Colonel Gray High School
Course Handbook
2013-2014

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Colonel Gray High School Programs

New in 2013-2014

• If there is interest we will continue to offer to a Grade 10 cohort of boys the following program: MAT421A, ENG421A, HIS421A, SCI421A (an all year program), PED401A, and other electives.

• In order to prepare students for the rigors of the IB Diploma Programme we plan to offer a full grade 10 Colonel Gray pre-IB program. This program is created for the cohort of students who intend to follow the IB Diploma Programme during their grade 11 & 12 years. The courses offered for this program include: ENG421B, MAT421B, SCI421B, WRT421B, HIS421A, FRE421A (leading to IB Ab Initio French (SL) or FRE421F (leading to IB French (SL), PED401A and one elective (MUS421A, HIS421G, ART401A etc.).

• PED801A-Fit – Physical Education - Fit - As an additional option to the regularly scheduled PED 801A classes, next year Colonel Gray will offer a PED801A course emphasizing living a healthy lifestyle (if there is enough interest). This course is a continuation of the PED401A – Fit course offered for the last 2 years.

• Colonel Gray is in the early stages of presenting an Academy Diploma Program in Business and Innovation. Students who enter the ADP will have a focus on the skills of business and innovation in their high school program. ADP students will connect to business in the community and have opportunity to explore and be involved with various career options including university, college, apprenticeship, and the workplace. Students graduating with an ADP will be recognized by business and education for this qualification.

• Students completing 8 credits from the Career and Technical Education (CTE) Skilled Trades course selection with a minimum of 70% in each course will receive a CTE Skilled Trades Certificate.

• AUT801B and AUT801E will be offered in a double block in 2013-2014. (information pg. 33-34)

• In 2013-2014 CAR801E will be offered as a single block and CAR801B/CAR801E will be offered as a double block. (information pg. 34-35)

• ISC521A, ISC621A - Independent Study Course The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. For more information see page 44.

• Change in course coding and level Designing Your Future - DYF701A see page 39

• Change of Course coding for Peer Helping – PHP501A and PHP601A see pages 40 and 42.

Graduation Requirements

In senior high grades, schools operate on a credit system. This system allows for individualization of student timetables and for subject promotion. Each course credit consists of 110 hours of instructional time. The pass mark for each school subject is 50 percent. The minimum number of credits required for senior high school graduation (grade 12) is 20.


Note: Please refer to page 8 for specific post secondary entrance requirement information.

Regular Academic Program

• 5 courses at the grade 12 level (600 or 800)
• 4 language arts (one of which may be French), one English course from each level (400, 500, 600).
• 2 mathematics courses
• 2 science courses
• 2 social studies courses
• All students are expected to take at least one Physical Education course and additional electives related to career exploration.
Regular Academic Program with Career and Technical Requirements

- 5 courses at the grade 12 level (600 or 800)
- 3 language arts courses including one English course at the grade 12 level.
- 2 mathematics courses
- Either 2 science and 1 social studies course or 1 science and 2 social studies courses
- 8 CTE courses – detailed list of applicable courses may be seen under the Career and Technical section, pg. 11. All students are expected to take at least one Physical Education course and additional electives related to career and technical education.

Academy Diploma Program in Business and Innovation

- Students who enter the ADP will have a focus on the skills of business and innovation in their high school program. ADP students will connect to business in the community and have opportunity to explore and be involved with various career options including university, college, apprenticeship, and the work place.
- Students graduating with an ADP will be recognized by business and education for this qualification. For more details visit: Further ADP information

French Immersion Certificate

- A French Certificate is obtained by completing 6 credits in French immersion. It is expected that students will register in two courses in each calendar year. French Immersion students will have the opportunity in grade 12 to take the DELF (an internationally recognized language proficiency test).

Col. Gray Career and Technical Education (CTE) Skilled Trades Certificate

- A CTE Skilled Trades Certificate will be obtained by completing 8 credits from the Career and Technical Education (CTE) Skilled Trades course selection. Each course must be completed with a minimum mark of 70%. Students must also complete a Co-op Work Placement in a skilled trades area. For more information go to: Further Skilled Trades Certificate Information

Grade 10 Program Options
Students must register in 4 courses each semester

<table>
<thead>
<tr>
<th>General</th>
<th>Practical</th>
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<tbody>
<tr>
<td>ENG431A</td>
<td>ENG451A</td>
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<tr>
<td>MAT431A</td>
<td>LSK551A</td>
</tr>
<tr>
<td>SCI431A</td>
<td>MAT451A</td>
</tr>
<tr>
<td>CAS401A</td>
<td>SCI461A</td>
</tr>
<tr>
<td>PED401A or PED401A -Fit</td>
<td>SOC451A</td>
</tr>
<tr>
<td>1 or 2 other electives (CEO401A recommended)</td>
<td>PED401A or PED401A -Fit</td>
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<tr>
<td>2 electives</td>
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</table>

<table>
<thead>
<tr>
<th>Academic</th>
<th>French Immersion</th>
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<tbody>
<tr>
<td>ENG421A</td>
<td>ENG421A</td>
</tr>
<tr>
<td>WRT421A and/or FRE421A</td>
<td>FRE421F</td>
</tr>
<tr>
<td>MAT421A</td>
<td>MAT421A</td>
</tr>
<tr>
<td>SCI421A</td>
<td>SCI421A</td>
</tr>
<tr>
<td>HIS421A and/or GEO421A</td>
<td>HIS421F could also take GEO421A</td>
</tr>
<tr>
<td>PED401A or PED401A -Fit</td>
<td>PED401A or PED401A -Fit</td>
</tr>
<tr>
<td>1 or 2 other electives *</td>
<td>1 or 2 other electives *</td>
</tr>
</tbody>
</table>

Granting External Credits
External Credentials may be granted in grades 10, 11, and 12. External Credentials may be equivalent to half or full credits. Within the 20 credits (English school system) or 25 credits (French school system) a high school student requires for graduation, one non-compulsory credit can be an external credential. An external credential cannot be used to meet a student's requirement for the 10 (English school system) compulsory credits. For more information go to: http://www.gov.pe.ca/eecd/index.php3?number=1037879
International Baccalaureate Diploma Programme

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

Am I the type of student who can do this?
If you are self motivated, organized, interested in being challenged and have a commitment to succeed, then the Diploma Program could be for you. Hard work, diligence and time management are important skills to have when working on the IB Diploma. The course work requires that you are a competent reader and an effective communicator. You will be asked to problem solve, think critically, and become involved in the community.

What courses do I take?
To receive an IB Diploma you must complete one course from each of the following subject areas –

- Languages (English Literature)
- Second Language (French)
- Individuals and Society (History)
- Experimental Sciences (Biology)
- Mathematics
- The Arts (Visual Art) or an Elective Science (Physics or Chemistry)

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

Do I write exams in these courses?
Yes. You will write all exams in May of your grade 12 year. All exams are all marked externally by examiners from all over the world. This is what makes the IB Diploma so unique and so valuable – students from around the world are measured against the same criteria which provide a clear benchmark of success. These exams determine approximately 50% - 76% of the final mark in each course. There are no exam exemptions in the IB Programme.

Does the Diploma require anything else?
Yes. There are three central elements to the IB Diploma Programme:
- **The Creativity, Action and Service Program** (CAS). Students are expected to complete a total of Creativity, Action and Service over their two years in IB. These activities help students develop self-confidence, initiative, responsibility, concern for others and the ability to work cooperatively with other people. They also provide an important balance to the academic requirements of the programme. A detailed CAS booklet will be available in the spring.

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

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

What about assessment and evaluation?
Each of the IB courses is evaluated on a scale from 1 – 7, (7 being the highest obtainable mark). You must complete requirements of the CAS program, TOK course and Extended Essay. The maximum number of points available to a student is 45 which include a possible 3 bonus points from the Extended Essay and TOK course. A hard-working, organized and self-motivated average student is expected to achieve 24 points, which in most cases earns the diploma.
While most of the mark you achieve is derived from externally marked exams, the teachers also assess on lab work, oral commentaries and day to day course work. These internal assessments are designed to meet criteria established by the IBO, and prepare you to write the exams.

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

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Students from English Program</th>
<th>Students from French Immersion</th>
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<tbody>
<tr>
<td>Languages</td>
<td>English 421B</td>
<td>English 421B</td>
</tr>
<tr>
<td>Second Language</td>
<td>French 421A Writing 421B</td>
<td>French 421F Writing 421B</td>
</tr>
<tr>
<td>Individuals and Society</td>
<td>History 421A</td>
<td>History 421G History 421A</td>
</tr>
<tr>
<td>Experimental Sciences</td>
<td>Science 421B</td>
<td>Science 421B</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 421B</td>
<td>Math421B</td>
</tr>
</tbody>
</table>

*Courses may include some pre-IB outcomes in preparation for the IB Programme in Grades 11 and 12.

Colonel Gray Program Notes:

Registration
- Incoming grade ten and eleven students will register for and take eight courses per year. Grade 10 and 11 students must have a complete timetable with a course scheduled in all blocks.
- Grade 10 students are expected to register primarily in 400 and 700 level courses.
- It is expected that all students will register for 22-24 courses over the three-year period and that they will select courses at levels that will challenge them.
- Students are advised to plan their high school courses with a view to the career, work or study plans they would like to pursue after high school.
- In grade 10 Music [Band] credits may be scheduled as all year courses taken on alternating days in the schedule rather than every day. Thus, Music is often paired with PED401A to allow this option.
Transferring in from Out of Province

• Students are expected to have an official transcript sent to Colonel Gray that includes all credits earned in grade 10, 11, and 12.

• The transcript will be assessed to determine equivalent credits that can be transferred to meet PEI graduation requirements. There can be a maximum of 8 credits transferred for each school year.

• Course selection and a graduation plan will be determined based on the credits transferred and a registration interview.

