

Principal's Message

Hello Everyone. Course selection time is upon us again. You have been through the process before but a refresher on the procedures might be helpful to you. It is important that you help your child choose the appropriate courses that will get them where they want to go in the future. Times are changing and the demands put on students today are quite different than those of a few years ago. Careful planning and a good relationship between the home and the school can certainly make your child's stay at Westisle an enjoyable one for all. We look forward to getting to know you and your child.

As noted above, times are changing. While a few years ago high school marked the end of a formal education for most, today a good high school education is merely a starting point, a springboard into further, more specialized study. Because educational demands have changed so drastically over the past number of years, it is vital that high school courses are chosen carefully, keeping options open while at the same time allowing students to take advantage of all that Westisle has to offer. This balance may seem hard to achieve at times but with some good advice, the process should run smoothly.

Success in high school requires some thoughtful planning and commitment. Hard work and regular attendance are a must. Researchers have noted that the most important thing parents/guardians can do for a child's education is to take an active interest in their child's schooling. When parents are involved in students' education, the children do better in school. When we show interest our children respond in kind.

It is important to help your students choose appropriate courses. All high school students must choose their courses with their future in mind. We are not saying that all students need to know exactly what they want to be in the future but a general idea of this will help to keep their options open. It is good to choose courses that will offer the student a challenge but that will not be so difficult that they will not be successful. Please take into careful consideration the recommendations of teachers and counsellors, they want what is best for your student. Please keep in mind that Westisle is a composite school, offering extensive vocational, technical, and business courses as well as an academic program.

We know that you will consider this information when helping your child with their course selection. If you are unsure about anything, please contact us. Working together is the key to success so please feel free to contact us during this process and at any time during the school year. Good luck with the course selection process and with the remainder of the school year. We wish you and your child great success in the coming months and in the years to follow.

Charles Murphy
Principal

STUDENT HANDBOOK

POLICIES & PROCEDURES SCHOOL SERVICES

ACCIDENT INSURANCE - All students in PEI Public schools are now covered under a provincial accident insurance plan. This is paid for by the Department of Education.

BUS SERVICE - Students and parents who have questions or concerns about bus service are asked to contact the transportation supervisor at the Elmsdale School Board Office (853-8602). Expectations regarding behavior on the busses will be described and enforced by individual drivers with support from the school administration.

EXTRACURRICULAR ACTIVITIES - In addition to the various programs that are offered in the classroom, there is a large variety of activities offered outside the classroom. The following is a list of activities that are usually conducted at Westisle:

Badminton	PEI-Quebec Exchange
Band	Power Lifting
Basketball	Rugby
Commonwealth Conference	SADD
Cross Country	Soccer
Drama	Softball
Games Club	Student Council
Golf	SWITCH
Grad Committee	Track & Field
Interchange on Canadian Studies	Volleyball
Intramurals	Yearbook
Jazz Band	Youth Parliament
Peer Mediation Group	

FEES - This year the school, in co-operation with the Parents' Council and the Student Council, has approved an annual fee of \$25.00 which will cover the following costs:

- A Student Daily Planner and Handbook which includes an essay writing style sheet (directions for writing formal papers).
- A combination lock for your locker.
- A graduation fee spread out over three years.
- A technology fee.

FOOD SERVICE - Full and partial meal services are available in the cafeteria at noon hour. Students may also bring lunches from home but, in either case, all food is to be consumed in the cafeteria (lower floor area). Students are expected to clean the table after eating by putting leftovers in the garbage cans and returning trays to the appropriate places. As well, students are required to sort their garbage according to the Island Waste Watch guidelines which are posted throughout the cafeteria.

GUIDANCE SERVICES - Two counsellors are available to help students with personal, vocational and educational concerns. Assistance is available on course selection, university and college information, scholarships and student loan information, student assessment, study skills and emotional support. Students are urged to take advantage of this service as well as the career resources available in the guidance area. CHOICES, the computerized career information system, is also available to students.

Westisle Teen Parent Support Group meets weekly at the school on Tuesdays from 11:30 a.m. - 1:00 p.m. The group provides pregnant and parenting young mothers a chance to get together. The group offers education and support regarding healthy choices in nutrition, parenting and lifestyle issues. For more information contact Colleen Parker@ Kids West Inc. - phone 853-3437.

EPPY Program

Western School Board

The Educating Pregnant and/or Parenting Youth Program - EPPY Program offers educational and emotional support to pregnant or parenting teens interested in completing high school. The Teacher Coordinator works together with the student, administration, teachers, Student Services, and health professionals to determine how best to meet the educational goals of the student. This support is offered throughout the Western School Board. For additional information please contact:

Elsa Riley

Teacher Coordinator

888-8461 (Mon. Wed. Fri.) Three Oaks Office

853-8602 (Tues. & Thurs.) Western School Board Elmsdale Office

emriley@edu.pe.ca

LIBRARY - Students are urged to use this area and its resources for study, research and quiet reading. This area is closely supervised and students who use it for social purposes (talking, etc.), will be asked to leave. All materials taken from the Resource Centre must be signed out at the main desk. Students are responsible for the care and return of all such materials and will be required to pay for any loss or damage incurred.

LOCK & LOCKERS - Lockers are assigned to students so they can keep books and other possessions in a relatively safe place. Everyone must have his/her own locker. Only locks provided by the school can be used and these can be obtained from the homeroom teacher in September upon payment of the annual fee. Students are reminded that the lockers are the property of the school and lockers must never house illegal or prohibited items. *In the interest of safety, the administration of the school may conduct random searches of student lockers from time to time.* Students may or may not be given prior notification of

these searches. Students should exercise great caution with respect to what is stored in their lockers. Housing contraband, offensive documents (e.g. hate literature), or any other prohibited items in lockers (whether the items are yours or not) will result in consequences based on the school's Code of Conduct and the RCMP may be notified. Since lockers provide limited security, personal items such as money, jewelry, etc., should not be left in lockers.

LOST AND FOUND - Any items found within the school are brought to the main office where they may be claimed by the owners.

PARENTS' COUNCIL - Westisle has an active Parents' Council (School Council) which meets regularly to discuss issues, represent parent concerns and give advice to the principal. The Council is comprised of a parent representative from each of the nine feeder school districts (7 elementaries - 2 junior highs), two teachers, president of the Student Council and the principal. The first meeting will be held on the night of Meet the Teacher. All parents/guardians are welcome to attend the meetings.

RESOURCE ROOM - The Resource Room at Westisle helps students build confidence and improve performance in school. Personalized programs and support are available to all students. Our goal is to motivate students to achieve success.

SCENT REDUCTION POLICY - Due to the increased sensitivity to environmental odors, we would appreciate your co-operation in helping us provide a scent-reduced environment for our students and staff. Thank you. Students not following this scent-reduction policy will be spoken to first by the teacher and if the problem persists, the office will get involved.

SCHOOL TRIPS - Teachers, students and parents are reminded that the Western School Board requires forms to be filled out by the student/parent and teacher/coach/advisor for all co-curricular and extra curricular out of school trips. Parents are also reminded that students taking their own vehicle for any of the above must fill out the appropriate forms. Parents must also be aware that students are **not** allowed to transport other students to any school functions. All forms are available at the main office.

SPORTS - Athletics will form a large part of school life at Westisle. We usually have a full schedule of inter-school sports including volleyball, badminton, basketball, cross-country, golf, power-lifting, track and field, softball, soccer and rugby. All students are eligible for interscholastic sports. Watch for the time and place to sign up for the various teams. All team members are subject to the rules and regulations which will be explained when you sign up for a sport.

Athlete of the Year - The Male and Female Athlete of the Year Award shall be awarded annually to the student Athlete who best displays the qualities of outstanding athletic ability, sportsmanship, determination, and academic success. All coaches and the principal shall form the selection committee.

STUDENT STORE - Basic school supplies and various items of clothing including footwear are available in the school's student store during noon hours.

STUDENT VEHICLES AND PARKING - Students are allowed to bring a vehicle to school provided they drive responsibly. **Students must use the designated student parking area only.** Parking in the School Board parking lot is strictly prohibited and may result in a charge under the Trespass Act or the vehicle may be towed. As well, **irresponsible driving or parking violations may result in the student having the privilege of driving to school revoked.** We remind you that the speed limit is 20KM/H maximum at Westisle. We do not encourage students to take other students to and from school because of risks of legal liability.

TELEPHONES - Three telephones for student use are available in the school. Please keep conversations brief so as not to inconvenience others. **Calls must be made when classes are not in session.** Phones in the main office may be used in cases of emergency. Secretaries will take messages for students from parents/guardians, or messages which are of an emergency nature only. Parents in the Tyne Valley area can call the school Toll Free (1-800-663-3338).

TEXTBOOKS - Text books will be issued to students by subject teachers and are to be properly cared for throughout the year. Any student losing a book during the year or failing to take proper care of any book will be required to pay as determined by the Department of Education prices. Failure to make compensation for lost or damaged books will result in report cards, diplomas, etc... being withheld by the school. Lost or damaged books will be replaced in accordance with the following scale.

New Book or Good Book	Full Value
Fair Condition	Half Value

SCHOOL CANCELLATIONS- Notice of school closings due to weather conditions will be broadcast on CFCY 95.1 FM & MAGIC 93, CHTN - OCEAN 100, SPUD FM - 102.1FM, CBC CHARLOTTETOWN - 96.1 FM, CFQM - MONCTON - 103.9, CJXL - XL96.9 - MONCTON, CTV BREAKFAST TV (HALIFAX). You can also check on Stormwatch on the Western School Board Website @ www.edu.pe.ca/wsb. An initial announcement will be made at 7:00 a.m. with a further announcement at 8:00 a.m. indicating whether or not classes will be held that day. When school is closed for a storm, there will be **no** school activities that day.

REPORT CARDS- Report cards will be sent home twice each semester. Mid-semester report cards and end-of-semester report cards need not be returned.

DISTANCE EDUCATION- The Department of Education is willing to sponsor students wishing to take distance education courses from approved programs in NB and NFLD. Contact guidance counsellors or administration for details. Any student who registers for a correspondence course is responsible for informing administration by May 15 that they have completed the course. **Please note:** There is a fee associated with taking these courses. Courses completed after May 15 may not be counted toward graduation.

PRINCIPAL'S LIST

Each semester a principal's list of students will be published. This list will consist of all students who have achieved an average of 80% or more in all four courses for that semester, with the condition that no course have a mark of less than 70%. This list includes students of all grades and course levels.

