- Foundation for the Atlantic Canada Science Curriculum  
  PEI 1/t  101-1489
- Science Safety Resource Manual  
  PEI 1/t  101-1587

### AGS801A – Agriscience

Agriscience - Fundamentals and Applications, 5th ed., ClassMaster CD-ROM  
NEL 1/t  Contact Specialist

**Course Outline Information**

- AGS801A/621A Curriculum Guide  
  PEI 1/t  Contact Specialist
- Foundation for the Atlantic Canada Science Curriculum  
  PEI 1/t  101-1489
- Science Safety Resource Manual  
  PEI 1/t  101-1587

### BIO521A – Biology

Biology – Text  
MHR 1/p  111-11519
Biology: Teacher’s Resource and CD-Rom  
MHR 1/t  111-11520
Biology Transparency Set, 7th Edition  
MHR 1/t  111-11529
Biology 11/12 Video & (3D Science Animations)  
MHR 1/s  111-11522
Biology 11: Computerized Assessment Bank CD-ROM  
NEL 1/s  111-11521
Biology 12: Computerized Assessment Bank CD-ROM  
NEL 1/s  112-12474

**Course Outline Information**

- Biology 521A Curriculum Guide  
  PEI 1/t  111-11545
- Foundation for the Atlantic Canada Science Curriculum  
  PEI 1/t  101-1489
- Science Safety Resource Manual  
  PEI 1/t  101-1587
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<td>BIO621A – Biology</td>
<td>Biology – Text</td>
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<td>1/p 111-11519</td>
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<td>Biology: Teacher’s Resource and CD-ROM</td>
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<td>Biology Transparency Set (7th Edition: Raven)</td>
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<td>BIO801A – Human Biology</td>
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<td>Biology: An Everyday Experience (Teacher Wraparound Ed.)</td>
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<td>Biology: An Everyday Experience (Study Guide)</td>
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<td>Biology: An Everyday Experience (Re-teaching)</td>
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<td>Health: Making Life Choices</td>
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<td>Discovery School Human Biology Essentials Package</td>
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<td>The Miracle of Life Video</td>
<td>WGBH</td>
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### ENV621A – Environmental Science

- Living in the Environment – Text: NEL 1/p 112-12525
- Living in the Environment – Video: NEL 1/s 112-12527
- Living in the Environment – Computerized Assessment Bank CD-ROM: NEL 1/s Contact Specialist
- Project Based Learning Starter Kit: BBI 1/t 112-12564

#### Course Outline Information

- ENV621A Curriculum Guide: PEI 1/t 112-12563
- Foundation for the Atlantic Canada Science Curriculum: PEI 1/t 101-1489

### OCN621A – Oceanography

- **Course Outline Information**
  - OCN621A Curriculum Guide: PEI 1/t 112-12461
  - Foundation for the Atlantic Canada Science Curriculum: PEI 1/t 101-1489

### PHY521A – Physics

- Physics – Text: MHR 1/p 111-11533
- Physics – Teacher Resource CD-ROM: MHR 1/t 111-11532
- Physics: Concepts and Connections: NEL 1/t 111-11571

#### Course Outline Information

- PHY521A Curriculum Guide: PEI 1/t 111-11578
- Foundation for the Atlantic Canada Science Curriculum: PEI 1/t 101-1489

### PHY621A – Physics

- Physics – Text: MHR 1/p 111-11533
- Physics – Teacher Resource CD-ROM: MHR 1/t 111-11532
- Physics: Concepts and Connections: NEL 1/t 111-11571

#### Course Outline Information

- PHY621A Curriculum Guide: PEI 1/t 112-12500
- Foundation for the Atlantic Canada Science Curriculum: PEI 1/t 101-1489

### SCI421A – Science

- Nelson 10 Science – Text: NEL 1/p 110-10433
- Atlantic Canada Teacher’s Resource: NEL 1/t 110-10434
- Nelson 10 Science – Transparencies: NEL 1/t 110-10435
- Nelson 10 Science – Assessment Bank CD: NEL 1/s 110-10436