International and EAL Students

• Students for whom English is an additional language are often new to Prince Edward Island and to Canada. Before entering the school system, students are required to contact the Department of Education Intake site at 620-3736 or 620-3738. The EAL Reception Centre is located 90 University Ave. Suite, L20, C1A 4K9

• An English language proficiency assessment is required to determine the proper entry level for language training in the EAL program.

• The PEI Association for Newcomers to Canada can be contacted at 628-6009. Their website is: http://www.peianc.com/

Grade 12 Students - Potential Graduates

• Grade twelve students are expected to carefully consider course selection in accordance with the graduation requirements and the necessary pre-requisites for post secondary education.

• Grade 12 students will be granted priority for registration in 600 level academic courses.

• Honour List - To be recognized as an honour graduate, a student must successfully complete the graduation requirements and achieve an overall average of 80% or greater in six grade 12 credits at the 600/800 level, including English.

• Governor Generals Medal Winner: The Bronze Medal will be presented to the graduating student who achieves the highest average in all 500, 600, 700, 800 level courses or the IB diploma programme. The Bronze Medal is now presented in July after the final IB marks are received.

• Students are required to return all textbooks and pay all fees etc. prior to graduation.

Academic Expectations

• The passing mark is fifty percent and each course successfully completed counts as one credit with the exception of Cooperative Education and some Career Exploration Courses.

• Grade 10 and 11 Honors List – To be recognized as an honors student at the grade 10 and 11 level students must achieve an overall average of 80% or greater in 5 plus courses in courses at the appropriate grade level.

• Most courses at Colonel Gray Senior High School are semestered, that is, courses beginning in September will end in January, and those beginning in February will end in June.

• Grade level is determined by the number of credits that a student has earned at the beginning of the school calendar year.
  o Grade 10 students have completed less than 4 credits.
  o Grade 11 students have completed 4 or more credits
  o Grade 12 students as potential graduates must have 12 or more credits.
• The courses offered in a calendar year are based on staffing and the number of students requesting each course. Alternate choices are required when students are selecting courses in case a selection is not offered because enrollment is too large or too small.

• Regular attendance in all courses is expected and required for success.

• If a student has discontinued or not met the requirements of a specific course in two attempts, they will not be registered in the course for a third time without special permission from administration. Alternate course selection is expected.

• If a student takes a course but does not successfully complete it in the first semester they are not allowed to register for the same course in the second semester without special permission from the administration.

Course Change Requests
• Many courses have prerequisite courses. Registration changes may be required following the completion of the 1st semester courses in the event that a prerequisite was not met.

• Course change requests are considered during the first 3 days of the semester as required to meet graduation requirements or when the student has not earned a prerequisite credit.

• Homeroom advisors, school counsellors, and school administration work with students and parents to plan a program of the best course selections for each year and semester.

• Our goal is to have each student properly placed during the registration process – this is the time for discussion with parents and teachers to create a graduation plan and reduce the number of course changes during the year. Class sections are created as a result of student registrations – it is important to make the best selections possible at the time of registration.

Exam Exemption Policy – see the Exam Exemption Policy on the web for information

Post Secondary Entrance Guidelines
Each College and University has specific entrance requirements for their programs. It is recommended that students visit Student Services and meet with a school counsellor to confirm their course selection will meet the requirements for the schools and programs they are interested in.

Holland College Admission Process
http://www.hollandcollege.com/admissions

The UPEI Calendar lists the following requirements:
http://www.upei.ca/registrar/admission_high_school_grad

For Information on Programs offering in Canadian Universities click the link below
http://www.aucc.ca/canadian-universities/study-programs/

Note: Any open level course (800 level) does not count toward University Admission. (there are only a few exceptions).
Course Identification Codes - PEI Education

Example: MAT 4 2 1 A - 4
         (1) (2) (3) (4) (5) (6)

The Course Identification Code consists of five facts:

1. Area of Study - MAT - Math (Subject Abbreviation)
2. Year in which the course is usually completed...
   - 4 = Grade 10
   - 5 = Grade 11
   - 6 = Grade 12
   - 7 = Grade 10 or 11
   - 8 = Grade 11 or 12
3. Course Classification...
   - 0 = Open
   - 1 = Advanced
   - 2 = Academic
   - 3 = General
   - 4 = Modified
   - 5 = Practical
   - 6 = Modified
4. Credit Value...
   - 1 = one credit
   - 2 = two credits
   - 3 = three credits
   - 4 = four credits
5. Language...
   - A = English
   - F and G = French Immersion
6. Section Number...
   Indicates the period and semester on the student schedule.

Course Category Codes
EN = English
LA = Language
SC = Science
SS = Social Studies
ZZ = Electives

Course Computer Number – CU Code Example: [103] - A unique code used to input course information during registration.

English Courses

Grade 10

ENG421A - English    Academic - Grade 10

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

Required: Minimum of 60% in grade 9 Academic English
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENG421B</td>
<td>English (IB Candidate)</td>
<td>Grade 10</td>
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<td>The pre-diploma English course will expose</td>
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<td>students to the nature of the IBO Diploma</td>
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<td>Programme, especially with regard to its</td>
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<td>essential features: accelerated pacing,</td>
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<td>international mindedness, and a reflection of</td>
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<td>how knowledge is acquired. This integrated</td>
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<td>language arts course is designed to help</td>
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<td>students become more assured and adept</td>
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<td>communicators. Resources offer a wide variety</td>
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<td>of texts, reading levels, and student</td>
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<td>responses. The course addresses speaking,</td>
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<td>listening, reading, viewing, writing, and</td>
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<td>representing to allow students to respond</td>
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<td>with critical awareness to various genres and</td>
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<td>to express themselves competently. Learning</td>
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<td>experiences and opportunities in this course</td>
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<td>will support students continuing into the</td>
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<td>International Baccalaureate Programme.</td>
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<td><strong>Note:</strong> IB Candidates must have strong</td>
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<td>reading and writing skills, a good work</td>
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<td>ethic and a desire to be in the IB Diploma</td>
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<td>Programme in grade 11 and 12.</td>
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<tr>
<td>ENG431A</td>
<td>English [General]</td>
<td>General - 10</td>
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<tr>
<td></td>
<td>Students in this course are provided an</td>
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<td>opportunity to explore a variety of texts</td>
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<td>with a variety of meaning and interpretation.</td>
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<td>Throughout this course students will be</td>
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<td></td>
<td>provided with frequent opportunities to</td>
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<td>observe, apply, and practise oral, written,</td>
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<td>and visual forms of language. In addition,</td>
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<td>they will use these frequent language</td>
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<td>opportunities to discern the structures and</td>
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<td></td>
<td>use of language to access and use</td>
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<tr>
<td>ENG451A</td>
<td>English [Practical]</td>
<td>Practical - 10</td>
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<td></td>
<td>This course emphasizes basic competencies in</td>
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<td></td>
<td>language arts. Many of the reading materials</td>
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<td>provided for the program are relatively</td>
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<td>simple while dealing with topics likely to</td>
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<td>be of interest to the students. The reading</td>
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<td>and writing requirements are intended to</td>
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<td>develop and broaden students' interest in</td>
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<td>literature and in self-expression. The skill</td>
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<td>areas of reading, writing, speaking,</td>
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<td>listening, viewing, and representing are</td>
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<td>stressed.</td>
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<td>Grade 11</td>
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<td>ENG521A</td>
<td>English</td>
<td>Academic - 11</td>
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<tr>
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<td>English 521A examines the major genres such</td>
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<td>as poetry, essays, novels, short stories,</td>
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<td>and drama, and provides supports (including</td>
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<td>assessment rubrics) that address all the</td>
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<td>outcomes of APEF Language Arts Curriculum.</td>
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<td>While recognizing the diverse community of</td>
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<td>learners, English 521A requires all students</td>
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<td>to apply previously attained knowledge and</td>
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<td>skills in new ways thus leading them to</td>
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<td>higher levels of achievement and increasing</td>
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<td>their capacity to attain new levels of</td>
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<td>understanding and skill while pursuing their</td>
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<td>academic goals.</td>
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<td><strong>Prerequisite:</strong> ENG421A</td>
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<td>This course will help students link the real</td>
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<td>world to their world. Opportunities exist for</td>
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<td>students to work independently and</td>
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<td>cooperatively on speaking and listening</td>
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<td>skills, to apply the writing process to a</td>
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<td>variety of forms for a variety of purposes</td>
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<td>such as to explain, to state an opinion, to</td>
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<td>relate an incident, to describe a situation,</td>
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<td>and to make personal and critical judgments.</td>
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<td>Emphasis on visual communication and media</td>
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<td>literacy will enable students to critically</td>
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<td>reflect on its presence in their lives as</td>
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<td>well as afford them an opportunity to be</td>
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<td>creative in their own viewing and</td>
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<td>representing models. The course will include</td>
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<td>spelling and vocabulary, writing, letter</td>
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<td>writing, grammar review and oral presentation.</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> ENG431A or ENG421A</td>
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</table>
### English Courses

**ENG551A - English [Practical]**  
Practical - Grade 11  

English 551A is a continuation of ENG451A. This course will emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.

*Prerequisite: ENG451A or ENG431A*

### Grade 12

**ENG621A - English**  
Academic - Grade 12  

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.

*Prerequisite: ENG521A*

**Additional Notes**

*English 421A, 521A, and 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.*

**ENG631A - English [General]**  
General - Grade 12  

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.

*Prerequisite: ENG531A or ENG521A*

**ENG651A - English [Practical]**  
Practical - Grade 12  

This course is a follow-up to ENG551A. It will emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.

*Prerequisite: ENG551A or ENG531A*

### Language Courses

**Grade 10 and 11**

**LSK551A - Life Skills English**  
Practical - Grade 10  

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 job applications or in 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. The study of literature, grammar, and mechanics are not emphasized in this course.
However, appropriate language usage is stressed for the everyday applications which are the focus of study.