CODE OF CONDUCT

1. Students are expected at all times to act in a reasonable and responsible manner.

Rights and Responsibilities

I HAVE THE RIGHT TO LEARN IN THIS SCHOOL.

It is my responsibility to arrive on time, to be prepared to work, to be ready to listen to instructions, to work quietly and if I have a question or concern, to ask politely.

I HAVE THE RIGHT TO HEAR AND BE HEARD.

It is my responsibility to listen courteously and attentively when others are speaking and to speak politely.

I HAVE THE RIGHT TO BE RESPECTED IN THIS SCHOOL.

It is my responsibility to refrain from teasing or annoying other people or hurting their feelings.

I HAVE THE RIGHT TO BE SAFE IN THIS SCHOOL.

It is my responsibility to refrain from threatening, punching, kicking or physically harming others and to play safely.

I HAVE THE RIGHT TO PRIVACY AND TO MY OWN PERSONAL SPACE.

It is my responsibility to respect school property, the personal property of others and to respect their right to privacy.

RESPECT YOURSELF, OTHER PEOPLE AND THE ENVIRONMENT.

2. Students have a responsibility to refrain from:

- ▶ fighting and other forms of physical abuse and intimidation
- ▶ verbal abuse
- ▶ alcohol and drug use on school property, at school functions and/or during school hours
- ▶ vandalism and destruction of school property
- ▶ tampering with fire alarms
- ▶ bringing weapons to school (knives, guns, etc.)
- ▶ profanity

- ▶ wearing clothing displaying indecent wording and/or graphics
- ▶ public displays of affection beyond hand holding (i.e. kissing, etc.)
- ▶ skipping classes
- ▶ stealing
- ▶ driving a vehicle in a reckless manner and/or with excessive speed on school premises
- ▶ parking of vehicles in places other than designated student parking areas
- ▶ smoking on School Board property
- ▶ wearing hats in school
- ▶ littering
- ▶ cheating and plagiarism
- ▶ bringing to school and/or using firecrackers, stink bombs and water pistols/water balloons.

Violations of any of the above will be dealt with according to the severity of the problem with appropriate consequences ranging from warnings and counseling to suspensions. In severe situations the Western School Board reserves the right to expel a student from school. At all times the rules and regulations of the Western School Board as established in the Community for Learning Documents will be applied.

Suggested Consequences

Fighting - minimum 3 - 5 day suspension depending upon the severity of the fight. The aggressor will receive the longer suspension. RCMP may be notified to lay charges.

Harassment, Verbal Abuse, Intimidation - minimum 1 - 5 day suspension depending upon the severity of the situation. RCMP may be notified to lay charges.

Vandalism, Destruction or Theft of School or Personal Property - minimum 1 - 5 day suspension, restitution, and/or notification of RCMP.

Alcohol/Drug Use and/or Possession - minimum 5 day suspension and/or notification of RCMP to lay charges.

Pulling of Fire Alarms for Mischief - 3 day suspension and notification of RCMP to lay charges.

Bomb Scare - minimum 5 day suspension and notification of RCMP to lay charges.

Items That Can Be Used As A Weapon - warning and removal of weapon(s) to Main Office first time; possible suspension and notification of RCMP. Minimum 3 day suspension and notification of RCMP for second offense.

Prohibited Weapons - minimum 10 day suspension and notification of RCMP to lay charges.

Reckless Driving/Speeding - minimum 1 day suspension and removal of driving privileges on school property for a period of time.

Persistent Profanity - minimum 1 day suspension .

Smoking on School Board property - Please see Smoking Policy in this handbook.

Indecent Clothing - prohibited from wearing again; minimum 1 day suspension for subsequent offenses.

Persistent Parking in Restricted Areas - Warning, removal of driving privileges to school for a period of time. Vehicle may be towed at owner's expense.

Skipping Classes - warning for first offense, 1 day suspension for 2nd offense, and escalating suspensions for each subsequent offense. Parents notified each time.

Firecrackers And Stink Bombs - confiscation and 1 day suspension.

Water Pistols and Water Devices - confiscation, cleanup (where necessary) and warning. A one day suspension for 2nd offense.

Persistent Refusal to Follow Any Teacher's/Staff Member's Instructions - removal from class for 1 day or suspension from school depending upon the severity of the situation.

Cheating and Plagiarism - Cheating is a dishonest act that calls into question one's integrity. If, for example, someone cheats on a test or an assignment, that person has demonstrated a lack of respect of their work, course, teacher and themselves.

It should be noted that if someone knowingly helps another person to cheat they are equally responsible and as a result will be held accountable.

Penalties at Westisle for cheating:

- * 1st offence - 0% for the work in question, administration and parents notified.
- * repeat offense under another subject teacher will result in 0% for the work in question; administration and parents notified and academic counselling arranged with guidance.
- * repeat offense for the same subject teacher may result in loss of credit for course.

DRESS CODE

- ▶ Head wear is not permitted in the school

- ▶ Any clothing accessories that are considered a safety hazard are not permitted
- ▶ Any clothing that is considered offensive (for example: racial, sexual or profane) will not be permitted
- ▶ Clothing must meet front and back (for example: tops must meet pants/skirts)
- ▶ Tops must have shoulder straps
- ▶ Neckline must not be revealing
- ▶ Back must be covered

*** In addition to the above guidelines, any other clothing that may be considered inappropriate will be addressed on an individual basis.

This policy was made by staff and Parent Council.

Hat Policy Hats are NOT to be worn inside the school. Hats are to be kept in student lockers. Refusal to follow this Hat Policy will result in consequences ranging from a warning to a suspension for failure to follow the instructions of a staff member.

Cell Phone Policy

In Schools: Students may carry cell phones or other digital products which record or transmit messages but these devices must be turned off and stored away from immediate access during instructional periods so as to promote the protection of privacy and confidentiality as well as discourage potential harassment. Cell phones and similar types of electronic devices may not be carried or be in the possession of students during examinations or other major assessments.

On buses: Students may carry cell phones or other digital products but, unless an emergency situation (wherein there is a demonstrated possibility of harm or danger) or specifically authorized by a bus driver, devices which record or transmit messages must be turned off and stored away from immediate access during bus travel so as to promote the protection of privacy and confidentiality, discourage potential harassment, and create minimal distraction for the driver.

NOTE: Devices such as MP3 Players which are used only for playing music and are limited to the use of the individual student (i.e. used with earphones) may be used while riding on a school bus provided there is no disruptive influence or disturbance created on the bus. For safety reasons, such devices must be turned off when students are boarding or disembarking from the bus.

Returning Graduate and Fourth Year Policy

Students who have already graduated from high school and wish to return to upgrade their skills in order to gain entry to a post-secondary program or to complete a trades program can do so. A flexible program of studies may be set up in consultation with administration and/or guidance which may involve the student taking only the course(s) needed. The student's behavior must be appropriate at all times in order to remain in the program.

Westisle Composite High School operates under the philosophy that all non graduate students must have a full load of courses. However, we do recognize that there are circumstances and situations where it would be in the best interests of all concerned that some returning fourth year students be scheduled with less than a full complement of courses.

Where possible, a student requiring four or fewer courses should have all of these courses scheduled in the same semester.

For the exceptional circumstances students must consult with administration/guidance. Any student not taking a course in any time block must be placed in a structured program designed in consultation with administration, guidance and other relevant staff members. Furthermore, the student must sign a contract outlining the conditions for this study/work program. Parents will be mailed a copy of the contract.

Students not living up to the conditions of the contract may have the privilege withdrawn and face other disciplinary measures.

ATTENDANCE POLICY

Regular attendance is one of the primary reasons students are successful in high school. According to the School Act, the responsibility for attending regularly lies with the students and their parents/guardians. It is the aim of Westisle Staff to work with students and parents in maintaining a high level of attendance so that each student may experience success. We encourage parents to inform us if their son/daughter is absent because of injury, sickness, or any other reason. That information will be communicated to the appropriate subject teacher. We, on the other hand, will inform parents as early as possible of unnecessary absences. In addition, we will suggest some strategies that teachers may use to encourage high attendance by all students.

Parents must realize that 1 or 2 days of illness do not constitute an excused absence but are part of the 12 absences allowed according to the Western School Board (See Policy #13 of the Communities for Learning Documents).

Students should check individual course outlines regarding the above.

Attendance Requirements

The Western School Board Policy #13 essentially states that a student may not be eligible to obtain a credit in a course if that student has accumulated more than 12 unexcused absences within that course. However, there are situations when an absence can be considered excused.

Excused Absences

- * extended illness (3 or more consecutive days) and/or recurring medical treatment documented by family physician
- * death in family
- * school approved activities (sports, band, art, field trips)
- * legal and religious obligations

Occasionally special circumstances may arise that will necessitate a student being absent: 4H, AY, registered athletic/artistic/church organizations. These cases will require prior notification of and approval by the school to be considered an excused absence. Under special circumstances work commitments and extended travel must have prior consultation and approval by school authorities in order to be considered excused absences otherwise these absences will be unexcused.

When a student reaches 13 or more unexcused absences, he/she has the opportunity to appeal. Therefore, students should continue to attend regularly and complete all work and at the end of the semester submit an appeal, in writing, to the Appeal Committee. A successful appeal would mean the gaining of the credit assuming the course work has been successfully completed.

Daily Attendance/Interventions

Each subject teacher will be responsible for monitoring and reporting the attendance of students registered in each of his/her classes. Subject teachers will inform parents by phone or by letter when a student has missed 5 classes in a course or when a student has missed 3 consecutive days. The teacher will also enter this contact with the parents on the school's computer system.

If the student misses 10 classes in a course the subject teacher will again notify/inform the parents by phone or by letter. The teacher will also notify administration to speak with the student.

If a student misses more than 12 classes in a course, the parent/guardian will be informed by phone/letter that the student may have lost eligibility to attain a credit in that course pending an appeal at the end of the semester.

Reinstating Unexcused Days

A student showing chronic absenteeism will be offered, upon request, an opportunity to have classes reinstated. Several conditions must be met by the student in order for this to happen.

- a) The student must show a resolve not to accumulate further unexcused absences. Continuous, unbroken attendance and work completion will allow students to buy back or regain missed classes.

b) The student must demonstrate that all missed assignments and tests are completed as required by the subject teacher including any extra work that may be assigned in order to ensure the basic requirements of the course are met.

Final details of the above arrangement will be worked out on an individual basis by the administration, teacher and student.