#### Course Outline Information

- SCI421A Curriculum Guide: PEI 1/t 110-10578
- Foundation for the Atlantic Canada Science Curriculum: PEI 1/t 101-1489

= Creativity/Innovation Course
SCI431A – Science
Science 10 Concepts and Connections 2002 Ed. NEL 1/p 110-10484
Science 10 Concepts and Connections Teacher’s Resource NEL 1/t 110-10495
Science 10 Concepts and Connections – Workbook NEL 1/t 110-10485

Course Outline Information
SCI431A Curriculum Guide PEI 1/t 110-10598
Foundation for the Atlantic Canada Science Curriculum PEI 1/t 101-1489
Science Safety Resource Manual PEI 1/t 101-1587

SCI701A – Applied Science

Course Outline Information
SCI701A Curriculum Guide PEI 1/t 110-10813
Foundation for the Atlantic Canada Science Curriculum PEI 1/t 101-1489
Science Safety Resource Manual PEI 1/t 101-1587
### Social Sciences and Humanities

**CLO521A – Clothing**
Contact the curriculum specialist at the Department of Education and Early Childhood Development for Clothing resources.

**FAM421A – Family Life Education**
Married and Single Life (Out of Print)  
*Course Outline Information*
FAM421A Curriculum Guide  
PEI 1/t 110-10801

**FAM621A – Family Life**
*Course Outline Information*
FA621A Curriculum Guide  
PEI 1/t 112-12498

**FDS421A – Foods and Nutrition**
Contact the Arts Specialist at the Department of Education and Early Childhood Development for Clothing Foods and Nutrition.

**HOS801A – Hospitality and Tourism**
*Course Outline Information*
HOS801A Curriculum Guide  
PEI 1/t 110-10705

**HSG621A – Housing**
Housing Decisions  
Homes for Today and Tomorrow, 5th Edition  
Homes for Today and Tomorrow, Teacher Resource Binder  
NEL 1/p 112-12175  
MHR 1/p 112-12173  
MHR 1/t 112-12174
Social Studies

**CAS401A – Canadian Studies**
- Canadian Geography: A Sense of Place – Student Resource  
  MHR 1/p 110-10743
- Canadian Geography: A Sense of Place – Teacher Resource  
  MHR 1/t 110-10742
- Women Changing Canada  
  OUP 1/p 110-10414
- Aboriginal People: Building for the Future  
  OUP 1/p 110-10416
- World Affairs: Defining Canada's Role  
  OUP 1/p 110-10418
- Nystrom Atlas of Canada and the World  
  NYR 1/2p 110-10756
- Women Changing Canada: Student Activity Workbook  
  OUP 1/t 110-10415
- Aboriginal People: Student Activity Workbook  
  OUP 1/t 110-10417
- World Affairs: Student Activity Workbook  
  OUP 1/t 110-10419

**Course Outline Information**
- CAS401A Curriculum Guide  
  PEI 1/t 110-10759

**ECO621A – Introductory Economics**
- Understanding Economics  
  MHR 1/p 112-12600

**Course Outline Information**
- ECO621A Curriculum Guide  
  PEI 1/t 112-12252
- ECO621A - Student Guide to the Inquiry Process  
  PEI 1/t Contact Specialist

**GEO421A – Geography of Canada**
- Making Connections: Canada’s Geography (2nd Ed.)  
  PEC 1/p 110-10808
- Making Connections: Canada’s Geography (2nd Ed.) TR  
  PEC 1/t 110-10809
- Encounter Canada: Land People Environment  
  OUP 1/t 110-10852
- Nystrom Atlas of Canada and the World  
  NYR 1/2p 110-10756

**Course Outline Information**
- GEO421A Curriculum Guide  
  PEI 1/t 110-10405

**GEO521A – Global Studies**
  MHR 1/p 111-11526
  MHR 1/t 111-11528
- Global Classroom Initiative Module  
  Contact Specialist
- Pearson School Atlas  
  PEC 1/2p 111-11537