**WRT421A - Writing**  
**Academic - Grade 10**  
This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (prewriting, drafting, revising, editing, publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, documenting sources): practical strategies are explicitly taught and modeled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise.

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

*Recommended: Minimum of 60% in grade 9 Academic English*

**RES701B - Literacy Skills 1**  
**Open - Grade 10**  
This specialized resource class is provided to teach students how to read by increasing phonemic awareness and providing instruction in the foundational skills of reading. Emphasis will be placed on phonics, decoding, blending and segmenting words, contextual skills, and fluency. Students will also gain comprehension as their fluency begins to increase. Students will be given the opportunity to pursue a program which ‘meets them where they are’ and provides specific instruction, according to their needs, to move them forward to becoming proficient readers. Students who are successful in this course should also enrol in Resource 701C second semester.

*Note: This course has limited seats available and students should apply or be referred through course teachers.*

**RES701C - Literacy Skills 2**  
**Open - Grade 10**  
This specialized resource class is designed to work on improving literacy skills needed for success everywhere. A focus on improving reading is done through teaching specific comprehension strategies, improving fluency and building vocabulary. Students will have a variety of opportunities to read independently, paired or in groups with a chance to gain an appreciation for the written word through conversation and journal responses.

*Note: This course has limited seats available and students should apply or be referred through course teachers.*

**RES701D - Literacy Skills 3**  
**Open - Grade 10-11**  
This specialized resource class continues the work of the previous Literacy Skills courses and moves skill development along the literacy continuum. A focus shifts to non-fiction text features and structures within writing to help understand content information. This understanding will help the student transfer these skills to a writer and will work on improving skills by participating in a writer’s workshop format.

*Note: This course has limited seats available and students should apply or be referred through course teachers.*

**MED531A - Media**  
**General - Grade 11**  
This course for the study of the mass media will include sections on film, radio, television, newspaper 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 forms an important part of the course. For each medium, the methods and impact of advertising are examined.
WRT521A - Creative Writing  Academic - Grade 11

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

Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have opportunity to develop and 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.

Recommended: Minimum of 60% in ENG421A, and a desire to write at a high level.

COM801A - Communications  Open - Grade 11

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

French Core

FRE421A - Core French  Academic - Grade 10

The French 421A course is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: Canadians, Childhood Memories, Volunteering, and Getting a Driver's Licence. Both oral and written communication skills are developed in the context of authentic situations, and French is the working language of the classroom. For each module studied, the student will be responsible for completing a final project or task and all work in that unit will contribute to the achievement of that goal. Evaluation will be based on listening, reading comprehension, written and oral production. This course is not available to grade nine French immersion students.

Prerequisite: Grade 9 Core French or equivalent

FRE521A - Core French  Academic - Grade 11

FRE521A is a continuation of the FRE421A program but with different themes which include Extreme Weather, Planning a Trip, Lifestyles – Knowing Yourself, Crime and Violence, and The Theatre. Students will expand on their vocabulary, grammar, and oral communication skills as they progress through the units of study. Students will be expected to communicate with increasing ease as they continue to build skills necessary to complete the final task assigned for each module.

Prerequisite: FRE421A
### French Immersion

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<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>FRE621A</td>
<td>Core French</td>
<td>Academic - Grade 12</td>
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This course is a continuation of the FRE521A program with more emphasis on French culture around the world and conversational French. The themes identified for this level are *Racism and Discrimination, The Arts, The Media, Life after School,* and *Technology in Society.* While this course places priority on spoken French, students will continue improving their ability to write and read confidently. Dialogues, projects, group work and presentations make up a large part of the course work as students work toward the goal of functional bilingualism.

**Prerequisite:** FRE521A

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### Language Arts-French Immersion

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>FRE421F</td>
<td>Language Arts-French Immersion</td>
<td>Academic - Grade 10</td>
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This course integrates vocabulary development, grammar, composition, literature and culture. At this level, the emphasis is on the written text; whether it be fiction or non-fiction, students are exposed to a variety of genres. Students are asked to improve their writing skills through a variety of structured and progressive assignments; students will be asked to give short oral presentations and become acquainted with short drama activities. Culture is integrated throughout the course.

**Prerequisite:** Completion of a grade 9 French Immersion Program or equivalent.

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<th>Course Code</th>
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<tr>
<td>FRE521F</td>
<td>Language Arts-French Immersion</td>
<td>Academic - Grade 11</td>
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French Immersion 521F is a continuation of the 421 level program, with more emphasis on literature, including plays, novels, short stories and comic strips. Students will be expected to present, individually and in groups, various projects throughout the year, and to participate in class conversations. It is expected that the students already have a strong background in verbs, tenses, pronouns, etc.

**Prerequisite:** FRE421F

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<th>Course Code</th>
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<th>Grade Level</th>
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<tr>
<td>FRE621F</td>
<td>Language Arts-French Immersion</td>
<td>Academic - Grade 12</td>
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This course continues to emphasize the development of communication skills. Emphasis is on literature, oral and written expressions, with special attention given to the functional aspect of grammar.

**Prerequisite:** FRE521F

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### English Additional Language

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>EAL701A</td>
<td>EAL Beginner Listening Speaking</td>
<td>Open - Grade 10</td>
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This beginning/introductory course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students’ progression of English language proficiency, which is required for success in school and the community. It will be highly recommended to students whose English language proficiency level in listening and speaking is assessed at the beginning/introductory level. This course intends to provide students with ample opportunities to listen and speak in English, while developing their English language fluency, accuracy and comprehension. Although the four strands of language (listening, speaking, reading and writing) are interrelated, the main emphasis of this course is on listening and speaking.

**Recommendations:** Students should take 701B the same semester as 701A, where possible, as both courses compliment one another.
**EAL701B - EAL Beginner Reading Writing**  Open - Grade 10

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

*Recommendations: Students who have successfully met the outcomes in 701A and 701B will be expected to take 701C.*

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**EAL701C - EAL Intermediate Level**  Open - Grade 10

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

*Recommendations: Students who successfully complete 701C are expected to take EAL 701D to further progress in their English language proficiency.*

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**EAL701D - EAL High Intermediate/Advanced**  Open - Grade 10

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

*Recommendations: It is recommended that students successfully complete EAL 701D before taking English 421A or English 431A.*
*Practical Math 451A, 551A and 651A are also offered.

Grade 10

**MAT421A - Foundations of Mathematics and Pre-Calculus**  Academic - Grade 10

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations. It is recommended that students have a good background in grade nine mathematics.

**Prerequisite:** Minimum of 60% in Grade 9 Academic Math

**MAT421B - Foundations of Mathematics and Pre-Calculus (IB Candidate)**  Grade 10

The pre-diploma Math course will expose students to the nature of the IBO Diploma Programme, especially with regard to its essential features: accelerated pacing, international mindedness, and a reflection of how knowledge is acquired. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations. Learning experiences and opportunities in this course will support students continuing on to the International Baccalaureate Programme.

**Note:** IB Candidates must have strong reading and writing skills, a good work ethic and a desire to be in the IB Diploma Programme in grade 11 and 12.

**MAT431A - Apprenticeship and Workplace Mathematics**  General - Grade 10

This is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT431A, combined with the grade eleven course (MAT531A) and a grade twelve course (MAT631A or MAT801A), will meet the requirements necessary to enter many community college programs. This course includes topics that prepare students to enter the work force directly from high school such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.
MAT451A - Math  Practical - Grade 10

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

Grade 11

MAT521A - Foundations of Mathematics [Arts]  Academic - Grade 11

This is a second level mathematics course which is intended for students planning to enrol in post-secondary programs that do not require the study of calculus, such as arts programs. It introduces students to topics such as inductive and deductive reasoning, angles and triangles, trigonometry, statistics, systems of linear inequalities, quadratic functions, and proportional reasoning. **Note:** Students cannot receive credit for both MAT521A and MAT521B.

Prerequisite: MAT421A

MAT521B - Math [Pre-Calculus]  Academic - Grade 11

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

Prerequisite: MAT421A

MAT521E – Math [Pre-Calculus Elective]  Academic – Grade 11

This is a second level elective mathematics course which is intended for students planning to enrol in post-secondary programs that require the study of calculus, such as science, business, nursing or engineering programs. It introduces students to topics such as geometry, logical reasoning, probability, statistics, and financial math. **Note:** MAT521E is intended for students in the Pre-Calculus pathway only. Students who are in the Foundations of Mathematics Pathway (complete MAT521A) cannot receive credit for MAT521E. Students cannot receive credit for both MAT521E and MAT621A.

Prerequisite: MAT421A


MAT531A continues the exploration of how essential skills are used in the workplace and in everyday life. MAT531A, combined with a grade 12 mathematics (MAT631A or MAT801A) will meet the requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

Prerequisite: MAT431A or MAT421A
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Program Type</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>MAT551A</td>
<td>Math [Practical]</td>
<td>Practical</td>
<td>Grade 11</td>
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<tr>
<td>MAT801A</td>
<td>Math [Career Math]</td>
<td>Open</td>
<td>Grade 11 or 12</td>
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<tr>
<td>MAT621A</td>
<td>Foundations of Mathematics [Arts]</td>
<td>Academic</td>
<td>Grade 12</td>
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<tr>
<td>MAT621B</td>
<td>Math [Pre-Calculus]</td>
<td>Academic</td>
<td>Grade 12</td>
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<tr>
<td>MAT611B</td>
<td>Math [Calculus]</td>
<td>Academic</td>
<td>Grade 12</td>
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<tr>
<td>MAT651A</td>
<td>Math [Practical]</td>
<td>Practical</td>
<td>Grade 12</td>
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MAT551A - Math [Practical]  
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.

Prerequisite: MAT451A or MAT431A

MAT801A - Math [Career Math]  
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. MAT801A will meet the requirements for a number of community college programs. The units of study include mathematical essentials, construction/housing, electrical, spatial sense, and fabrication.