General Notes

- School suspensions will be counted as absences.
- Chronic lateness will affect absences (see late policy)

Late Policy

Avoidable lates are both discourteous and disruptive to fellow students and teachers. If either the reasons for being late or for frequency of lateness becomes a concern, disciplinary action will be taken. Leaving class early without the teacher's permission is not permitted. Again, if either the reasons or the frequency of leaving early becomes a concern, disciplinary action will be taken.

Students are required to be in their classroom before the second buzzer sounds at the beginning of each class. The first buzzer signals the end of the break and/or lunchtime and the second buzzer signals the beginning of the next class. Students not in their classroom/shop/lab/at the second buzzer are late. Teachers/administrators will provide a Westisle late slip when having detained a student and subsequently that student is late for the next time.

Procedures For Lates

- The first unexcused late will receive a warning from the subject teacher and will be noted in the teacher's attendance records
- The second unexcused late will be noted, reported to the office
- With the third unexcused late the student will receive a noon hour detention/notification of parents
- With the fourth unexcused late the student will receive a noon hour detention
- With the fifth unexcused late the student will receive a one day suspension and subsequent lates will receive longer suspensions
- Students not going to detentions will be suspended

Procedures for Leaving Class Early Without Permission

- With the first leaving class without permission the student will receive a warning and it will be noted in the teacher's and the office attendance record
- With the second occurrence the student will receive a noon hour detention and the subject teacher will phone the students's parents
- With the third and subsequent occurrences the student will be suspended

Homework & Illness

When students are absent from class for a day or two, it is up to them to contact someone from their classes to see what they missed (or see their teachers upon their return). If an absence is anticipated to be 3 or more days, parents are encouraged to contact the school to have homework collected to be picked up. Please note that we will need some time to gather this homework so a 24-hour turn around is in place (i.e. call Wednesday and work is ready Thursday).

Detention

Westisle serves students with detentions for chronic lateness, use of profanity and for leaving class early without permission.

INTERNET

The Internet is an electronic highway which connects computers all over the world. The P.E.I. Department of Education promotes access to and use of computers by students, educators and other users. Access to the Internet will provide students with additional learning materials and research opportunities.

While access to the Internet offers many benefits, some material is objectionable. Software and services have been purchased and installed to assist in restricting access to objectionable material. However, a determined user can always discover undesirable material.

Student Responsibilities

Students are required to adhere to the rules established for Internet access and use.

- ▶ Students will be provided with access to the Internet provided that the signed Internet Use Agreement has been received by the designated school personnel and school rules are followed
- ▶ Students may view, quote from and copy published web pages for their personal use and for research purposes provided that the source of information is acknowledged and that copyrights and school rules are respected
- ▶ Students may not give their passwords to other persons or use passwords of others

- ▶ Students may download software programs only with the approval of the supervising teacher and provided that copyrights are respected
- ▶ Students may access discussion groups and news groups only in accordance with school rules
- ▶ Students who receive obscene information or threatening messages will immediately report the event to the supervising teacher
- ▶ Students will not use the Internet for illegal activities, to harass others or to conduct commercial transactions through their school Internet account

The use of the Internet is a privilege and inappropriate use may result in the cancellation of the privilege and/or other disciplinary measures. Inappropriate use will be determined at the discretion of the supervising teacher. In addition, law enforcement agencies may be contacted.

Liability

The Department of Education and the School Board make no warranties of any kind, whether express or implied, for the service being provided and are not responsible for any damages a student or other user may suffer. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, or service interruptions for any reasons or caused by a user's own errors or omissions. Use of any information obtained via the Internet is at a user's own risk. The Department of Education and the School Board specifically deny any responsibility for the accuracy or quality of information obtained through these services. The Department of Education and the School Board disclaim liability for errors, omissions, damages or actions of any kind resulting from student use of the Internet.

WESTISLE'S ATHLETIC & EXTRACURRICULAR POLICY

Westisle has a large variety of extracurricular activities in which students may participate. These are meant to be fun and growth experiences for the students to help to round out their high school education. It is here that many fond memories of high school are made. There is a certain commitment for students entering into extracurricular activities. The following policy deals with sporting events as well as attending conferences, band, drama, exchange trips, intramurals, SADD, Students Council, yearbook, youth parliament, and any other activities and clubs at the school.

1. Coaches must have Level I Canadian Coaching Course (Theory) or be willing to take it within 2 years (PEISAA will pay the cost.)
2. All teams/groups/clubs (including the band) should operate on the principle that the team is a class away from the school. The conduct of the team/group members must be the same as what is expected of them in school (reasonable and responsible behavior).

3. A participant must be present for the full school day when a game is being played or a performance is being given that day (or if there is a practice being held). If a student is absent from school, they will not be allowed to participate unless there is a very good explanation.
4. Dress for games, home and away, must include dress pants, skirts or dresses. Blue jeans are not permitted. A shirt and tie are to be worn by men.
- 5.

Eligibility

All those who participate on school Interscholastic teams are referred to as student-athletes. As such, student-athletes are expected to be passing all of their courses, and take an active role in the classroom. Any student-athlete failing more than one out of their four courses are ineligible to participate in extracurricular activities until such time that they have shown they have turned things around (This will be based upon the most recent marking period). A student may be placed on an Academic Contract as well. When the student is on "contract" their complete academic history will be assessed and taken into account when making determination on their eligibility to play or take part in extracurricular activities.

Any student-athlete may appeal the decisions of the Athletic Department before the Extracurricular/Academic Council. Student-athletes are always expected to be trying their hardest and completing the work in the course(s) they are failing. Attendance, attitude and full participation in class will also be considered in any decision made by the Athletic Department or Extracurricular/Academic Council.

Students on "contract" must adhere to the conditions of the contract. It must be turned in daily, and positive feedback is expected. Negative feedback will be addressed immediately and subsequent negative feedback may lead to the dismissal of student-athlete from extracurricular activity.

6. Anyone quitting an extracurricular team or club without a reasonable excuse or who does not show up for the Provincial Championships/major competitions (especially dual and individual sports) must be reported to the Athletic/Extracurricular Director(s). The individual will be liable for suspension from all extracurricular activities for one calendar year.
7. There will be NO SMOKING on the school buses, in or around schools, rinks, and playing fields.
8. There will be NO DRINKING at any school activities including trips. Anyone found drinking will be suspended from the team and from school and possibly all other extracurricular activities for a period of time as per alcohol & drug use policy below.
9. Athletes must pay an athletic fee of \$20.00 to the coach before the first league game. This fee is

to be paid only once during the school year. The fee will be used to finance athletic activities (e.g. awards banquet).

10. All students involved in extracurricular activities are to take part in the school fund raiser.

"A" "AA" Philosophy in Sports

"A" Teams

- a) "A" teams are to be developmental, and as such will be comprised of primarily Grade 10 & 11 students who demonstrate the same commitment as "AA" athletes.
- b) "A" teams **may** carry one or two Grade 12 athletes who can demonstrate positive leadership **and** can make a significant athletic contribution.
- c) "A" teams **will** carry an appropriate number of player substitutes. One or two substitutes will **not** be considered appropriate.
- d) Grade 12 athletes will **not** be used to fill up an "A" team roster.
- e) "A" teams will expect all athletes to demonstrate a reasonable level of fitness before acceptance on any "A" team.

"AA Teams"

- "AA" teams are to be Elite Athletically Competitive Teams competing at the highest level in the province, in short, our best athletes.
- "AA" teams expect a high level of commitment from their athletes, first academically, second in time and fitness.
- "AA" teams will expect all athletes to demonstrate a reasonable level of fitness before acceptance on any "AA" team.

Alcohol & Drug Use Policy

Westisle has a "Zero Tolerance" policy regarding alcohol and drug use. Students are not to use or be in possession of any illegal drugs and/or alcohol while involved in any school sponsored activity.

Consequences for violation of policy on alcohol and drug use:

In addition to a school suspension, (length to be decided by the Westisle administration), the student will:

- (1) be removed from the activity in which the violation occurred for 1 calendar year.
- (2) not be permitted to participate in overnight travel for a period of 1 calendar year.
- (3) not be permitted to participate in any extra-curricular activities for a minimum period of 3 school months. After the 3 month period, students wishing to participate in extra-curricular activities must submit a written request to administration and appear before the extra-curricular appeals committee.
- (4) become involved in counselling with the school's guidance dept. and/or with the Student Assistance Program coordinator.

Students and parents must be aware that when some students are caught with and/or consuming alcohol/drugs at a school activity in a group setting (i.e. hotel room, locker room, outside an exit, etc.) all students in that group will be considered responsible except when those not indulging can show conclusively that they took concrete steps to disassociate themselves from the unacceptable activity.

An information form is to be signed by both the student and parent/guardian so each can acknowledge the Extra-curricular Activities Policy for Westisle Composite High School. Please return the completed information form to the appropriate coach/advisor at the beginning of each sport/activity.

FUNDRAISING

Fundraising for extracurricular and co-curricular events is strictly regulated. Westisle carries out one major fundraiser per year, usually a sales campaign in the first semester. Otherwise student teams, organizations or groups are not allowed to go out into the community to raise funds. Two exceptions are yearbook ads and graduation prize donations.

Fundraising is permitted within the confines of the school. From time to time a group may be granted permission to fundraise in the community but it must receive prior approval of the Principal. As well, the fundraiser should provide a service to the community and should not in any way be a nuisance to the public.

All funds raised come under the control of the particular team or organization and are not intended for individual consumption in any way.

Funds not spent in a school year by a particular team or organization will be carried over to the next school year to be used by a subsequent team or organization of same or similar purpose.

SMOKING POLICY

Westisle is a smoke free place.

Consequently, the policy of the Western Board specifies that smoking is not permitted in buildings or vehicles owned by the Board or in private vehicles on school property or on any School Board property.

Consequences to students who violate the policy are as follows:

- * First violation - A one day suspension with a phone contact and letter to the parents and a

research study component.

- * Second violation- A three day suspension with a telephone call and letter to parents indicating the specifics of the suspension including the education and research components and that a further violation will result in a more lengthy suspension.
- * Third violation - A five day suspension with a letter to parents and a meeting with the student and parents to discuss the specifics of the suspension and the problem. The student will also be given a preventative or rehabilitative consequence so they will better understand the long term effects of smoking.
- * Fourth violation - A five day suspension with parents notified that they must contact the Director of the school to arrange a meeting before the student will be reinstated. The reinstatement process will include a meeting with the parents to outline the terms under which the student will be permitted to return to school. **NOTE:** At any of the first three violations in the disciplinary process, the school will require students to meet specific other terms in order to return to regular classes or school... for example - writing an essay on smoking; doing research on the harmful effects of smoking; visiting with and talking to health care providers or health victims of smoking. Suspensions administered by the Principal in violations one, two, and three may involve in-school and out-of-school suspensions, at the discretion of the Principal, and in combination with the rehabilitative strategies suggested above.