**Course Outline Information**
- GEO521A Curriculum Guide  
  PEI 1/t 111-11642
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**Course Outline Information**

- GEO531A Curriculum Guide
- GEO621A Curriculum Guide
- GEO631A Curriculum Guide
- GEO621A - Student Guide to the Inquiry Process
- GEO631A - Student Guide to the Inquiry Process

**Creativity/Innovation Course**
HIS521A – Modern World History
Glenco World History 2010 MHR 1/p 110-10874
Glenco World History Teacher Edition 2010 MHR 1/t 110-10873
Teacher Works plus DVD

HIS621A – Canadian History
Canada’s History – Voices and Visions – Text NSS 1/p 112-12348
Canada’s History – Voices and Visions – TE NSS 1/t 112-12349

Course Outline Information
HIS621A Curriculum Guide PEI 1/t 112-12475

HIS621B – PEI History
Classroom (wall) map of Prince Edward Island (in school)
Set of three historical maps of PEI (reproductions in school)

Course Outline Information
HIS621B Curriculum Guide PEI 1/t 112-12562
Island Life – An Historical Inquiry (Student Resource) PEI 1/p 112-12557
Student Guide to the Inquiry Process (consumable) Contact Specialist
A “Nutshell” History of Prince Edward Island (consumable) Contact Specialist

LAW521A – Introductory Law

Course Outline Information
LAW521A Curriculum Guide PEI 1/t 111-11312

LAW531A – Introductory Law

Course Outline Information
LAW531A Curriculum Guide PEI 1/t 111-11311

POL621A – Advanced Political Studies
How Parliament Works BOP 1/p 111-11658

Course Outline Information
POL621A Curriculum Guide PEI 1/t 112-12235

SOC451A – Social Studies
Course Outline Information
Course guide available PEI 1/t Contact Specialist
SOC851A – Social Studies

Living in North America by James Crewe et all  
Living in North America T.E. by James Crewe et all  

NEL 1/p 111-11291  
NEL 1/t 111-11292  

Course Outline Information  
Course guide available  

PEI 1/t Contact Specialist
French Curriculum

Core French

FRE421A – French

Ça marche 3!
Nous, les Canadiens
Starter Kit (includes teacher’s guide, 30 texts, CD, video)
guide de l’enseignant
livret de l’élève (if class has more than 30 students)
Mon carnet (consumable)
CD (contact specialist)
vidéo (contact specialist)

PEC 1/t 110-10750
PEC 1/t Contact Specialist
PEC 1/p 110-10752
PEC 1/p 110-10751
PEC 1/t Contact Specialist
PEC 1/t Contact Specialist

Mes trésors, mes souvenirs
Starter Kit (includes teacher’s guide, 30 texts, CD, video)
guide de l’enseignant
livret de l’élève (if class has more than 30 students)
Mon carnet (consumable)
CD
vidéo

PEC 1/t 110-10753
PEC 1/t Contact Specialist
PEC 1/p 110-10755
PEC 1/p 110-10754
PEC 1/t Contact Specialist
PEC 1/t Contact Specialist

Communi-Quête 2
Faisons une différence
Starter Kit (includes teacher’s guide, 30 texts, CD, video)
guide de l’enseignant
livret de l’élève (if class has more than 30 students)
cashier (consumable)
CD (contact specialist)
Language/Strategy Cards

OUP 1/t 109-9429 INA
OUP 1/t 109-9544 INA
OUP 1/p 109-9431 INA
OUP 1/p 109-9430 INA
OUP 1/t Contact Specialist
OUP 1/t Contact Specialist

···P·É
Permis de conduire, guide de l’enseignant
Permis de conduire, cahier d’activités (consumable)
Programme d’études et guide d’enseignement: 10e, 11e, 12e année, version finale

PEI 1/t 110-10202
PEI 1/p 110-10201
PEI 1/t 110-10293

Matériel du référenc 10e, 11e et 12e année
Les Franfolies: jeux et activités (consumable)
Exploitation des films en classe
L’emploi du français en classe de français de base
Avec Brio: Guide Pratique de communication (Out of Print)
L’évaluation formative des apprentissages en français langue seconde – niveau avancé