Prerequisite: MAT431A or MAT421A

Grade 12

MAT621A - Foundations of Mathematics [Arts]  
This is a third level mathematics course which is intended for students planning to enrol in post-secondary programs that do not require the study of calculus, such as arts programs. It introduces students to topics such as financial mathematics, logical reasoning, probability, combinatorics, functions, and polynomial, exponential, logarithmic, and trigonometric functions. Students cannot receive credit for both MAT621A and MAT621B. Students cannot receive credit for both MAT621A and MAT521E.

Prerequisite: MAT521A

MAT621B - Math [Pre-Calculus]  
This is a third level mathematics course which is intended for students planning to enrol in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as transformations, functions, trigonometry, exponential functions, logarithmic functions, function operations, and combinatorics. Students cannot receive credit for both MAT621A and MAT621B.

Prerequisite: MAT521B

MAT611B - Math [Calculus]  
This is an introductory calculus course which is intended for students planning to enrol in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.

Prerequisite: MAT621B

MAT651A - Math [Practical]  
This course complements the grade 10 and 11 courses in the Practical Mathematics Program. This course is intended for students who might benefit from a program that emphasizes problem solving. The content includes problems involving income banking credit, transportation, housing; taxes, insurance, investments, and renting, purchasing, and budgeting.

Prerequisite: MAT551A
Science

Science Pathways Chart

Senior High Science Pathways

Grade 9 Science

General/Open Pathway 10

SCI421A

SCI701A

General/Open Pathway 10/11

SCI421A

SCI421B

SCI421A

SCI421B

BIO521A

BH521A

PHY521A

BIO621A

BIO621A

ENV621A
### Grade 10

#### SCI421A - Science  
**Academic - Grade 10**

This course introduces students to topics that are relevant in today's world and provides a background for further study in chemistry, physics, biology, agriscience and environmental studies. It should inspire students to continue their study in the sciences in later years. Topics covered are: sustaining ecosystems (the environment), physics, chemical processes, and weather. This program provides prerequisite knowledge for the grade 11 and 12 science courses and gives an overview of each discipline so that students may plan future courses.

*Required: Minimum of 60% in grade 9 Academic Science and Grade 9 Academic Math*

#### SCI421B - Science (IB Candidate)  
**Academic - Grade 10**

The pre-diploma Science course will expose students to the nature of the IBO Diploma Programme, especially with regard to its essential features: accelerated pacing, international mindedness, and a reflection of how knowledge is acquired. This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Topics covered are: Sustaining Ecosystems; Chemical Processes; Motion; and Weather Dynamics. Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

*Note: IB Candidates must have strong reading and writing skills, a good work ethic and a desire to be in the IB Diploma Programme in grade 11 and 12.*

#### SCI431A - Physical Science [General]  
**General - Grade 10**

This course introduces students to concepts that are relevant in today's world. It encourages students to become interested and inquisitive in a variety of scientific topics. The course is divided into four units: Sustainability of Ecosystems; Chemical Reactions; Physics; and Weather Systems. Lab and field activities will complement the curriculum.

#### SCI701A - Applied Science  
**Open - Grade 10 - 11**

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

#### SCI461A - Physical Science (Modified)  
**Practical - Grade 10**

This course is designed for the practical student. It is a modification of General Science designed to meet the needs of the individual student. This course introduces students to science concepts that are relevant in today's world. It encourages students to become interested and inquisitive about scientific topics. Lab and field activities will complement the curriculum. The course is divided into four units: Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics.
### Grade 11

**BIO521A - Biology**  Academic - Grade 11  
This is the first science course in which the focus is entirely on the life sciences. Biology 521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment.  
The units of study include:  
1. Matter and Energy for Life  
2. Biodiversity  
3. Maintaining Dynamic Equilibrium I (systems: Circulatory, Respiratory, Digestive, Excretory, Immune)  
4. Interactions Among Living Things  

**Prerequisite:**  SCI421A

**CHM521A - Chemistry**  Academic - Grade 11  
This is a 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 Property  
Unit 3 - Organic Chemistry  
Chemistry 521A provides the quantitative foundation as well as the theoretical foundation of qualitative aspects required for future study of Chemistry.  

**Prerequisite:**  SCI421A and MAT421A

**PHY521A - Physics**  Academic - Grade 11  
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.  

**Prerequisite:**  SCI421A  
**Recommended:**  Minimum average of 60 % in MAT421A

**Grade 11 or 12**

**AGS801A - Agriscience**  Open - Grade 11 - 12  
Agriscience is an overview of science which includes how scientific principles and technology are applied to the study of natural resource management and agriculture. Open to all students, issues pertinent to Prince Edward Island are discussed. Topics may include: air, water and soil quality, forestry and wildlife management, aquaculture, plant science, crop and pest management, home gardening and indoor/outdoor plantscaping. Course work includes student activities, some lab work and field trips. A variety of evaluation methods are used, including a class presentation, a written final exam, and a portfolio of collected work.  

**Recommended:**  SCI431A or SCI421A
**BIO801A - Human Biology**  Open - Grade 11 - 12

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 function of their body. In addition, students will hopefully develop positive attitudes towards, and an appreciation for, the life sciences. A variety of evaluation methods are used, including a class presentation, a written final exam, and a portfolio of collected work.

*Recommended: SCI431A or SCI421A*

### Grade 12

**BIO621A - Biology**  Academic - Grade 12

This is a second science course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment.

Units of study include:
1. Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine)
2. Reproduction and Development
3. Genetic Continuity
4. Evolution, Change and Diversity

*Prerequisite: SCI421A*

**CHM621A - Chemistry**  Academic - Grade 12

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

The Units of study in CHM621A include:
- Unit 1 - Thermochemistry
- Unit 2 - From Solutions to Kinetics to Equilibrium
- Unit 3 - Acids and Bases
- Unit - 4 - Electrochemistry

*Prerequisite: CHM521A*

**ENV621A – Environmental Science**  Academic – Grade 12

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

*Prerequisite: SCI421A*
**PHY621A - Physics**  Academic - Grade 12

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 two-dimensions analysis.

The units of study in Physics 621A include:
- Unit 1 - Force, Motion, Work, and Energy
- Unit 2 – Fields

**Prerequisite:** Physics 521A

**Recommended:** Minimum average of 65% in Math 521A or Math 521B.

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**Social Studies**

**Grade 10**

**CAS401A - Canadian Studies**  Open - Grade 10

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

**GEO421A - Geography of Canada**  Academic - Grade 10

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

**Required:** Minimum of 60% in grade 9 Academic Social Studies

**HIS421A - Ancient and Medieval History**  Academic - Grade 10

This survey course in Ancient History traces the principal events in the history of man from the Stone Age. Emphasis is placed on the following topics: the transition from the Stone Age cultures to the early civilization of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity and other world religions; and the feudal system. Considerable emphasis is placed on relating the historical events to present world conditions and problems.

**Required:** Minimum of 60% in grade 9 Academic Social Studies

**HIS421G - Le Canada Dans le Monde [FI]**  Academic - Grade 10

This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focussing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes studied are: Canadian government, French-English relations, Canadian-American relations, Canada’s Role in World Wars, the Great Depression, and Canada and the World from 1945 to present.

**Required:** Minimum of 60% in grade 9 Academic Social Studies in the French Immersion program.
### Grade 10

**SOC451A - Practical Social Studies**  
Practical - Grade 10  
This course has been designed to meet the needs of Grade 10 students who may otherwise have difficulty with academic or general courses. The program content is drawn from a number of social science disciplines with an emphasis on Canadian-based topics and materials. Current issues, citizenship topics, and the legal system are examined as well as other selected themes in Canadian history and geography.

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### Grade 11

**GEO521A - Global Studies**  
Academic - Grade 11  
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. 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. Students will be required to develop map skills as well as graphing. Each selected country will be studied in detail with the key units being physical, economy, population, and case studies.

**GEO531A - World Geography**  
General - Grade 11  
This course investigates the study of geography, its methods, and tools, and the application of geographic inquiry in making sense of the world around us. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying world geography. Students will explore patterns that exist in the natural world that link land, oceans, natural resources, climates, and human activity. Current issues will be an integral part of the World Geography course although the emphasis will remain on physical geography concepts. Students will engage in a geographic inquiry that may also form the basis of their active citizenship project. The course is organized into three units: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World.

**HIS521A - Modern World Survey**  
Academic - Grade 11  
This course is sequential to HIS421A - Ancient and Medieval History and is a survey of Modern European history from the 1400s during the Age of Discovery. Major topics studied in the program: Age of absolutism; the Age of Revolutions (English, American and French); the Industrial Revolution, the rise and fall of Napoleon; the unification of Italy and Germany; Imperialism and the World Wars. The course will provide students with an understanding of how Modern European history ideas and events have contributed to Modern Western Civilization.

**LAW521A - Law [Introduction]**  
Academic - Grade 11  
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. The course will be presented through lectures, videos, guest speakers, field trips, projects, class discussions, local, regional and national newspapers, etc.