The school will maintain a record of all smoking violations and associated correspondence.

COURSE SELECTION PROCESS

Credit System

Westisle operates on a semester system where the school year is divided into two semesters. The first semester runs from September to January and the second runs from February to June. During each semester the students are required to take four courses with each course being worth one credit. Thus, if the required work is completed at a passing level (50% or better), a student has the possibility to accumulate eight credits each year. In the run of a three year high school program, students have the opportunity to take twenty-four different courses and they are required to have a total of twenty credits for graduation. A more detailed description of the Department of Education graduation requirements may be found in the section entitled "Graduation Requirements". The benefit of the semester system is found in the variety of course offerings and in the flexibility in scheduling. Of concern in this system is the need to be attending class regularly as a significant amount of material is covered in each class. It is important to note that a student who misses more than 12 days in any particular class may lose the credit due to the attendance policy all students must follow at Westisle Composite High School.

Course Coding System

All courses offered at Westisle Composite High School are assigned unique course identification codes. Each code is composed of seven characters and is accompanied by a course title.

Example:	<u>Code</u>	<u>Title</u>
	MAT611B	Advanced Mathematics (Calculus)

1. The first three letters in the code indicate the area of study. Each area of study has its own abbreviation such as ENG for English courses and MAT for mathematics courses.
2. The first numeric character indicates the year in which the course is intended to be taken, as follows:

4 - grade 10	7 - grade 10 or 11
5 - grade 11	8 - grade 11 or 12
6 - grade 12	
3. The second numeric character indicates the level of difficulty of the course, as follows:

0 -	a course open to all students (may not be accepted by some universities or colleges)
1 -	a course at the advanced or enriched level (university preparatory)
2 -	a course at the academic level (university preparatory)
3 -	a course at the general level (not university preparatory)
5 -	a course at the practical level (for students experiencing academic difficulty)
6. Modified Courses - Specific students may receive “modified” courses as part of their practical program only when there is not a practical course available in the area of study or when one cannot be scheduled. A modified course may be offered in classrooms where the original course is being offered or as a separate class for a similar group of students. Course modification is a process which changes the prescribed curriculum to meet a student’s special needs. Modified courses do not provide the same credit as a prescribed course.
4. The third numeric character indicates the credit value of the course as follows:

1 -	1 credit
2 -	2 credits
4 -	4 credits
5. The last letter in the code distinguishes among courses which would otherwise have the same coding:

A or B -	English language courses
F or G -	French immersion courses, X or Y - local program courses

Course Selection

This handbook has been prepared to assist all students in planning their programs of study for the whole school year. It includes a description of all courses offered for the coming academic year, the requirements for graduation, and general information about the school. There is a section entitled "Planning Your Program". Students and parents are asked to study this booklet with care. Teachers, guidance counsellors, and administrators are prepared and willing to assist any students and parents in the

selection of an appropriate program.

TIMETABLING: This is done for both semesters prior to the school year. Some changes can be made at the beginning of each semester but frequently requested changes are not possible due to class size or times at which courses are offered. It is, therefore, very important that students' initial course requests indicate definitely what they want for the year; otherwise they may find that later requests for course changes cannot be made. All requests for changes must be made no later than May of the previous year in order to be accommodated.

In the past, some students have registered for a certain course on a trial basis figuring that if they found it too difficult they would change. However, this is rarely possible because classes which have been established rarely have openings for more students.

COURSE CHANGE PROCEDURE:

Students should have a course change request filled in if:

- 1) There is a blank in their schedule.
- 2) They fail a course and need it for graduation in June.
- 3) The student wants to switch from the academic to the general stream (and may have failed a core subject).

Requests can be made only through a student’s homeroom teacher. These requests are numbered as they come to the office and are processed in sequence. **Phone calls from home cannot speed up this process.**

If a student fails a core course (ex: MAT421A), that student would only expect to take it again starting in September.

PLANNING YOUR PROGRAM

In selecting courses, the following guidelines should be considered:

1. Decide what your educational goals are (e.g. university entrance, business training, trades training, cosmetology, etc); then select the courses and level of difficulty that will enable you to attain these objectives.
2. It is possible to take some courses at one level of difficulty and others at a higher or lower level depending on your abilities, interests and educational objectives. It is usually to the student's advantage to choose courses at the highest level at which he/she can work effectively.
3. Plan your program as far as it is possible to do so. Many subjects such as languages, mathematics and sciences have to be taken in a sequence; therefore, it is wise to check the requirements or pre-

requisites for admission to each course. Several courses can be taken without any pre-requisites.

4. Except for certain cases, school policy requires a student to take a total of eight credits each year. In the final year, **five subjects** must be at the grade twelve level.
5. It is ultimately the student's responsibility to determine the purpose of his/her school career; select your courses sensibly so that they satisfy your needs and objectives. Do your best to be as successful as possible.
6. We, the teaching staff, give you one guarantee: If you do everything you can do to be a successful student, we will do everything we can to help you.

Graduation Requirements

Westisle Composite High School uses a credit system. A credit course is one consisting of 110/120 hours of instructional time for the school year. Students earn credits for all courses passed, and as they progress through the school, credits are accumulated; students do not repeat grades, but may have to repeat individual core subjects. A student will take eight credits each year for a total of 24 credits in three years. Exceptions may be made for special circumstances, as determined by the administration.

In order to graduate with a provincial high school diploma, students will require:

A minimum of 20 credit courses, including the compulsory **core** courses:

- 5 courses at the grade 12 level;
- 4 language courses (one at the core 600 level; i.e. 621A, 631A or 651A)
- 2 mathematics courses;
- 2 science courses; and
- 2 social studies courses.

GOVERNOR GENERAL MEDAL CRITERIA

A Governor General's bronze medal will be awarded to the graduating student who achieves the highest average based on all courses taken at the 500, 600, 700 and 800 level regardless of the grade during which the course is attempted. Each student may have a different number of courses used for their average. The winner will be confirmed by a verification committee consisting of the principal, a vice-principal and a guidance counsellor. _____

HONORS CERTIFICATE

In order to earn an Honors Certificate, a graduating student must satisfy the following criteria:

- a) Only students taking eight courses in the Grade 12 year will be eligible to receive an Honors diploma, subject to (d).
- b) The graduating student must have an average of at least 80% (a minimum of 640 marks) in **eight (8) courses** taken in the Grade 12 year, regardless of course level or subject area.
- c) The graduating student cannot have a mark below 70% in **any of the eight (8) courses** taken in the Grade 12 year.
- d) Exceptions to (a) will be made in the following circumstances:
 - * for technical pre-apprentice students;
 - * for the student council president(s); and
 - * for compassionate reasons, such as illness, as approved by the school administration.

For these cases, the student must have an overall average of at least 80% in courses taken in the grade 12 year, regardless of course level or subject area, and must receive credit in all courses taken in the grade 12 year.

SUPPLEMENTARY EXAMS

Supplementary exams are written for the sole purpose of assisting a student to graduate when the failure of a final exam has disqualified the student from graduation. **These exams are restricted to grade 12 students only.** A student may write only one supplementary exam, the passing of which would allow the student to graduate. Furthermore, the student must have maintained an average of 50% or better in the course work prior to the final exam and have an overall average of 45% or better when the final exam is added to the course work in order to be eligible to write the supplementary exam. The exam will be set by the subject teacher. If the student successfully passes the exam, a mark of 50% only will be awarded for that course.

In case of a failure of a final exam in the first semester the student may write a supplementary exam during final exam week of the next semester in June. If a student fails a final exam during June final exams, then the student has the option of writing a supplementary exam after graduation during the final week of school or during the week preceding school opening the following August.

EVALUATION AND REPORTING

Course evaluation procedures vary depending on the course objectives and teaching strategies used. Major examinations will be written in most subjects at the end of the semester. These major exams will account for approximately 20-40% of the course grade. The remainder of the mark is based on the student's day-to-day performance, quizzes, and assignments. Reports are issued at the middle and end of each semester. The mark achieved for the first report represents a progress mark for the class work

completed by the student up to that point and can account for as much as 30% of the final grade. The pass mark in all subjects is 50%. A detailed course outline description with marks, values and evaluation procedures is available for each course and is given out at the start of the course each semester.

Formal interviews are scheduled at mid-semester. This allows performance issues to be addressed before it is too late. All parents are urged to attend. In addition, parents are encouraged to communicate with teachers when problems arise and not wait for formal interviews.

SCHEDULING FOR RETURNING STUDENTS

All first (gr. 10), second (gr. 11), and third (gr. 12) year students must take a full program of eight courses per year. For fourth year students, courses will be scheduled in one semester where possible. We realize there will be exceptions to this. Fourth year students not in a course in any particular period must be in a structured program designed in consultation with the administration, other staff members and the student. The student must sign a contract outlining the conditions for this study/work period. Some contracts may involve leaving the school. Students have to follow this contract. Behavior for all returning students must be appropriate.

PLEASE NOTE: Returning students (4th year) are advised that the scheduling of regular students, grades 10-12, takes precedence over scheduling for returning students. In other words, seats will not be given to returning students before regular students are placed.

GRADE 11 & 12 COURSE DESCRIPTIONS

ENGLISH

ENGLISH 521A (ENG521A-0001)

Prerequisite: ENG421A

English 521 examines the major genres such as poetry, essays novels, short stories, and drama. English 521 requires all students to apply previously attained knowledge and skills in new ways, thus leading them to higher levels of achievement and increasing their capacity to attain new levels of understanding and skill. In order to help students develop their writing abilities, a process approach is followed. The emphasis at grade 11 is the study of Poetry although other genres are also studied.

ENGLISH 621A (ENG621A-0004)

Prerequisite: ENG421A, ENG521A

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.

GENERAL ENGLISH 531A

English531 will help students link the real world to their world. Opportunities exist for students to work independently and cooperatively on speaking and listening skills, to apply the writing process to a variety of forms for a variety of purposes such as to explain, to state an opinion, to relate an incident, to describe a situation and to make personal and critical judgments. Visual communication and media literacy will be emphasized.