PEI 1/t 107-7831
PEI 1/t 107-7911
PEI 1/t 107-7830
NEL 1/t 107-7295 OP
CEC 1/t Contact Specialist
**FRE521A – French**

**Communi-Quête 3**
Bombes météo
Starter Kit (includes teacher’s guide, 30 texts, CD, video) OUP 1/t Contact Specialist
guide de l’enseignant OUP 1/t Contact Specialist
livret de l’élève (if class has more than 30 students) OUP 1/p 111-11538
cahier (consumable) OUP 1/p 111-11539
CD OUP 1/t Contact Specialist
vidéo OUP 1/t Contact Specialist

**Ça marche! 3**
**Films à l’affiche**
Starter Kit (includes teacher’s guide, 30 texts, CD, video) PEC 1/t Contact Specialist
guide de l’enseignant PEC 1/t Contact Specialist
livret de l’élève (if class has more than 30 students) PEC 1/p 111-11576
Mon carnet (consumable) PEC 1/p 111-11574
CD PEC 1/t Contact Specialist
video PEC 1/t Contact Specialist

En direct 2, texte de l’élève NEL 1/p 109-9162
En direct 2, guide et ressource de l’enseignant(e) NEL 1/t 109-9163
En direct 2, cassettes NEL 1/t 109-9165
En direct 2, acetates en couleur (Out of Print) NEL 1/t 109-9166 OP

Connaissance de soi, cahier d’activités (consumable) PEI 1/p 111-11200
Connaissance de soi, guide du professeur PEI 1/t 111-11201
Planification d’un voyage, cahier d’activités (consumable) PEI 1/p 111-11202
Planification d’un voyage, guide du professeur PEI 1/p 111-11203
Planification d’un voyage et Vers une carrière, cassette audio PEI 1/t 111-11207

Le théâtre, cahier d’activités (consumable) PEI 1/p 111-11204
Le théâtre, guide du professeur PEI 1/t 111-11205
Le théâtre, cassette video PEI 1/t 111-11206

Programme d’étude et guide d’enseignement 10e, 11e, 12e année, version finale PEI 1/t 110-10293

**Matériel de référence 10e, 11e et 12e année**
Les Franfolies: jeux et activités pour la classe de français PEI 1/t 107-7831
Exploitation des films en classe PEI 1/t 107-7911
L’emploi du français de base PEI 1/t 107-7830
Avec Brio: Guide Pratique de communication (Out of Print) PEC 1/t 107-7295 OP
L’évaluation formative des apprentissages en français langue seconde - niveau avancé CAS 1/t Contact Specialist

**FRE621A – French**

En direct 2, texte de l’élève NEL 1/p 109-9162
En direct 2, guide et ressource de l’enseignant(e) NEL 1/t 109-9163
En direct 2, cassettes NEL 1/t 109-9165
En direct 2, acetates en couleur (Out of Print) NEL 1/t 109-9166 OP
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## French Immersion

### French Language Arts

**General Resources for Grades 10, 11, 12**

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**Course Outline Information and related documents for Grades 10, 11, 12**

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### FRE421F – French Immersion

**Literature Resources**

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<td>ERPI</td>
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<td>LGF</td>
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<td>Trafic</td>
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<td>Le don</td>
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<td>Rouge poison</td>
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<td>1/p 110-10631</td>
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<td>La ligne de trappe</td>
<td>REN</td>
<td>1/p 110-10722</td>
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<td>1/t 110-10842</td>
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<td>L’homme qui plantait des arbres</td>
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**Literacy support material for children’s literature project**