**LAW521F - Le Droit [FI]**  
Academic - Grade 11  
This is an introductory law course designed to give students an overview of the following legal topics: Introduction to the Canadian legal system, rights of the individual, criminal law, civil law, the Youth Criminal Justice Act, family law, the law on drugs and alcohol, and immigration laws. Students will be expected to research and examine current legal issues and case studies.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>LAW531A</td>
<td>Canadian Law</td>
<td>General</td>
<td>Grade 11</td>
<td>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. The course will be presented through the use of lectures, case studies, videos, field trips, guest speakers, local, regional and national newspapers, etc.</td>
</tr>
<tr>
<td>POL521A</td>
<td>Politics [Introduction]</td>
<td>Academic</td>
<td>Grade 11</td>
<td>This course will make students aware of the impact of government on the lives of Canadians and draw attention to citizen responsibility and opportunity for meaningful political participation and action. To better understand the political process in Canada, we shall examine the part played by the individual, government, the political parties, the media, polls, interest groups, and the law. Topics include: the parliamentary system, Canadian federalism, regionalism, and local government. This course will appeal to students wishing to learn more about contemporary Canadian society through reading, research projects, presentations, classroom discussion and debate. Students will be expected to complete both individual and group assignments.</td>
</tr>
<tr>
<td>SOC851A</td>
<td>Practical Social Studies</td>
<td>Practical</td>
<td>Grade 11</td>
<td>This course is an overview of the geography, history, and society of Canada in a North American and world context. It is designed to complement and continue the study undertaken in SOC451A.</td>
</tr>
<tr>
<td>APA801X</td>
<td>Aboriginal Peoples of Atlantic Can.</td>
<td>Open</td>
<td>Grade 11-12</td>
<td>This course will emphasize the historical and contemporary issues of Aboriginal people in Atlantic Canada. The students will examine such topics as history, culture, language, folklore, government, social/economic, education and spiritually. Every effort will be made to employ traditional Mi'kmaq teachings methods. The Talking Circles, storytelling, and hands-on activities will be regular occurrences in this course.</td>
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<tr>
<td>Grade 12</td>
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</table>
GEO621A - Global Issues  Academic - Grade 12

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

GEO631A - Global Issues  General - Grade 12

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

HIS621A - Canadian History  Academic - Grade 12

This course was developed specifically to represent an Atlantic Canadian perspective within our national historical context. The course is organized into thematic units which address persistent questions in Canada’s history. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada’s history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada’s Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

HIS621B - P.E.I. History  Academic - Grade 12

A central focus of this course is the question: What does it mean to be an “Islander”? Using multiple sources and current concepts in historical inquiry, students will investigate the social, cultural, political, and economic development of PEI from its earliest records of settlement to the present. Students will study various historical themes and issues throughout a range of time to learn about Prince Edward Island's place in the world as a small island with its own unique story. Students will be challenged to deliberate on current Island issues and to recognize how history sometimes repeats itself in cases such as out-migration, economic development, and land issues. A major objective of the course is for students to utilize community resources, histories, and people as a basis for their own inquiry into a particular topic of Island history.

HIS631A – World Survey  General – Grade 12

This course is a study of world history dating from the 1600s to the present day including the Ages of Absolutism, Reason, and Revolutions. Major topics under study in this course will be 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.
POL621A - Advanced Political Studies  Academic - Grade 12

Students will examine political ideologies and the democratic and non-democratic forms of government. In addition, attention will be given to major economic systems including private enterprise, the centrally planned economy, and the mixed economy. Using case studies, we shall examine related topics, among which are presidential and parliamentary democracy, authoritarian government, voting behaviour, the media, political protest, and political and economic equality. This course requires a significant amount of reading. Students are expected to keep up to date on current political and economic events. Classroom discussion and debate are encouraged. Assignments include both individual and group projects and allow students a degree of choice.

SOC621F - L'Individu en Société [FI]  Academic - Grade 12

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: The Individual in Society, Human Communication, The Impact of Culture, Social Institutions.

International Baccalaureate Diploma Programme

IB Theory of Knowledge  Academic

The Theory of Knowledge (TOK) course is a core requirement of the IB Programme. It encourages critical thinking about knowledge itself, allowing you to make better sense of the world around you. TOK is a unique course in that you are at the center as a knower. You will come to realize that knowledge is not a simple pursuit. Knowledge is acquired differently from person to person and culture to culture. Knowledge is constructed differently, and how you acquire knowledge in one academic discipline is different to how you acquire it in another. Even so, you will realize that there are common connections. You will learn how thoughts, feelings and actions impact knowledge. Because of this, there is an interpretive nature of knowledge, including biases. You will be exposed to diverse ways of thinking and living to help you understand other peoples' perspectives. Assessment includes an internally assessed presentation and an externally assessed ToK essay.

IB English Higher Level  Languages - Group 1

The International Baccalaureate English 11 and 12 programme is a comprehensive and challenging two-year course designed for academically ambitious students who have a facility and/or special interest in language arts. The aims of the English programme are to enable the student to express ideas with clarity, coherence, precision, and fluency in both written and oral communication; to engage in a rigorous approach to literary analysis; to encourage a personal appreciation of literature; to develop an understanding of the techniques involved in literary study and criticism; to introduce literary classics and a range of modern writing in different literary genres, styles, and contexts; and to promote an international perspective through the comparative study of works from the student's own and other cultures. Students' writing and speaking skills are assessed, internally and/or externally, using a variety of methods which give a broad picture of the students' linguistic proficiency and ability to think critically.

IB French B Standard Level  Second Language - Group 2

This course will develop the student's ability to communicate effectively in speech and in writing within a variety of contexts. The course exposes students to many cultures within countries where the French language is spoken. This will help students to understand the varying language demands and differences between cultures. One of the course objectives is to provide students with the linguistic base they will need to continue using French after they complete high school. This course stimulates students to use their creativity, while discovering the Francophone world. It is expected that students will achieve a high level of functional spoken French by the end of the course. To help achieve this goal, the programme is enriched with supplementary readings, written assignments and oral activities. The Internal Assessment counts for 30% of the overall mark and consists of an Individual Oral component (approximately 10 minutes) and an Interactive Oral Activity. External Assessment is worth 70% of the student's overall mark.
Ab Initio French  Second Language - Group 2

French ab initio is a language-acquisition course for students with little or no experience of the language. It is organized in three themes: individual and society, leisure and work, and urban and rural environment. Each theme includes a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural competence. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. Students are assessed in written and oral format. This class is suitable for students who are true beginners in the French language as well as our Core French students.

French Immersion students are not eligible to take this course.

IB History Higher Level  Individuals and Society - Group 3

The International Baccalaureate History course is a concurrent two-year course designed for ambitious students with an interest in History. The Diploma Programme History course helps to foster a lasting interest in the subject, and respect and understanding of people and events in cultures different from their own. Students also learn how to exercise skills of critical analysis and imagination as they engage with the material and subjects of the course. During the course, students are encouraged to reflect not just on the received narratives of History, but on the nature of the subject and the role of the historian as well, by engaging with such questions as “To what extent does History, a representation of the Past, accurately explain ‘what really happened’”? And, “Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of source material?” Students will learn to apply the tools of empiricism and reasoned analysis to determine the validity of what is claimed to be reliable historical knowledge, and assess conflicting interpretations of past events. The IB History course requires the study of two topics in Twentieth Century World History: ‘Causes, practices & effects of War’ and ‘The Cold War’, a regional topic: ‘History of the Americas’, and a historical investigation of a topic chosen by the student. The Internal Assessment is worth 20% and consists of a Historical investigation on any area in the syllabus (about 20 hours of time should be dedicated to this activity). The external assessment is worth 80% and consists of several papers.

IB Biology Higher Level  Experimental Science - Group 4

Higher Level International Baccalaureate Biology is a two year course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. The course requires students to complete structured labs, research papers and experimental design projects which emphasize laboratory work. An interdisciplinary group 4 project helps students realize that scientists from more than one discipline can work together on problems to discover solutions. Internal Assessment makes up 24 % of the IB score. The remaining 76 % of the IB score is determined by the external assessment performed in May of the second year. Instruction is student centered with cooperative learning as well as teacher directed.

IB Chemistry Standard Level  Experimental Science - Group 4

IB Chemistry is a course for IB students who have an interest in and/or are planning on enrolling in the sciences or engineering in post-secondary studies. Topics include periodicity, stoichiometry, gas laws, thermochemistry, bonding, kinetics, equilibrium, acids and bases, electrochemistry, organic chemistry, and optional topics. In addition to these topics, students will be required to complete a Group 4 (science-based) project. Course assessment will be based on tests, in-class assignments, projects, lab work and reports. Final grades will be based upon the IB external examinations (76%) and internally assessed lab work (24%).

IB Physics Standard Level  Experimental Science - Group 4

Physics SL is a course for IB students who have an interest in and/or are planning on enrolling in the sciences or engineering in post-secondary studies. Topics include physical measurement, mechanics, thermal physics, oscillations and waves, sight and wave phenomena, electromagnetic waves, electric currents, fields and forces, atomic and nuclear physics, and energy, power, and climate change. Historical and global perspectives will be presented to help develop the students' understanding and appreciation of the viewpoints of other cultures. This course also allows students to investigate their own questions by implementing the scientific method. Students will be required to design methodologies that will allow them test their own hypotheses. Students are required to complete 30 hours of practical work in addition to a 10 hour project done in collaboration with students from other science disciplines. Internal Assessment makes up 24 % of the IB score. The remaining 76 % of the IB score is determined by the external assessment performed in May of the second year.
**IB Math Standard Level**  Mathematics - Group 5  
This course prepares students for university programs that require further study in calculus, linear algebra and statistics. This includes business, economics and the sciences. Students will study a curriculum that is comparable to the Math 521A, Math 521B, Math 621B and Math 611 courses offered at Colonel Gray. Topics include quadratic and rational functions, counting and probability, exponential functions, logarithms, vectors, matrices, trigonometry, statistics, differential and integral calculus. The IB mark will be determined from two portfolio assignments (20%) and final exams (80%).

**IB Visual Arts Standard Level**  The Arts - Group 6  
Visual Arts, Standard Level will is a two year course of study. Emphasis is placed on independent research, persistence, creativity and originality. Students will be given the opportunity to work and experiment in various media such as photography, drawing, painting and printmaking. Students will develop skills and techniques as they work to complete several studio projects. These projects will be supported by the research and reflections they record in their Investigation Workbook as they explore the areas of culture, art history, art making and critical analysis.

**Electives**

**Arts**

**ART401A - Visual Arts**  Open - Grade 10  
This is a basic course that places emphasis on an exposure to various mediums and concepts in art. The student is encouraged to use initiative in planning and working with materials. Basic elements of design, color, pattern, texture and space are emphasized in: drawing, cartooning, animation, still life, and pattern work.