GENERAL ENGLISH 631A

Students in this course will read a wide variety of text and write a wide variety of forms to help them make meaning of the world they experience now and will experience as adults. Students will be provided with opportunities to speak clearly and with confidence and to listen attentively and respond appropriately in a small or a large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding and appreciation for this medium. In this course there is a strong emphasis on functional literacy, essential for the graduating student.

PRACTICAL ENGLISH 551A, 651A (ENG551A-0003/ENG651A-0006)

These courses along with ENG451A, constitute the practical program for grades 10, 11, and 12. These courses emphasize basic competencies in language arts. Many of the reading materials provided for the program deal with topics likely to be of interest to the students. Writing activities stress straightforward responses and correct spelling. Both reading and writing requirements place importance on the forms and procedures which most citizens use in conjunction with the work place, with personal finance, and with government.

ADVANCED ACADEMIC ENGLISH 611X (ENG 611X-0015)

Prerequisite: ENG521A

This course is open to students recommended by their Grade 11 (521A) English teachers. This course will replace ENG621A. The course requires oral and written analytical presentations in which students will examine a variety of genres and period literature. Students in this course must be able to work independently and in groups to survey novels, plays, poetry and mythology.

MATHEMATICS

PLEASE READ: Academic students who wish to pursue post-secondary studies in mathematics, science, or engineering will need to take the following math courses: MAT421A, MAT521A, MAT521B, MAT621B, and MAT611B. Students who are wishing to pursue post-secondary studies in a non-math/science area (eg. university arts programs) should take MAT421A, MAT521A, and MAT621A.

MAT521A ACADEMIC MATH I (MAT521A-0007)

Prerequisite: MAT 421A or MAT 421F

This course is a continuation of the academic mathematics program. *Any student who wishes to earn an academic graduation diploma must take this course.* The topics covered in this course include systems of linear equations, quadratic functions, quadratic and polynomial equations, triangle trigonometry, consumerism, and matrices and networks.

MAT521B ACADEMIC MATH II (MAT521B-9999)

Prerequisite: MAT421A or MAT421F and MAT521A

This elective is designed for students who wish to take a second semester of academic mathematics at the grade eleven level. *Any student who wishes to take MAT611A (Advanced Mathematics) in Grade 12 must take this course. This course is essential for students planning on post-secondary studies in mathematics, science, engineering, or technology.* The topics covered in this course include deductive reasoning, geometry, linear inequalities and polynomial equations, radicals, rational expressions, and functions.

MAT531A GENERAL MATHEMATICS (MAT 531A-0008)

Prerequisite: MAT431A

This course continues the exploration of how to use mathematics in everyday life. Combined with grade 12

mathematics, Math 631A, it may meet requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school, such as Income and Debt; Data Analysis; Measurement Technology; Relations and Functions; Owning and Operating a Vehicle and Personal Income Tax.

MAT551A PRACTICAL MATHEMATICS (MAT 551A-0009)

Prerequisite: MAT451A

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. Additional topics may be included by the teacher.

MAT611B ADVANCED MATHEMATICS (MAT 611B-0013)

Prerequisite: MAT621B (mark of 65% is required)

This course, which covers the basic aspects of introductory calculus, is essential for any student planning to study mathematics, science, engineering or technology at university. The topics covered in this course include advanced trigonometry, polar coordinates and complex variables, functions, limits, derivatives and their applications, and integrals and their applications.

MAT621A ACADEMIC MATHEMATICS I (MAT 621A-0011)

Prerequisite: MAT521A

This course is designed for students planning on attending post-secondary studies in the university Arts program or in college. The topics covered include transformations, exponents and logarithms, sequences and series, trigonometric functions, combinatorics and probability, and statistics.

MAT621B ACADEMIC MATHEMATICS II (MAT621B-0010)

Prerequisite: MAT521B

This course is essential for students planning on post-secondary studies in mathematics, science, engineering, or technology. The major topics in this course are transformations, exponents and logarithms, sequences and series, trigonometric functions, combinatorics and probability, and conics.

MAT631A GENERAL MATHEMATICS (MAT 631A-0012)

Prerequisite: MAT531A

This course includes topics in algebra, probability, trigonometry and consumer mathematics. In algebra, factoring and solving linear and quadratic equations are studied. The consumer topics include income, sales, property taxes, home ownership and investments.

MAT801A - APPLIED MATHEMATICS (MAT801A -0054)

This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trade-related courses. The units of study include the following: Unit 1 - Mathematical Essentials, Unit 2 - Construction/Housing,

MAT651A PRACTICAL MATHEMATICS (MAT 651A-0014)

Prerequisite: MAT551A

Consumer and career mathematics is intended for students who might benefit from an arithmetic program that emphasizes problem solving. The content includes problems involving income banking, credit, transportation, housing, taxes, insurance, investments, renting, purchasing, and budgeting. Additional topics may be included by the teacher.

SCIENCE

AGRISCIENCE 801A (AGS801A-2028)

Prerequisite: SCI421A, SCI431A, or SCI451A

Agriscience is the application of scientific principles and technology to the study of natural resource management and agriculture. Topics include: air, water and soil quality, forestry and wildlife management, aquaculture, plant science, crop and pest management, home gardening and indoor/outdoor plantscaping.

ANIMAL SCIENCE 621A (AGR621A-2027)

Prerequisite: SCI421A

This course is designed to develop appreciation and awareness of the animal science industry. In the introduction, topics such as careers, farm safety, animal rights legislation, technology, and current events affecting the P.E.I. industry are discussed. The course then deals with the anatomy, nutrition, breeding, diseases and management of the various types of farm animals. The dairy, beef, hog, sheep, goat, horse, poultry and aquaculture industries will also be studied. The end of this course is devoted to the study of companion animals.

ANIMAL SCIENCE 801A (AGR801A-2029)

Prerequisite: SCI421A, SCI431A, or SCI451A

The material covered in this course is very similar to AGR621A animal science, however, more emphasis is placed on the actual raising of animals and less emphasis is placed on scientific terminology.

BIOLOGY 521A (BIO521A-0017)

Prerequisite: SCI421A

This is the first science course in which the focus is entirely of the life sciences. Biology 521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment.

The units of study include: **1. Matter and Energy for Life**

2. Biodiversity

3. Maintaining Dynamic Equilibrium I (systems: Circulatory, Respiratory, Digestive, Excretory, Immunone)

4. Interactions Among Living Things

BIOLOGY 621A (BIO621A-0019)

Prerequisite: BIO521A

This course is a continuation of Biology 521A offered to college preparatory students. This is a study of organisms from a systems point of view. Each system (eg. digestion, circulation, reproduction) is studied in simple organisms, plants, animals, and humans. In addition, genetics is studied.

BIOLOGY 801 (BIO801A-2031)

Prerequisite: SCI431A

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

CHEMISTRY 521A (CHM 521A-0021)

Prerequisites: SCI421A and MAT421A

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A builds upon the knowledge and skills found in the unit called *Chemical Reactions* in science 421A. The units of study in chemistry 521A include: Unit 1 - Stoichiometry, Unit 2 - From Structures to Properties, Unit 3 - Organic Chemistry. Chemistry 521A provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry.

CHEMISTRY 621A (CHM 621A-0022)

Prerequisite: CHM521A

This is the second course in which the focus is entirely on the attitudes, skills, knowledge and STSE connections involving chemistry. Chemistry 521A provides the foundation for the units of study in Chemistry 621A. The units of study in chemistry 621A include: Unit 1 - Thermochemistry, Unit 2 - From Solutions to Kinetics to Equilibrium, Unit 3- Acids and Bases, Unit 4 - Electrochemistry. Prerequisite: Chemistry 521A.

OCEANOGRAPHY 621A (OCN 621A-0020)

Prerequisite: One Grade 11 Academic Science (Biology, Chemistry or Physics)

Oceanography 621 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.

PHYSICS 521A (PHY 521A-0023)

Prerequisite: **SCI421A and MAT421A**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge and STSE connections involving physics. Physics 521A builds upon the knowledge and skills found in the unit called Motion in Science 421A.

The units of study in Physics 521A include:

- * Unit 1 - Kinematics (study, and description, of motion)
- * Unit 2 - Dynamics (study of forces that explain motion)
- * Unit 3 - Momentum and Energy
- * Unit 4 - Waves

Physics 521A provides the quantitative and theoretical foundation for the units of study in Physics 621A by introducing wave motion and examining, in one-dimension, the topics of Kinematics, Dynamics, and Momentum.

PHYSICS 621A (PHY621A-0024)

Prerequisites: **PHY521A and MAT521A**

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

The units of study in Physics 621A include:

- * Unit 1 - Force, Motion, Work, and Energy
- * Unit 2 - Fields
- * Unit 3 - Waves and Modern Energy
- * Unit 4 - Radioactivity

FRENCH

FRENCH 521A (FRE521A-0062)

The French 521A course is a continuation of French 421A. Themes include careers, planning a trip, Lifestyles - Knowing Yourself, Crime and Violence, and the theatre. The modules will continue to reflect the interests of the students and evaluation will be based on listening, oral production and interaction, reading comprehension and written production.

FRENCH IMMERSION 521F (FRE521F-0064)

Prerequisite: **FRE421F**

The French course at the grade 11 level aims at assuming the maintenance and progression of the linguistic acquisitions of the student coming from the grade 10 level. The goal of the course is to improve the student's ability to understand and produce various types of speech and text so they can satisfy the basic personal and social needs in French. Grammar and writing skills as well as culture are integrated into this program.

LAW 521F (LAW521F-2065)

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.

FRENCH 621A (FRE621A-0063)

Achievement of a basic level of competency in all four language skills - listening, speaking, reading, and writing - is a reasonable expectation for students who have reached this level of instruction in French through the cumulative process of second language development since elementary school. The themes identified for this level are racial discrimination, the Arts, the Media, Life after School and Technology and Society.

FRENCH IMMERSION 621F (FRE621F-0065)

Prerequisite: **FRE521F**

This course continues to emphasize the development of communication skills. Emphasis is on literature, oral and written expression, with attention given to the functional aspect of grammar.

SOCIOLOGY (SOC621F-0067)

This course is an introduction to social and psychological issues and is designed to develop students' understanding of society and of their own needs and motivations. Students will learn social science research procedures involving experiments, surveys and reports. Learning activities also include discussions, debates, role-playing, case studies, and exposure to a variety of print and non-print media. The course embraces four major themes:

5. The Individual in Society
6. Human Communication
7. The Impact of Culture
8. Social Institutions

ECONOMICS (ECO621F-0066)

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: economics and society, production and affluence, money and financial institutions, international economics.