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<th>Resource</th>
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<tr>
<td>Petit-Bond en hiver</td>
<td>REN</td>
<td>1/t</td>
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<tr>
<td>Les petit riens qui font du bien</td>
<td>REN</td>
<td>1/t</td>
</tr>
<tr>
<td>Quand les monsters se montrent</td>
<td>REN</td>
<td>1/t</td>
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<tr>
<td>Rafara</td>
<td>REN</td>
<td>1/t</td>
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Une histoire sombre, très sombre
Les trios brigands
Il était une fois un bois, un arbre, un gnome
Il ne faut pas habiller les animaux
Journal d’un sapin de Noël
Juliette, la rate romantique
Koulkoul et Molokoloch
Léon et les bonnes manières
Maman bobo
Marius
Mon doudou sure mon trône
Moun
Les nuits de Rose
Le range magique
La belle lise poire du prince de Mortordu
Le monster poilu
La carte de Hockey
Le chevalier quie avait peur du noir
Chien bleu
Le déjeuner des loups
Dix dodus dindons
Du chat à la souris
Nuage bleu
Le roi des bons
Grosse colère

**FRE521F – French Immersion**

**Course Outline Information**

Programme d’études en français-immersion 1/e
Le métaguide
Textes
La grammaire de base – student text
La grammaire 100% - student text (Out of Print)
La grammaire 100% - cahier d’exercices 1 (non-consumable)
La princesse dans un sac
Le prince des marais
Réussir le DELF A2
Réussir le DELF B1
Réussir le DELF B2

**Literature Resources**

La neige en deuil
Zone
Astérix chez les Bretons
En toute liberté (Out of Print)
Comme un cheval sauvage
La vie est une bande dessinée
Les vélos n’ont pas d’état d’âme

**Literacy support material for graphic novel writing project**

Ma Dalton
Persepolis

Contact Specialist
Persepolis 2 REN 1/t
Persepolis 3 REN 1/t
Persepolis 4 REN 1/t
Le prof REN 2/t
Rubrique à brac REN 1/t
Virginie REN 1/t
Salades de Schtroumfs REN 2/t
Spirou et Fantasion #21 REN 2/t
Les Zappeurs #11 REN 1/t
Henriette REN 1/t
Henriette #3 REN 1/t
Les yeux de Leila REN 1/t
Cubitus, ça n’arrive qu’à toi REN 2/t
4 adventure de Spirou et Fantasion #1 REN 2/t
Achille Talon REN 2/t
Achille Talon a la main verte #43 REN 2/t
Le père de Julien REN 2/t
Astérix en Corse REN 1/t
Astérix en Hispanie REN 1/t
Bob Morane #37 REN 2/t
Cédric au point de croix REN 2/t
De cendre et d’or REN 2/t
Maus – 2 vol REN 1/t
L’Évangile oublié REN 2/t
L’Évasion des Dalton #15 REN 2/t

FRE621F – French Immersion

Course Outline Information
Programme d’études en français – immersion 12e PEI 1/t 112-12560
Le métaguide TCM 1/t 107-7698
Bilan CEC 1/p 111-11503
La grammaire de base – student text ERPI 1/p 109-9451 OP
La grammaire 100% - student text (Out of Print) HRW 1/p 109-9452
La grammaire 100% cahier d’exercices 2 (non-consumable) HRW 1/p 109-9452
Réussir le DELF A2 REN 1/t Contact Specialist
Réussir le DELF B1 REN 1/t Contact Specialist
Réussir le DELF B2 REN 1/t Contact Specialist

Literature Resources
D’une race à part LGF 1/p 112-12157
Florence LGF 1/p 112-12156
Le chant des grenouilles (Out of Print) ACA 1/p 112-12159 OP
Anthologie de la poésie française REN 1/p 112-12270
La route de Chlifa REN 1/p 112-12421
L’étranger LGF 1/p 112-12161
Jonathan le goëland Contact Specialist
Et si c’était vrai CD REN 1/p 109-9513 OP
Et si c’était vrai (Out of Print) REN 1/p 109-9513 OP
Dans la peau d’un noir REN 1/p 109-9513 OP
**Literacy support material for short story project**