*A $20.00 lab fee will be charged for this course.*

**ART501A - Visual Arts - Intermediate**  Open - Grade 11  
This course is designed as an intermediate art course and builds on the concepts learned in ART401. The emphasis in this course is on the expansion of drawing skills, color and the techniques and styles of painting. A $20.00 lab fee will be charged for this course.

*Prerequisite: ART401A  
Prerequisite required: Art 401A or permission from teacher (based on level of skill shown).*

**ART601A - Visual Arts - Advanced**  Open - Grade 12  
This is an advanced course in art that involves more complex studies in design, composition, color, drawing, painting and animation. There is an emphasis on life drawing and portraits. A $20.00 lab fee will be charged for this course. (Students may be involved in extracurricular art exhibitions).

*Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge).*
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Levels</th>
<th>Type</th>
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<tbody>
<tr>
<td>ART621A</td>
<td>Visual Arts Academic – Grade 12</td>
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<tr>
<td>DRA701A</td>
<td>Dramatic Arts Open – Grade 10 - 11</td>
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<td>DRA801A</td>
<td>Dramatic Arts Open – Grade 11 - 12</td>
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<tr>
<td>DRA621A</td>
<td>Dramatic Arts Academic – Grade 12</td>
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**ART621A - Visual Arts Academic – Grade 12**

This course builds upon the skills, concepts, media, techniques, ideas and experiences in ART501A. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view artwork using the skills of a persuasive argument. They will examine art and artists of the Modern and Contemporary art movements and apply this knowledge to their artwork. Students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to complete a rigorous academic research project. Students will be expected to present the results of their academic research in both a visual and written form. The academic research project would have a community-based learning component.

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

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

**DRA701A - Dramatic Arts Open – Grade 10 - 11**

Drama 701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation, both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Students will analyse, experience, and perform script through the study of movement and speech. Students will be required to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis.

*Drama 701A is the foundation for all future course work in drama and theatre. This course is a recommended prerequisite for DRA801A/ DRA621A.*

**DRA801A – Dramatic Arts Open – Grade 11 - 12**

This course will focus on the technical aspects of theatre production. Students will be expected to work collaboratively with their classmates on a class production. It will build upon technical skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A plus they will be introduced to a foundational component that will explore and examine theatre production, script writing and acting. Students will critically view the technical approach to dramatic works and discuss their findings using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles and apply this knowledge to the technical production of a dramatic work. Students are expected to develop and demonstrate growth in their proficiency of technical skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; communication of ideas, thoughts, feelings, and inspirations. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the drama course.

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

**DRA621A – Dramatic Arts Academic – Grade 12**

This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. It will build upon the skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A plus they will be introduced to a foundational component that will explore and analyse theatre production, script writing and acting. Students will critically view dramatic works using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles and apply this knowledge to the creation of their selected focus on their dramatic work. Students will present the results of their PBL in a performance and in a reflective presentation. Throughout this course students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; communication of ideas, thoughts, feelings, and inspirations.
This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

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

**Music**

MUS421A - Music [Band]  Academic - Grade 10

The high school program will be a continuation of the Intermediate School Band. Course of Study: Rhythm Etudes, Ensemble Drill, Theory, all Major scales and arpeggios, Major scales in 3rds, sheet music, small ensembles, tonguing to 6 and chromatic scale. Participation in concert band is required. The music course may be tied with another course to allow the credit to be taken over two semesters.

Prerequisite: Graduation from the Intermediate School Band Program or by special audition arranged with the course instructor.

MUS521A - Music [Band]  Academic - Grade 11

The course of study includes: Rhythm Etudes, Ensemble Drill, Theory, all major scales and arpeggios, minor scales, sheet music, tonguing to 7, small ensembles, chromatic scale and major scales in thirds. Participation in concert band is required.

Prerequisite: MUS421A or an audition

MUS521X - Music [Jazz Band]  Academic - Grade 11

This course is offered in regular school hours and will be available only if demand is sufficient. Students must register with the Music Director. Course of Study: Major and minor scales to the 9th and arpeggios, major 7th arpeggios, dominant 7th arpeggios, modes, tonguing to 9, major scales in 3rds, full range chromatic scale, basic theory, jazz theory, listening to recordings of jazz artists, perform transcriptions and improvised solos. Rehearsal and performance of various styles of jazz music.

Jazz students require a recommendation from the band instructor based on previous course work or an audition.

MUS621A - Music [Band]  Academic - Grade 12

Course of Study: Rhythm Etudes, Ensemble Drill, Theory, all major and minor scales and arpeggios, sheet music, small ensembles, full range chromatic scales, major scales in 3rds and tonguing to 9. Participation in concert band is required.

Prerequisite: MUS521A or an audition.

MUS621X - Music [Jazz Band]  Academic - Grade 12

This course is offered in regular school hours and will be available only if demand is sufficient. Students must register with the Music Director. Course of Study: Major and minor scales to the 9th and arpeggios, major 7th arpeggios, dominant 7th arpeggios, modes, tonguing to 9, major scales in 3rds, full range chromatic scale, basic theory, jazz theory, listening to recordings of jazz artists, perform transcriptions and improvised solos. Rehearsal and performance of various styles of jazz music.

Jazz students require a recommendation from the band instructor based on previous course work or an audition.

MUS801A - Styles of Popular Music  Open - Grade 11 - 12

The "Styles of Popular Music" course 801A will introduce students to a study of popular music from 1950s to 1970s.
Students learning will center around: examining music in our lives, including its roles, genres, social context, and ways that it is experienced; distinguishing between listening and hearing (active and passive listening); and developing an understanding of terms and concepts associated with the elements of music that enable students to consider and discuss what they listen to, using the language of music.

Career and Technical Education (CTE) Skilled Trades

This framework is designed to provide students with opportunities to enrol in relevant skilled trades programming leading to post-secondary training and technical certification.

To learn more about career options related to these courses go to: Exploring the Skilled Trades in High School
For more information on the Accelerated Secondary Apprenticeship program go to the following link: Accelerated Secondary Apprenticeship Program (ASAP) - PEI's Youth Apprenticeship Program

AUT701A - Intro to Auto Service Open - Grade 10 - 11

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

This is a prerequisite course for all other Auto Service Technician courses.
CAR701A - Intro to Carpentry Technology  Open - Grade 10 - 11

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 prerequisite course for all other Carpentry Technology courses.*

DES701A - Design and Drafting Technology  Open - Grade 10 -11

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.*

FDS421A - Foods and Nutrition Science  Academic - Grade 10 -11

Foods and Nutrition 421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide. Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post secondary education, or a career in food services.

*This is a recommended prerequisite course for all CTE Culinary Skills courses.*

WEL701A - Introduction to Welding  Open - Grade 10 -11

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

*This is a prerequisite course for all other Welding courses.*

Grade 11 and 12

AUT801A - Basic Power Train  Open - Grade 11 -12

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.

*Note: Only select automotive courses will be offered in any school year. Not offered in 2013-2014*  
Prerequisite: AUT701A
# AUT801B - Brake Systems  Open - Grade 11 -12

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

*Note: Only select automotive courses will be offered in any school year. **Offered in 2013-2014**  
Prerequisite: AUT701A

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# AUT801C - Electrical Systems  Open - Grade 11 - 12

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.

*Note: Only select automotive courses will be offered in any school year. Not offered in 2013-2014.  
Prerequisite: AUT701A

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# AUT801D - Steering Systems  Open - Grade 11 - 12

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.

*Note: Only select automotive courses will be offered in any school year. Not offered in 2013-2014  
Prerequisite: AUT701A

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# AUT801E - Suspension Systems  Open - Grade 11 - 12

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.

*Note: Only select automotive courses will be offered in any school year. **Offered in 2013-2014**  
Prerequisite: AUT701A

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# CAR801A - Floor Systems  Open - Grade 11 -12

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

*Note: Only select Carpentry courses will be offered in any school year. Not offered in 2013-2014  
Prerequisite: CAR701A

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CAR801B - Structures, Shaping, Assembly  Open - Grade 11 -12

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 focuses on fire prevention and control. The student will also learn to communicate through orthographic drawings and build on their essential trades math skills.

Note: Only select Carpentry courses will be offered in any school year.  
Offered in 2013-2014  
Prerequisite: CAR701A

CAR801C - Wall Framing Systems  Open - Grade 11 -12

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.

Note: Only select Carpentry courses will be offered in any school year. Not offered in 2013-2014.  
Prerequisite: CAR701A

CAR801D - Construction Planning and Design  Open - Grade 11 -12

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.

Note: Only select Carpentry courses will be offered in any school year. Not offered in 2013-2014.  
Prerequisite: CAR701A

CAR801E - Roof Systems  Open - Grade 11 -12

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.

Note: Only select Carpentry courses will be offered in any school year.  
Offered in 2013-2014  
Prerequisite: CAR701A
## CUL801A – Culinary Skills A

**Open – Grade 11 -12**

Culinary Skills 801A is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude and dedication needed to become a food service professional. Topics covered include salads and sandwiches, baked goods, pastas and grains, eggs and dairy, and management of food services.

Culinary Skills 801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

*Prerequisite: Foods and Nutrition 421A  *not offered in 2013-2014*

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## CUL801B – Culinary Skills B

**Open – Grade 11 -12**

Culinary Skills 801B is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include stocks, soups and sauces, baked goods, vegetables and fruit, fish, poultry and meats, and customer service and dining.

Culinary Skills 801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

*Prerequisite: Foods and Nutrition 421A  *Offered in 2013-14*

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## WEL801A - Shielded Metal Arc Welding

**Open - Grade 11 -12**

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

*Note: Only select Welding courses will be offered in any school year.*

*Prerequisite: WEL701A*
WEL801B - Gas Metal Arc Welding  Open - Grade 11

Gas Metal Arc Welding is extensively used in industry and is a process that a welder is most likely to use throughout his/her career. During this course, students will learn to identify, describe and safely use the equipment and tools required to preform 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.