EXPLORING CIVILISATIONS (HIS621F-0057)

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 civilisations that surround them and influence their lives.

BIOLOGY (BIO521F-0059)

This course has been designed to develop an understanding of the central ideas and principals that unify biological concepts. These concepts include biodiversity, energy flow and cellular matter, energy and matter exchange by humans and other organisms, and energy - matter exchange in representative ecosystems.

Various strategies of instruction including microscopy, laboratory dissections, and biochemical analysis will allow students to develop the skills and understanding of the processes by which biological sciences evolve in inter-science relationships, technology, and societal applications.

ENGLISH ELECTIVES

Note: These are elective courses and do not replace the core English courses.

CREATIVE WRITING 521A (WRT521A-0176)

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 notification, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing.

Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have opportunity to develop and 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 Creative Writing 521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

MEDIA 531A (MED531A-0177)

This optional English course provides for the study of some of the mass media such as television, radio, newspapers, internet and magazines. Students learn the appropriate terminology to describe, discuss and compare the main features of the 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.

LIFE SKILLS 551A (LSK551A-0030)

This optional English course emphasizes everyday applications of reading, writing, speaking, listening and viewing skills. Students participate in activities and projects centered around evaluating television programs, simulating job interviews, obtaining and learning how to complete the various forms people use in making job applications or banking, practicing 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. However, appropriate language usage is stressed for the everyday applications which are the focus of study.

COMMUNICATIONS 801A (COM801A-9991)

This course is designed to help the student become proficient with the fundamental principals of communication in order to be successful in an ever-changing marketplace. Emphasis is placed on 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 technological skills needed for tomorrow's workplace with 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 study of Office Systems Administration and Business Administration.

DRAMA 621Z (ENG621Z-0179)

Drama is an art. In drama, students draw upon their expertise in all modes of communication. The course has four main components: foundation (building confidence and trust), movement (the use of the body), speech, and theatre (opportunities for students to share and to present their work). Students will have the opportunity to develop an original script and/or produce a play. Other topics which will be covered include: stage craft (sets, lighting, costumes, etc.), play production, directing and theatre history. This course requires a high degree of creativity and openness to be fully appreciated.

INTERPERSONAL COMMUNICATIONS (ENG621X-0178)

Interpersonal Communications is designed for the academic student with a slant toward the humanities. Topics covered include: self and self-disclosure, preception, listening and feedback attitudes, conflict, assertiveness, building self-esteem, building relationships, friendship and love. There is also a slant toward other social sciences such as sociology, anthropology and philosophy. **Please note that this course does not fulfill the provincial requirements for a grade 12 English credit. It is an elective course only.**

ART

VISUAL ARTS 701X (VIS701X-3045)

This is an introductory course for students with little or no drawing experience. Experimentation with media such as pencil, pastels, charcoal, watercolour, and acrylic paints will develop students' technical skills and creativity. Subjects include basic design and colour theory, portraits, landscape, still life, and perspective drawings. Art history from Prehistoric Art to Realism is related to class projects. Each student will pay \$20 and receive a package of art materials, including a sketchbook which students keep.

CRAFTS 701Y (CAR701Y-3046)

Students will learn about and create many different types of crafts in this course including: folk art, batik, tin punch, papercutting and decorative paint techniques. Basic design and the history of crafts are included as part of the course. Special topics may also include needlework, knitting, pottery or old-fashioned rug hooking.

A \$15 fee is paid by each student to help cover the cost of special craft projects which could otherwise not be done. The students get to keep these materials.

CREATIVE MULTI-MEDIA (CMM801A-0058)

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 Designs Principals, Digital Imaging, Animation, Audio/Video Editing and Web Authoring. This is an introductory level course and no pre-requisites are required.

VISUAL ARTS 801X (VIS801X-3047)

Prerequisite: Visual Arts 701, or permission of the teacher (based on level of skill shown)

The emphasis of this course is creativity. Students should already have basic skills in realistic drawing, shading, perspective, colour and design theory. Subjects are related to art styles from Impressionism to Modern Art; and students are often given choices in assignments and media. Some media include: soapstone or wood carving, pastel, acrylic, watercolour and mixed media.

Special assignments may include painting backdrops for school plays, and organizing and hanging student art shows. Each student will pay a \$20 lab fee and receive a package of art materials, including a sketchbook which students get to keep.

ART601A INDEPENDENT STUDY IN VISUAL ARTS

Pre-requisite: Visual Arts 701 and Visual Arts 801 and teacher's recommendation

Students in this course work independently to complete a portfolio for entrance into a post-secondary institution to study Fine Arts. Specific assignments are also given including research into Contemporary art styles, creating a series of related artwork, and writing an artist's statement. Students who choose this course should already have an excellent level of drawing skill in order to be competitive in their portfolio submission at Colleges or Universities. You must also be dedicated to improving your artwork and good at organizing your time. This course is not on the course selection sheet - please register with the teacher.

MUSIC

MUSIC 521A (MUS521A-0040)

This course is open to students previously enrolled in MUS 421. Westisle music students will continue to develop their instrumental proficiency again in the usual concert band setting. Concert band repertoire and improvisational jazz techniques will be explored in class. Students will also develop theory and ear training in a performance based environment. Finally, various styles of music from different historical periods will be examined and listened to in class.

MUSIC 621A (MUS621A-0041)

This course is open to students previously enrolled in MUS521A. Westisle music students will continue to develop their instrumental proficiency again in the usual concert band setting. Concert band repertoire and improvisational jazz techniques will be explored in class. Students will also develop theory and ear training in a performance based environment. Finally, various styles of music from different historical periods will be examined and listened to in class.

MUSIC 521B (MUS521B -0043)

This course is open to students previously enrolled in MUS421B. Students will continue to learn basic vocal techniques (i.e., warm-ups, diction, vowels, breathing, etc.). Students will learn to use solfege (i.e., do, re, mi, etc.) to sing melodies, scales, and harmony. Basic music rudiments will also be explored, leading to a firm knowledge of harmony and chord symbol notation. All styles of popular music will be explored throughout the class and the main goal is to harmonize melodies. Students are expected to sing every day and everybody is encouraged to play an instrument.

MUSIC 621B (MUS521B-0044)

This course is open to students previously enrolled in MUS521B. Students will continue to learn basic vocal techniques (e., warm-ups, diction, vowels, breathing, etc.). Students will learn to use solfege (i.e., do, re, mi, etc.) to sing melodies, scales, and harmony. Basic music rudiments will also be explored, leading to a firm knowledge of harmony and chord symbol notation. All styles of popular music will be explored throughout the class and the main goal is to harmonize melodies. Students are expected to sing every day and everybody is encouraged to play an instrument.

SOCIAL STUDIES

GEOGRAPHY 521A (GEO521A-0031)

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

HISTORY 521A (HIS521A-2033)

Although there are no prerequisites for this course, HIS421A is an asset. Students should have some background in the research and writing of essays.

This grade 11 academic course is sequential to HIS 421 ANCIENT & MEDIEVAL - and it is a survey of world history from 1500 to the present. Major topics studied in the program are: absolutism, revolution, Industrial Revolution, imperialism, world wars, and the contemporary world. Students will examine events of the past in order to gain a better understanding of the origins and significance of current world issues.

LAW 521A (LAW521A-2042)

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.

CANADIAN LAW (LAW531A-2043)

This course is similar to Law 521 in that it provides an introduction to many of the same concepts. Students will be able to enhance their understanding of Canadian Law through the use of case studies and explorations of legal issues. The course is organized into three units: Foundations of Law, Criminal Law, and Civil Law. Topics of study will include the trial procedures, Youth Criminal Justice Act, sentencing, and remedies and defenses among other areas of interest.

GEOGRAPHY 531A (GEO531A-0032)

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

GLOBAL ISSUES (GEO621A-0033)

This course is geographic in nature but its focus is on world problems that are current in the news today. Students begin by exploring the concept of “global issue” and the reasons for becoming involved in the identification and remedies of particular problems. The course is designed to offer opportunity for students to set their own exploratory directions within a number of themes and to participate in an active citizenship project within class. A *Global Classroom Initiative* component of the course provides a unique PEI - Kenya link and an opportunity to explore issues unique to that region.

GLOBAL ISSUES (GEO631A-0034)

The course content in this program includes components of physical geography, cultural geography, economic geography, environmental and future studies. The main areas of study center around world population issues, natural resources of the world, economics, and the world human element. Current events will be used to help explain and explore the nature of world issues.

HISTORY 621A (HIS621A-0117)

This new course in Canadian History is an academic, one-credit course developed specifically with an Atlantic Canadian perspective. 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 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, the World Wars, Free Trade, Constitutional Issues, Canada’s Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

HISTORY (PEI) 621B (HIS621B-0119)

This is a multi-resource based course utilizing both written and non-written sources. It traces the historical, social, cultural, political and economic development of PEI from early settlement to the present. Students will study various historical themes throughout a range of time periods to learn more about Prince Edward Island’s uniqueness as a small island over time. A major objective of the course is for students to utilize community resources and people as sources of information, and to conduct independent research in the local community where possible.

HISTORY 631B (HIS631B-0036)

This course is a study of world history dating from the 1600s to the present day and covers the Ages of Absolutism, Reason and Revolutions. Major topics studied are the French Revolution, the Industrial Revolution, and the World Wars. Students will gain a better understanding of some historic figures such as Cromwell, Napoleon, and Hitler.

ABORIGINAL PEOPLES OF ATLANTIC CANADA (APA801X - 0038)

Aboriginal Peoples of Atlantic Canada 801 is a full credit course open to all students at the grade 11 and 12 levels. The course will seek to reflect in a positive way all aspects of Mi’Kmaq culture, history, language, folklore, government and spirituality. To this end, Aboriginal Peoples of Atlantic Canada 801 will draw on the stories, experiences and world view of the Mi’Kmaq First Nation peoples, both locally and regionally.

Through participation in this course all students will come to appreciate the potential of a multi-cultural society which brings together many peoples with different backgrounds and perspectives.

ART HISTORY (HIS521X-0055)

This is an academic history course open to all grade eleven and twelve students, with a prerequisite of Ancient Medieval History 421. This course introduces art history through the ages from the birth of art with early humans, up to the present. It is a survey course which will provide a general understanding of the development of art through different time periods, in both Eastern and Western cultures; as well as giving the skills to look critically at artwork. Students will utilize many resources including slides, CD Rom, the internet, and texts. To complement their understanding of artists’ techniques, students will occasionally be given the opportunity to experiment with various art media such as charcoal, conté, and

acrylic.