- Neuf contes et nouvelles
- Nouvelles fantastiques italiennes
- Nouvelles orientales et désorientées
- Nouvelles histories extraordinaires
- La dame de Pique
- La Vénus d’Île et autres nouvelles fantastique
- Les enfants en guerre
- Le livre de sable
- Trois contes
- Boule de suif et autres nouvelles
- L’homme au parapluie
- Charles Perrault – conte
- Contes et légendes de la mythologie
- Crime parfaits
- Histoires fantastiques de temps jadis
- Grandes heures de la terre et du vent
- Histoires fantastiques

**French Language Social Studies**

**CIV621F – Exploring Civilisations - Civilisations comparées**

- L’héritage des civilisations – Student’s text
- L’héritage des civilisations – Teacher’s guide
- Le métaguide

**Course Outline Information**

The curriculum guide may be obtained from the Department of Education and Early Childhood Development.

- Le fabuleux voyage d’Ibn Battuta
- Atlas des pays du monde
- L’art à la loupe
- World Music: Africa, Europe and the Middle East Vol. 1 (CD)
- Les religions du monde: Perspectives canadienne
- Vivre comme les Mésopotamiens
- Vivre comme les Japonais
- Vivre comme les Indiens d’Inde
- Vivre comme les Indiens d’Amérique
- Vivre comme les peuples du passé
- Vivre comme les peuples d’Amérique
- Vivre comme les Grecs
- Vivre comme les Vikings
- Vivre comme les Incas
- Vivre comme les Inuits
- Vivre comme les hommes préhistoriques
- Vivre comme les Romains
- Vivre comme les Celtes
- Vivre comme les Égyptiens
- Set of 10 reproductions de l’Image de l’art
- Planisphère Brault et Bouthillier

Contact Specialist
ECO621F – Economics - L'économie
Programme d'études, Économie 621
Économie contemporaine – textbook
Économie contemporaine – teacher’s guide

GEO621F – Global Issues - Les enjeux mondiaux
Mondes - Student Text
Mondes - Guide de l’enseignant

Course Outline Information
Programme d'études, GEO621F

HIS421G – Understanding Canada - Comprendre le Canada
HIS421J – Understanding Canada - Comprendre le Canada (Pre-IB)
Programme d'études, HIS 421G/J (except Module 6)
Regard sur le Canada de la Confédération à aujourd’hui
– Texte (Out of Print)
Regard sur le Canada de la Confédération à nos jours 2e Éd.
Les relations Canada-Américaines (Out of Print)
Le Canada et le monde au XXe siècle (Out of Print)
Atlas d’histoire du Canada
Cent ans du Canada, 2e Ed. (Out of Print)
Le Canada et la grande guerre de 1914-1918
Les Canadiens et la Seconde guerre mondiale
Planisphère – Brault et Boutillier
Collection of novels for reading projects
Collection of albums for critical thinking projects
Les droits de l’homme Librio
Paroles de Poilus Librio
Un long dimanche de fiançailles Folio

*This course is in the process of being renewed.

LAW521F – Canadian Law - Le droit
Le Droit – Programme d’études (Available online)
Le Droit - text
Comprendre le droit canadien – student text
Comprendre le droit canadien – teacher’s guide
Le métaguide

Reference Materials
Les Droits de la personne – texte
All about law (4th ed.) – text
Projets en loi
### SOC621F – The Individual in Society - L’Individu en société

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<td>1/t</td>
<td>111-11226</td>
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<td>* Available online (Dept. Education &amp; ECD website)</td>
<td>LID</td>
<td>1/p</td>
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<td>La société humaine, défis et changements (Out of Print)</td>
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<td>Le métagogue</td>
<td>TCM</td>
<td>1/t</td>
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<td>Notre monde actuel – maître(Out of Print)</td>
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**Reference Materials**

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<td>Dictionnaire de sociologie (Out of Print)</td>
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<td>DVD L’enfant sauvage</td>
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**Other French Immersion Courses**

### CAR421F – Career Education - Éducation à la carrière

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<td>Horizons 2000+</td>
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**Course Outline Information**

Programme d’études, Éducation à la carrière                                    | Contact Specialist |

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