Note: Only select Welding courses will be offered in any school year – **Offered in 2013-14**.
Prerequisite: WEL701A

WEL801C - Oxyfuel Process  Open - Grade 11 -12

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

Note: Only select Welding courses will be offered in any school year.
Prerequisite: WEL701A

WEL801D - Flux Core Arc Welding  Open - Grade 11 -12

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.

Note: Only select Welding courses will be offered in any school year.
Prerequisite: WEL701A

WEL801E - Gas Tungsten Arc Welding  Open - Grade 11 -12

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 preform GTAW welds in a variety of positions on various types of metal.

Note: Only select Welding courses will be offered in any school year.
Prerequisite: WEL701A

Business Education
Grade 10

BUS701A – The World of Business  Open - Grade 10 - 11

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

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

Grade 11 and 12

ENT521A - Entrepreneurship  Academic - Grade 11

Computer code [633]

Computer code [644]

Computer code [645]

Computer code [646]

Computer code [614]

Computer code [709]
This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore and develop their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture and individually plan a business venture. Topics will include: identifying opportunities, assessing risk, generating and refining ideas, marketing, organization options, financing and financial management. Learning resources will include speakers, videotapes, software, and current print resources. Learning activities will involve group and individual projects.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMT801A</td>
<td>Office Management Technologies</td>
<td>Open – Grade 11 - 12</td>
<td>Technology continues to expand the role of the office professional as automation changes the way in which businesses function. From a one-person office to large organizations, there is need for individuals with a variety of computer skills, human relations skills, teamwork capabilities, and analytical thinking skills who can contribute to the effectiveness of their organization. Topics in the Office Management Technology course include workplace expectations and ethics, office procedures, word processing and keyboarding enhancement, business communications, time management, telephone procedures, business correspondence, records management and reprographics. Employability skills and career exploration activities are embedded throughout the course.</td>
</tr>
<tr>
<td>ACC621A</td>
<td>Accounting Principles</td>
<td>Academic - Grade 12</td>
<td>This course provides an introduction to accounting principles, concepts, procedures, and applications. This course is designed for students who will take advanced accounting courses at the college or university level as well as for those who wish to enter the work force. Topics include: purposes of accounting, the accounting cycle, plus a number of other components on computer, if time and computer space permit.</td>
</tr>
<tr>
<td>CAR701X</td>
<td>Crafts</td>
<td>Open - Grade 10 -11</td>
<td>This course is designed to introduce students to the broad field of visual arts. It assists students to develop an appreciation for self-expression through the various media experienced in this course. This will include introductory pottery, leather work, print making, as well as the areas of carving, textile design, paperwork, stain glass and fabrics. Students will be exposed to a wide variety of materials, have the opportunity to create and to communicate in these media, learn to appreciate each other's distinct creativity and initiative, develop specific skills in these visual arts, explore career opportunities in this field. This is an excellent introductory course for students who wish to become familiar with and to experience the joy and energy of these art forms.</td>
</tr>
<tr>
<td>CAR701Y</td>
<td>Visual Communications 1</td>
<td>Open - Grade 10 - 11</td>
<td>Explore the world of visual communications through black and white photography, computer animation and desktop publishing. Students do not need to have previous computer experience or drawing ability, however, an emphasis is placed on CREATIVITY and the ability to work independently. Students use computer software that includes: CorelDRAW, Adobe Photoshop and PageMaker to produce a variety of graphic arts projects. These are combined with black and white photographs to form a final portfolio of student work at the end of the semester.</td>
</tr>
</tbody>
</table>
**CEO401A – Career Explorations and Opportunities**  Open – Grade 10 -11

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

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

**FAM421A - Family Life**  Academic - Grade 10

This personal development curriculum has themes on relationships, human sexuality, and healthful living. It is intended to help students know and appreciate themselves – their values, interests and abilities – develop a variety of skills, attitudes, and behaviours that promote successful relationships, assume responsibility for personal health and well-being, and to enhance the central roles played by work and family in daily life. Its main focus is on adolescence.

This course is designed to be participatory with emphasis upon effective communicating and decision-making.

**PED401A - Physical Education**  Open - Grade 10

This is a grade 10 course designed to promote a positive, healthy attitude toward physical activity and fitness and to provide the student with the opportunity to participate in a variety of sports, recreational games, sport skills and fitness activities. Although Physical Education 401 is primarily an activity oriented course, there is a short classroom component that examines the benefits of physical fitness, exercise and physical activity.

All incoming grade 10 students are required to register for PED401A unless there are special circumstances.

**PED401A-Fit – Physical Education – Fit**  Open – Grade 10

As an alternative to the standard PED401A class, PED401A - Fit has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other and share in improving both personal and group fitness levels. A typical 75 minute class will include a 10-15 minute dynamic (active) warm up, a 30-50 minute goal specific fitness training session, and a 10-15 minute cool down.

*Students sign up for PED401A or PED401A-Fit*

**PSI701X - Fashion**  Open - Grade 10 -11

This course recognizes the importance of fashion in the lives of young people - both as a means of personal expression and also as a source of employment. Students will learn skills related to the business, design, and technical components of the fashion industry. They will be encouraged to develop their own design talents and fashion flare, while also learning the nuts and bolts of one of Canada's most exciting industries. Specific skills covered range from experimentation with a variety of media to enhance design presentation to successful time-management and planning strategies. Students will learn basic sewing skills and construct a garment. Students will experiment with patterns and use pattern drafting theory to develop designs and patterns. Students will be required to purchase fabric for construction of a garment. Sewing lab will take place two days per week.

**Grade 11 and 12**

**CMM801A - Creative Multimedia**  Open - Grade 11 - 12
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. Areas include Digital Design Principles, Digital Imaging, Animation Principles, Audio/Video Production and Web Authoring.

This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Interactive Multimedia, Computer Information Systems and Graphic Design. Recomended: CAR701Y or ITC401A

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Year Group</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWS502A</td>
<td>Cooperative Work Study</td>
<td>Open - Grade 11</td>
<td>Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards. This course is available to students in their grade 11 year.</td>
</tr>
<tr>
<td>DYF701A</td>
<td>Designing Your Future</td>
<td>Open – Grade 11</td>
<td>In Designing Your Future 701A, students use problem-solving and inquiry to develop new learning opportunities for enhanced personal growth while preparing them for successful transition to life, learning, and work after high school. Students will explore the realities and opportunities in the workplace and examine factors that impact personal success, while developing an action plan to help realize their goals and reach their full potential. Students further develop their Life Work Portfolio focusing on developing Essential Skills to ensure a successful transition from secondary school. Students will participate in real world experiences that will help foster the development of communication, collaboration, teamwork, and problem solving skills, while reinforcing the notion that learning is a lifelong journey. Successful completion of Designing Your Future 701A OR Career Explorations and Opportunities 401A, is a prerequisite for Transitions 602Y.</td>
</tr>
<tr>
<td>GAE521X</td>
<td>Scottish Gaelic 1</td>
<td>Academic - Grade 11</td>
<td>Students in this class will learn to speak and read Gaelic. While the emphasis of the course is on speaking the language, students will be able to read and write using basic vocabulary, and have a knowledge of sentence construction and questioning techniques. Gaelic culture will make up an important part of the course, including history of the Celts, folklore and traditions, Celtic mythology and Gaelic singing. Particular emphasis will be placed on the Prince Edward Island dialect of Gaelic. By the end of the course, students will be able to perform most of their daily routine in Gaelic. Mu dheireadh an cùrsa, bidh urrainn dhàibh bruidhinn mu na rudan làitheil aca anns a' Ghaidhlig. Note: this course cannot be used to satisfy one of the four language courses required for graduation.</td>
</tr>
<tr>
<td>HOS801A</td>
<td>Hospitality and Tourism</td>
<td>Open - Grade 11 -12</td>
<td>This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them be familiar with the various sectors of the industry: 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 on telephone skills, interview techniques, resume writing and goal setting. Also included in this course is a five hour internationally recognized customer-service training program called Super Host. Students will be required to pay the entrance fee to a number of local attractions.</td>
</tr>
</tbody>
</table>
**LEA801X - Leadership**  Open - Grade 11 -12

This course is based on the premise that leadership begins with a willingness to accept responsibility first for the self and then for others. The course utilizes Sean Covey's 7 Habits of Highly Effective Teens book, a daily planner and an interactive 7 Habits computer site to assist the student in understanding and developing a personal leadership style. Additional in-class activities, discussions, and presentations will help the student learn about and practice the interpersonal leadership skills needed to work effectively and well with others. Leadership students are expected to demonstrate a high level of personal responsibility both in this course and within the school community. Student evaluation is based on the student's participation in a variety of leadership activities.

**PHP501A-Peer Helping**  Open – Grade 11

Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special unique educational needs. Peer helpers help students meet the many challenges they encounter in a differentiated learning environment and the resource room. The peer helpers will facilitate learning with students and are closely monitored by the classroom teacher and peer helping teacher. After being selected through an application process, the successful applicants will participate in a brief training program which outlines the roles and responsibilities of peer helpers and are provided with strategies and techniques to implement while meeting the specific individual needs of his/her students.

Prerequisites: Formal application, Teacher recommendation(s), excellent attendance, and a successful interview

Required: Students must have completed grade 10. This course is a prerequisite for PHP601A.

**PSI802Z - Child Care Services**  Open - Grade 11

Child Care Services is designed to give students a look at careers related to pre-school children. The main themes are: employability skills, career choices, prenatal and child development, safety and first aid, and operating a daycare business. Activities include: visiting community day-cares, kindergartens or primary schools, planning and operating a preschool for 2.5-5 year olds at CGHS, and developing learning activities such as puppet shows, story books, art projects and physical activities.

**Grade 12**

**CWS602A - Cooperative Work Study**  Open - Grade 12

This course is available to students in their grade 12 year. See CWS502A for the course description.

Credit Guidelines: A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances and with authorization of the board superintendent and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight.