FAMILY LIFE/CHILD CARE

CHILD DEVELOPMENT (CHD521A-2118)

The goal of this course is to help young people prepare for their future role as parents or other types of caregivers. Topics include: pregnancy and birth; the physical, emotional, intellectual and social development of children from birth to pre-schoolers. Other topics covered relate to nutrition, health and safety, and career options.

FAMILY LIFE 621A (FAM621A-0192)

The text for the course is *Families Today*. The following units are covered in the course: the family as a basic unit; extending your relationships; moving towards independence; the marriage relationship; facing family challenges; transition to parenthood; late adulthood; future of marriage and families.

CHILD CARE 701X (CHD701X-2119)

This course is designed to help you prepare for a career in child care. The text, *Working with Young Children*, provides a step-by-step approach to the everyday care and teaching of young children.

Some of the topics to be covered: Working with Young Children, Types of Early Childhood Programs, Understanding two and three year olds, and Creating a Safe & Healthy Environment. A wide variety of class activities are included in the course such as: poster making, individual assignments, group work, presentations, research in computer lab, cooking and crafts.

FOOD SERVICES CAREERS 801A (FSC801A-0015)

Food Service Careers is a career transitions course designed to create an awareness of the essential knowledge and skills that it takes to become a food service professional. Kitchen Basics, Nutrition Basics, all of the food groups in Canada's Food Guide, Local and International Cuisine as well as Careers in the Food Service Industry will be introduced. The Food Service Careers course will provide practical experiences through lab work.

* This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of food service.

HOUSING 621A (HSG621A - 0191)

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 floor plan/layout; interiors (principles/elements of design); selection and arrangement of furniture (periods and styles, traditional, contemporary, and arrangement); development of architecture; careers in housing.

BUSINESS DEPARTMENT

INFORMATION TECHNOLOGY COMMUNICATIONS (ITC401A-3059)

In this course students have the opportunity to enhance skills in the following:

- keyboarding
- word processing
- computer literacy/operating systems
- effective Internet and e-mail usage

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

BUSINESS 701A (BUS701A-1135)

This is a program for anyone who wants a chance to explore some of the basic elements related to business. The course deals with understanding the consumer, the organization of business, career opportunities and a chance for the students to possibly help make a vocational choice for a career.

ADVANCED ITC/INFORMATION PROCESSING 801A (TYP801A-2055)

Prerequisite: ITC401A

Keyboarding has become a survival skill in the information age in which we live.

This course will focus on refining keying skills and reviewing formats of correspondence, reports, tables, business forms, e-mail messages, news releases, resumes, internet usage and an introduction to web development.

After completing this course, you will be able to key much faster and more accurately. You will also be able to apply your formatting skills to create a variety of professional-looking documents.

DISTRIBUTIVE EDUCATION MARKETING 801A (DIS801A-2054)

The Distributive Education course is a career related course which develops skills in display, advertising, marketing, selling and personal relations. The course also deals with establishing small business and entrepreneurship for the student interested in becoming his/her own boss. The course is an excellent program to enhance the understanding of the entire marketing process more clearly which is so evident and so abundant in today's society.

ACCOUNTING 801A (ACC801A-0053)

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

ACCOUNTING PRINCIPLES 621A (ACC621A-0050)

Accounting Principles is an introduction to accounting principles, concepts, procedures, and applications. The course is designed for students who wish to enter the work force as a bookkeeper as well as for those who will take advanced accounting courses at the college or university level.

ENTREPRENEURSHIP 521A (ENT521A-0049)

Prerequisite - (A sincere desire to become involved in business)

A course designed to thoroughly explore the various types of ventures young people may pursue, should they wish to go into business. The program material includes a complete video series illustrating various business cases, from both a success and failure viewpoint. Included in the course will be an overview of the numerous skills required to operate a business, financing of a venture, a study of the market place, and the responsibilities that await the potential entrepreneur. As a supplement to the course, numerous local business people will be used as resources to discuss their own experiences in business.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 801A (PED801A-2067)

Westisle's Physical Education Program stresses the exposure of students to Lifelong Physical Activity. We combine school activities (such as Badminton, Fitness, Touch Football, Low Organized Games) with offerings of Curling, Bowling, Tennis, Golf, and Broomball. These offerings take our PED classes away from the school and into the community. These outings give the students a varied exposure to activities that will enlighten them to the many lifelong pursuits that are available to them. These outings are offered at a flat rate cost to the student of \$20.00. This is a voluntary aspect to our course. Any student opting out of the outings will be engaged in any number of academic activities at school while the class is away.

LEADERSHIP 621A (PED621A-0068)

Leadership in Physical Education is an elective credit course for students in their third year of high school. The course is leadership oriented for students with a personal interest in the various aspects of sport or for students with a prospective interest in community recreation and/or physical education. Instruction will take place in the classroom, gymnasium, and other practical settings. Part of the evaluation will be based on participation in individual or group projects involving administration and organization of activities within both the school and the community. A 30-hour community service component must be completed to achieve the credit.

TECHNICAL ELECTIVES

INTRODUCTION TO CARPENTRY TECHNOLOGY 701A (CRP701A-3148)

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.

CARPENTRY 801A (CRP801A-3149)

This is an advanced course in carpentry. It will give the student a better understanding of using hand tools and precision woodworking machines to make and repair cabinets, furniture and other fine finish wooden objects. Prerequisite: CRP701A or WAM701A

GRAPHICS 701X (GRA701X-3106)

This is an entry level technical course designed to give students an introduction to various aspects of the graphics and photography industries. Students who successfully complete this course can also use it as a prerequisite for the Graphics 801 and Graphics 802 advanced graphics courses.

In the graphics component of the course students learn about and complete projects in the areas of desktop publishing, screenprinting, animation and webpage design. Each student will design and print an original t-shirt.

The photography component of the course includes study and completion of projects in the areas of photo composition, photo manipulation and restoration. Students use scanners, computers, digital cameras and various other equipment to complete projects and are responsible for planning their work time to meet the deadlines given. Some traditional photography techniques may also be incorporated into the course.

Students receive term marks based on test results, classmarks and the quality of projects completed. Students are asked to pay \$10.00 to offset the cost of materials which students keep.

GRAPHICS 801X (GRA801X-3111)

Prerequisite: Graphics 701X

In this course, students will focus on expanding design and technical skills acquired in Graphics 701X. Students will be introduced to portrait photography, multi-color screenprinting on t-shirts, and more advanced design techniques.

Software such as Macromedia, Paint Shop Pro, and Corel Draw will be used to manipulate clip art and scanned images for use in both printed material, and on the Internet.

Students will be given an opportunity to experiment with various graphics file formats and web page design.

GRAPHIC ARTS 801Y (GRA801Y-3112)

Prerequisite: Graphics 701X

This course is aimed at students who are interested in a creative approach to graphic design. Use of freehand design techniques learned in 701 will be combined with creativity to cover topics such as Animation, Advertising, Video Editing, Communication, and Production of Printed Material. Students will also be introduced to the use of an airbrush and an electronic art tablet and pen, as special projects. The software used will include Paint Shop Pro, Corel Draw and Macromedia Flash & Pinnacle.

ADVANCED GRAPHICS 802 - (GRA802AB-3114)

Prerequisite: Graphics 701X and either Graphics 801X (First consideration given to grade 12 students)

This 4 credit course is designed to prepare students for entrance into a post-secondary Graphics program or employment in the Graphics industry.

Students will work in a simulated work environment to create a variety of graphic designs and printed materials required by school clubs, teams, and departments, as well as outside groups. Strong organizational and creative skills are required for success in this course.

Each student will develop a professional quality portfolio in areas such as graphic design, video, multi-color screenprinting, photography (mainly digital), and multimedia computer techniques.

Special projects will include topics like web page design, video techniques, large quantity production of printed materials, and in depth computer animation.

CREATIVE MULTI-MEDIA 801A (CMM801A-0058)

Creative Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be taught from a design point-of-view and will be activity-based. Creations will be presented in a web or CD portfolio format. Modules include Digital Design Principles. Digital Imaging, Animation, Audio/Video Editing and Web Authoring. this is an introductory level course and no pre-requisites are required.

DESIGN AND DRAFTING TECHNOLOGY 701A (DES701A-3107)

Every manufactured product and building starts with a design concept, and technical drawings. **Design and Drafting Technology** will introduce the student to the technical design and problem solving process, practicing basic design principles and analyzing how products are designed and built. Students will be introduced to technical drawing, the international language of industry, while developing sketching and mechanical drawing skills in orthographic and pictorial drawings. Computer assisted design and drafting (CADD) will also be incorporated to introduce the student to computer assisted drawing techniques commonly used in industry. Throughout the course students will be required to build a drawing portfolio, as a display and record of the skills they have developed.

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

ELECTRONICS/ELECTRICITY 701X (ELE701X-3108)

Electronics explores the wonders of electricity in a multitude of situations. Labs and theory mesh to reveal the properties of electricity. Career opportunities in this field are numerous with good remuneration. Field trips to relevant sites and house wiring will be included during the first term.

ELECTRONICS (ADVANCED) 801X (ELE801X-3109)

Prerequisite: ELE701X

Advancement in electronics is accomplished with labs, theory, simulation, and radio control. Emphasis is on team and project work, including field trips to relevant sites. Career opportunities in this field are numerous with good remuneration.

MAT801A - APPLIED MATHEMATICS (MAT801A -0054)

This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trade-related courses. The units of study include the following: Unit 1 - Mathematical Essentials, Unit 2 - Construction/Housing, Unit 3 - Electrical, Unit 4- Spatial Sense, Unit 5 - Fabrication.

COSMETOLOGY 801X -(COS801X-0060)

Cosmetology 801X is a general interest elective course. The skills taught build on skills learned in Cosmetology 701X. This course will allow students to further explore the Cosmetology trade. Cosmetology is a trade with many areas of specialization. This course will help students to understand the many different career paths that may be followed. It will also create a greater awareness of the many aspects of business.

VOCATIONAL PRE-APPRENTICE

COSMETOLOGY 702A/B (COS702A-0098, COS702B-0089)

Prerequisite: 1 credit 400 level (academic or general only) of each of the following: math, English, science, social studies; COS 701X Cosmetology and 1 elective (or 2 electives). Teacher approval is necessary. During the first year of training students will be introduced to the bare practical skills used in cosmetology. Stress is placed on the theory of cosmetology. Technical scientific material is covered.

Students enrolled in COS702A/B Cosmetology and C0S802A/B Cosmetology must complete all school hours (and an average 250 hours in shop placements) to be eligible to write the provincial licensing exams (as well as having maintained an average of 65% in COS701X Cosmetology.)

COSMETOLOGY 802A/B(COS802A-0099, COS802B-0102)

Prerequisite: C0S702A and COS702B with final mark of 65% & Teacher Approval.

Second year students perfect their practical skills with clients and move to more advanced techniques. All

theory work is reviewed in preparation for the provincial exams and all P.E.I. Hairdressers Association guidelines must be fulfilled.

CARPENTRY PRE-APPRENTICE

This course is designed to prepare students for employment in the carpentry trade. Graduates of this program may be granted credit toward a term of apprenticeship.

COURSES LISTED BELOW ARE PART OF THE CARPENTRY PRE-APPRENTICE PROGRAM.

CAR801A - FLOOR SYSTEMS (CAR801A -0090)

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

CAR801B - STRUCTURES, SHAPING AND ASSEMBLY (CAR801B - 00910)

Carpenters are employed in many aspects of the construction industry. *Structures, Shaping, and Assembly* will introduce students to various types of framing systems common throughout Canada. Students will develop knowledge in selecting and using fasteners and sealants. Students will also develop their skills and knowledge 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 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 (CAR801C - 0103)

The proper layout of framed systems such as walls and ceilings are essential skills required in the Carpentry trade. *Wall Framing Systems* will develop the student's ability to accurately layout 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 DESIGN - CAR801D - 0104)

Prior to the start of any successful construction project, extensive planning and organization must be completed. *Construction Planning and Design* will develop the preliminary building operations required prior to construction. Students will learn building layout and excavation methods. Construction blueprint reading skills will be developed. Engineered residential truss systems will be studied. Pneumatic and fuel powered tools will be introduced, emphasizing their safe use. Math skills will be developed through calculating ratio and proportion, mechanical advantage and percentage.

CAR801E ROOF SYSTEMS - (CAR801E - 0193)

There are a wide variety of roof styles and roof systems available to developers. *Roof Systems* will develop skills and knowledge needed to recognize and understand different roof styles, their function, components and construction. Students will continue to develop safe work habits and be introduced to working with ladders and scaffolds. Students will continue to enhance their skills and abilities to read and interpret blueprints, to communicate effectively and competently solve trade-related mathematical problems.

MOTOR VEHICLE REPAIR

COURSES LISTED BELOW ARE PART OF THE MOTOR VEHICLE PRE-APPRENTICE PROGRAM:

AUT801A - BASIC POWER TRAIN (AUT801A-0092)

A basic working knowledge of the major systems of a vehicle is essential for any Auto Service Technician. *The Basic Power Train* course introduces students to engine operation, cooling systems, and vehicle drive lines. Students will learn about the operation of internal combustion engines and various fuel types. Students will be able to work with vehicle cooling systems, conduct tests on, diagnose, and repair cooling systems and handle and dispose of coolants in an environmentally safe manner. Students will learn how to diagnose problems related to vehicle drive lines and identify the proper procedures to be followed to effect the necessary repairs.

AUT801B - BRAKE SYSTEMS (AUT801B-0093)

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

AUT801C - ELECTRICAL SYSTEMS (AUT801C-0105)

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

AUT801D - STEERING SYSTEMS (AUT801D -0106)

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

AUT801E - SUSPENSION SYSTEMS (AUT801E - 0193)

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

WELDING

Prerequisite: WELDING 701A - (WEL 701A -3147)

COURSES LISTED BELOW ARE PART OF THE WELDING PRE-APPRENTICE PROGRAM:

WEL801A - SHIELDED METAL ARC WELDING (SMAW) (WEL801A-0094)

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

WEL801B - GAS METAL ARC WELDING (GMAW) - (WEL801B-0095)

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 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. Students are expected to develop the physical hand skills in GMAW required by industry and perform GMAW welds in all relative positions.

WEL801C - OXYFUEL PROCESS (WEL801C-0107)

The oxy-fuel 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) - (WEL801D - 0108)

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) - (WEL801E -0110)

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

OTHER ELECTIVES

INTRODUCTORY COMPUTER STUDIES (CMP521A - 1015)

This is an introductory Computer Science course and a follow-up to the ITC401 course. It is an academic level course designed to give students an understanding of the computer and its effect upon society. The focus of this course is to develop problem solving skills with various software applications and programming and addresses the following computer areas: Desktop Publishing, Visual Presentations, Literacy (i.e., computer systems, societal implications, career implications, etc.), Database, Spreadsheets, and Programming. The CMP521A course is a **prerequisite** to the CMP621A course. Strong math skills are HIGHLY recommended.

ADVANCED COMPUTER STUDIES (CMP621A-1016)

Prerequisite: CMP521A

The Computer 621 course is a continuation of the CMP421 course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming, Internal publishing, and operating systems. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course. An above average standing in mathematics and the successful completion of the CMP521 course are highly recommended for this course.

These computer studies courses will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Computer Studies, Office Systems, Administration, Business Administration or Interactive Multimedia.

COMPUTER APPLICATIONS(CMP801A-2017)

This course is an open level course intended for those students interested in acquiring computer knowledge and skills to help them function in an increasingly technological society. Emphasis will be placed upon using the computer application software as a tool to make personal tasks easier and to help solve personal problems. The importance of ethics when using computer technology including related issues of data security, usage and copyright will be addressed throughout the course. Topics will include

network usage and file management, spreadsheet, database, desktop publishing, Internet research, visual presentations and graphics. In addition, students will be given instruction and the opportunity to use the digital camera and scanner in a variety of assignments.

**** PLEASE NOTE:** Students who are planning to attend University or College are strongly encouraged to enroll in Academic CMP521 course instead of CMP801. **Students who have obtained a credit in CMP521 are not eligible to take this course and vice versa.**

HOSPITALITY AND TOURISM 801A (HOS801A-1022)

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: 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. It is recommended students receive training in an internationally recognized customer-service training program called *Super Host*.

VALUES EDUCATION 621X (VED621X-0039)

This course looks at life issues from a values clarification point of view. Topics covered include: Personal Psychology, Time and Our Use of It, Drugs, Relationships, Death, Cults, etc. Films, Speakers, Lectures, etc., are all part of the course.

FISHERIES 701X (FIS701X -3104)

An introductory course preparing students for further education in the marine industry. The course will introduce students to marine law, navigation, safety and vessel stability. It will also provide students with an overview of the type of fish and shellfish harvested on PEI and their economic impact on the province. Students will get to explore some marine equipment including electronics, marine engine/transmissions, haulers & winches etc. Students will also be introduced to radio operations and basic fishermen skills (ex. knots, trap building, and net mending). Conservation, enhancement and management of the fisheries resources will also be explored.

CAREER FUTURES 801A (CAF801A-9000)

Career Futures 801 focuses on examining career directions, making choices, exploring the workplace, and developing employability skills. This course develops a broad-based foundation for job, occupation, and career planning. Students will have an opportunity to complete interest inventories, access workplace skills, and explore post secondary opportunities and or an occupation of interest. Students in this course will create a Career Portfolio.

COMPUTER REPAIR 801X (CMP801X-1018)

This course covers trouble shooting and repair of computer hardware. Students will learn the identification of past and current computer parts and how to solve problems associated with each component using test equipment and software. Students will also gain an understanding of how hardware is software dependent and may be manipulated to work without conflicts. Prior computer courses of any

kind would be an asset for this course.

INTRODUCTORY ROBOTICS (ROB801X-1019)

This Survey Course is intended to provide an overview of wireless remote control robots. Students will construct robots of their own design to meet specified challenges. Participants are required to generate conceptual designs leading to “working drawings” for each robot challenge.

While learning about hand tools, power tools, electricity, power supplies, hot metal processes, computerized logs, slide shows, wireless remote cameras and safety, students will transform their conceptual designs using metal, plastic, motors, wires, gears, wheels, fasteners, drive trains, wireless remote video and control devices into reality.

As a “hands on” experiential course, evaluation will be based heavily on teamwork and the success of meeting each challenge rather than a final exam. Teamwork will be essential.

ROB801X is open to “self starters”, holistic thinkers, and students interested in working in groups to overcome challenges. Students re required to pay \$20.00 to offset project costs.

PEER HELPING 701X/801X (PHE701X-0028/PHE801X-0029)

Students enrolled in this full credit program will have the opportunity to earn a credit while helping our students with special needs meet the many challenges they encounter in the integrated classroom and resource room. The peer helpers work on a one to one basis with the student and are closely supervised by the classroom teacher and/or resource teachers. The classroom teachers are responsible for 50% of the total mark with the remainder coming from a journal and written assignments. The 801X students are responsible for doing a research paper on a special need or a type of learning difficulty.

CO-OPERATIVE EDUCATION (CWS502A/B or CWS602A/B)

Co-operative Education is an exceptional method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student’s academic or career goals. It provides progressive experiences in integrating theory and practice. The cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

WESTISLE AGRICULTURAL CERTIFICATE

Westisle is now offering an Agricultural Certificate program in conjunction with Kensington and Kinkora High Schools. This is a recognized program that brings education and the agriculture industry together in offering more opportunities and experiences for students. Through the program students will be involved in a number of infusion activities that focus on agriculture specialization. Activities run parallel to the regular curriculum and provide for students to demonstrate their learning outcomes through both academic and experiential projects that are agriculture-related. Students are required to complete 240 hours of work experience in the agriculture industry including volunteer work, cooperative education, and short courses such as WHMIS, safety, First Aid, etc. Students are expected to complete the regular graduation requirements but also must complete the following courses (some of which are regular graduation requirements):

Graduation Requirements

Grade 10	Grade 11	Grade 12
English	English	English
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies

Additional Requirements

Grade 10	Grade 11	Grade 12
ITC 401	One of AGR801 or AGS801 or	AGR621 CWS
	One of : CWS	
	One of: ENT521 CMP521	One of: ACC 621/801 ECO621 CMP521

Suggested Electives:

Grade 10	Grade 11	Grade 12
CRP 701	CRP 801	BIO 621/801
MEC 701(X or Y)	BIO 521	CHM 621
WEL701	CHM 521	