**FAM621A - Family Life**  Academic - Grade 12

Becoming an adult is the main focus of this course. It is designed to help students develop a better understanding of themselves, their relationships with others and adapt to independent living. Topics included are: strengthening family relationships, improving communication, resolving conflicts, managing resources (including budgeting), extending relationships through dating and marriage, understanding sexuality (including reproduction, pregnancy, birth control, sexually transmitted diseases, being responsible) and forming your own family. Students will be encouraged to express their own opinions and respect the opinions of others.

**GAE621X - Scottish Gaelic 2**  Academic - Grade 12

Gaelic 621X is a continuation of the grade 11 Gaelic course. Students will have already mastered the basic vocabulary and will now be able to express themselves confidently. Students will be able to compose their own stories, and the speaking component will make use of improvs. Topics include going shopping, eating out, travel & tourism, hobbies & sports, and discussing future plans. Gaelic culture will remain an important component, including
material on folk tales, heraldry & clans, a greater variety of song types, and the Gaelic community on PEI. Tha mi'n dochas gum bi mi gur facinn ann an clas an ath-bhliadhna! Note: this course cannot be used to satisfy one of the four required language courses required for graduation.

Prerequisite: GAE521X

**HSG621A Housing**  
Academic – Grade 12

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, and careers in housing.

**PED621A - Leadership**  
Academic - Grade 12

This classroom course is designed for students who have an interest in community recreation, fitness, physical education, human kinetics, coaching or the health field. Topics covered include: leadership, event management, fitness and wellness, volunteerism, basic human anatomy and exercise physiology, skill analysis, teaching skills, sport psychology, current trends and issues in the health, fitness, and wellness field and school sport programs. Students will be required to complete a number of small group and individual projects, to provide 20 hours of volunteer work in a chosen area and to complete an event management project. Although the major portion of this course takes place in the classroom, the gymnasium and other practical settings are used to supplement course material.

**PED801A - Physical Education - Life Style**  
Open - Grade 11

Physical Education 801A is designed to provide students with the opportunity to further their skill and knowledge in the more traditional sports as well as to experience a variety of activities which may be played well into their adult life. Although PED801A is primarily an activity oriented course, there is a classroom component that furthers the students understanding of, and appreciation for, a healthy, active lifestyle.

**PED801A- Fit - Physical Education - Life Style**  
Open - Grade 11

As an alternative to the standard PED801A class, PED801A - FIT has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other and share in improving both personal and group fitness levels. A typical 75 minute class will include a 10-15 minute dynamic (active) warm up, a 30-50 minute goal specific fitness training session, and a 10-15 minute cool down.
**PHP601A-Peer Helping**  Open – Grade 12

Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students. Peer helpers help students meet the many challenges they encounter in a differentiated learning environment and the resource room. The peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher. After being selected through an application process, the successful applicants will participate in a brief training program which outlines the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of their students. The peer helpers will enhance their understanding of the student they are assigned by researching the student’s particular condition.

Selection of these peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process. Through special consideration, students may take PHP601A without having taken PHP501A.

**Prerequisites:** Formal application, Teacher recommendation(s), excellent attendance, and a successful interview.

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**PSY621X - Introductory Psychology**  Academic - Grade 12

The course will provide an introduction to the basic principles and general areas of human behavior. Topics of study will include psychology as a science and expand to the application of the general principles as they relate to social behaviour. Deliberate attempts at individual application will be made throughout the course. Specific topics to be considered will include: Psychology as a Science, Perceptual Process, Learning and Thinking, Motivation and Emotion, Individuality and Personality, Conflict Adjustment, Mental Health and Social Behaviour. The general objective of the course is to enable students to see themselves as worthwhile individuals, to understand other people and to help them relate to their peer group, their families and society generally.

Registration is generally limited to grade 12 students.

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**TRA602Y - Transitions**  Open - Grade 12

This course is a career exploratory course offered at Holland College. Students who are selected will attend Holland College on a half-day basis, spending 14 half-days in each of the post secondary areas: Business Administration, Community Health, Information Technology, Trades and Technology and, Culinary and Tourism. A program mentor will support the students. In each area students will complete and present a project. The right to attend and participate in this career exploratory opportunity carries with it responsibilities and each student must adhere to the Code of Conduct expected of Holland College students.

**Prerequisite:** Students must have completed Designing Your Future (DYF701A) OR Career Explorations and Opportunities (CEO401A) and completed an application form to be accepted into this program.

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**Communication and Information Technology**

**ITC401A - Info. Tech. and Communication**  Open - Grade 10

ITC 401A is highly recommended for life-long learning. In this course students have the opportunity to enhance skills in the following:

1. keyboarding
2. word processing
3. computer literacy/operating systems
4. 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.
**CMP521A - Introductory Computer Studies**  
Academic - Grade 11

This is an academic level Computer Science course designed to give students an understanding of the computer and its effect upon society. The focus of this course is to develop problem solving skills with various software applications and programming. The following computer areas are addressed: Database management, HTML coding and Cascading Style Sheets (CSS), Computer Literacy related to the course content (i.e.: computer systems, societal implications, career awareness, etc.), and Programming (problem solving in BASIC and manipulating virtual 3D objects using ALICE).

Recommended: ITC401A and MAT421A

**CMP621A - Computer Studies 2**  
Academic - Grade 12

This course is a continuation of CMP521 with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming, Internet publishing, and operating systems. Students will be required, through major projects, to demonstrate the attainment of the objectives of this course.

Recommended: CMP521A and above average standing in mathematics.

**Resource**

**RES401A - Math Preparation Credit**  
Open - Grade 10

The program is intended to support students in developing skills in reading, writing and numeracy to increase success in the area of mathematics. Students will spend first semester building on classroom skills, study skills and math skills necessary for completing MAT 421A successfully. Students who complete Grade 9 Math with a mark between 50 and 65 will be required to successfully complete this foundations program before registering for MAT421A.

**RES701A - Resource Credit**  
Open - Grade 10, 11, 12

The resource program is intended to support students in developing skills in reading, writing and numeracy to increase success in other course work. The program includes units to develop classroom skills and study skills. Students can receive credit for a maximum of one resource credit at each grade level. Students can earn one resource credit at each grade level, RES401A, RES501A, and RES601A respectively.

Course teachers and the student services team work together to provide students with a resource program as required for each individual student. Students do not register directly for a resource credit.

**Program Models**

**TAP - Transition Action Plan**  
Grade 10, 11, 12

These are very specific course offerings based on the individual needs of the student. Students are included based on assessed needs. Students will be working on their Transition Action Plan (noncredit courses created to support students acquiring various skills in Literacy, Numeracy, Employment, Personal Development, Leisure and Wellness, Communication, Social and Life Skills) with staff in the Learning Center. This will lead to a provincial Transition Certificate.

**ALT700 - General Alt Program**  
General - Grade 10

The General Alternate Program is an alternate education model that includes the core courses ENG431A,
MAT431A, CAS401A, SCI431A, PED401A, and 3 predetermined electives. The core courses continue through both semesters with one teacher in one classroom. The goal of the program is to provide a more stable school environment for students who may be at risk for poor attendance or discontinuing. The goal is for each student to earn 8 credits in their first year of high school.

### Grade 10 - Rebel Academy Academic – Grade 10

The Rebel Academy is for boys who are bored with the traditional classroom structure and want to become part of a team of learners. We teach the grade 10 courses through hands-on activities and student-centered learning. Boys who register for this program will take their core grade 10 subjects with the same 4 teachers all year. We don't have textbooks and we don't teach facts - we teach skills.

http://www.youtube.com/watch?v=Ijg2uZzCO94

### Independent Studies

<table>
<thead>
<tr>
<th>IS521A – Independent Study Course</th>
<th>Computer Code [740]</th>
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<tbody>
<tr>
<td>See description below.</td>
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<table>
<thead>
<tr>
<th>IS621A – Independent Study Course</th>
<th>Computer Code [741]</th>
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<tbody>
<tr>
<td>The Independent Study Course</td>
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<tr>
<td>allows students to engage in</td>
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<td>personally meaningful, authentic,</td>
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<td>real-world learning within an</td>
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<td>inquiry and problem-solving</td>
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<td>framework. Students have the</td>
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<td>opportunity to investigate a</td>
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<td>self-selected topic or theme</td>
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<td>that extends the curriculum of</td>
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<td>an authorized provincial course(s)</td>
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<td>and contributes to their</td>
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<td>knowledge, skills, and attitudes</td>
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<td>necessary for lifelong learning.</td>
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<td>The Independent Study Course</td>
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<td>should be a student-directed</td>
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<td>investigative project that is</td>
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<td>planned in collaboration with a</td>
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<td>supervising teacher and</td>
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<td>community mentor, is monitored</td>
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<td>frequently, and allows the</td>
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<td>student to assume the role of</td>
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<td>first-hand inquirer. This study</td>
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<td>should uncover new questions and</td>
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<td>ideas for further inquiry and</td>
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<td>may solve real-life community</td>
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<td>issues. This course will</td>
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<td>showcase a student’s care,</td>
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<td>attention to detail, and overall</td>
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<td>pride in their work while</td>
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<td>requiring a considerable</td>
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<td>commitment of time, effort, and</td>
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<td>energy on the part of the</td>
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<td>student. Early planning is</td>
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<td>required for a student to enrol</td>
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<td>in this course. Independent</td>
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<td>Study Courses are developed</td>
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<td>cooperatively by the student and</td>
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<td>a supervising teacher, and</td>
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<td>approved and supported by the</td>
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<td>parent/guardian(s), supervising</td>
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<td>teacher, school counsellor, and</td>
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<td>school principal. Final approval</td>
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<td>is required by the Department</td>
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<td>before a student can begin the</td>
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<tr>
<td>Independent Study Course. Please</td>
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<td>contact the Coordinator, English</td>
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<td>Programs Division of the</td>
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<td>Department of Education and</td>
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<td>Early Childhood Development for</td>
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<td>more information.</td>
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