DARTMOUTH HIGH SCHOOL

HOME OF THE SPARTANS

STUDENT REGISTRATION HANDBOOK 2025-2026

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IMPORTANT THOUGHTS

Welcome to Dartmouth High School for the 2025-26 School Year

Dartmouth High School employs a 2-semester schedule for the school year. The first semester extends from September to January and the second from February to June. A maximum of four credits can be attained in each semester within our school program. The number of credits required to graduate from high school in Nova Scotia is currently 18 and the number of compulsory credits is 13. This is an important factor in course selection and particular attention should be given to the requirements on Page 5 to ensure that you are enrolled in courses that meet graduation requirements.

Dartmouth High is dual-streamed, offering both English and French Immersion programs. It also offers programs designed to enrich and enhance learning, including Options & Opportunities (O2), Co-Op Education, and selected Advanced Placement (AP) courses. AP courses challenge and provide students with in-depth learning experiences at the University level in the high school setting. In order for students to be successful at DHS, they should be completing their homework assignments on a daily basis. Regular attendance and good study habits are always factors in determining success. Classes missed, for any reason, can create serious difficulties. Excessive absenteeism could result in no credit being granted. Students are also encouraged to get involved in school life while at Dartmouth High. There are many clubs, sports and activities to choose from.

Please read the contents of this book carefully and choose your courses wisely. Discuss career options with your parents, teachers and guidance counsellors. It is very important to investigate the entrance requirements for various post-secondary institutions before you make your decisions. Dartmouth High's guidance counsellors are very knowledgeable about these requirements and can be of assistance in choosing a program of studies which will enable you to qualify for admission to the program of your choice.

We sincerely hope that your school year is successful both from an academic and extra-curricular perspective.

Eartha Monard

Principal

GRADUATION REQUIREMENTS

Students must attain 18 credits to graduate. No more than 7 of the 18 credits can be from Grade 10 courses, and at least 5 credits must be at the Grade 12 level, and those may include AP courses.

The following are compulsory credits for graduation:

Language, Communication & Expression

- 3 English language arts credits - one at each grade level
- 1 Fine Arts credit: Art, Drama, Dance, or Music

Science, Mathematics & Technology

- 3 Math credits - one at each grade level
- 2 Science credits: 1 from Biology, Chemistry, Science 10, or Physics, and 1 other approved Science course
- 1 other credit from Mathematics, Science or Technology: eligible technology courses include: Construction Technology 10, Service Trades 10, Skilled Trades 10, Communication Technology 11, Production Technology 11, Computer Programming 12, Business Technology 12, Film & Video Production 12, Multimedia 12 or Production Technology 12

Personal Development & Society

- 1 Physical Education credit: eligible credits to meet this graduation requirement include: Phys Ed 10, Physically Active Living 11, Fitness Leadership 11, Mode de Vie 11, Phys Ed 11, Dance 11, Yoga 11, Phys Ed 12, and Phys Ed Leadership 12.
- 1 Canadian History credit: eligible credits to meet this graduation requirement include: Études Canadiennes Contemporaines 11, Contemporary Canadian Studies 11, Études Africaines Canadiennes 11. Canadian Studies 11, Études Mi'kmaw 11 and Mi'kmaw Studies 11
- 1 Global Studies credit: eligible credits to meet this graduation requirement include: Global Geography 12, Global History 12, Global Politics 12, Géographie Planétaire 12 or Histoire Planétaire 12.

These requirements will apply to any student who wishes to earn their Nova Scotia High School Graduation Diploma, regardless of the year in which the student registered in grade 10 for the first time.

COURSES OFFERED 2025-26

Grade 10

Academic

Career Development 10
Drama 10
English 10
Francais 10 (Immersion)
Mathematics 10 (Full Year)
Mathématiques 10 (Full Year Immersion)
Music 10
Music 10 Strings (Guitar)
Science 10
Sciences 10 (Immersion)
Visual Arts 10

Open Category

Construction Technology 10
Food For Healthy Living 10 } Each ½ credit
Foods in Society 10
Learning Strategies 10
Physical Education 10 (co-ed)
Skilled Trades 10
Service Trades 10

Graduation

Inquiry Mathematics 10

O2 Courses

Career Development 10 O2
Community Based Learning 11 O2 (taken in grade 10)

Course Categories

Graduation: Designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected areas of post-secondary study

Open: Although none of these meet the specific requirements of post-secondary institutions, individual courses may meet requirements of some institutions such as Community College

Academic: Designed for student who expect to enter university

Advanced: Designed for students who have demonstrated an exceptional degree of academic ability or achievement in a particular subject area.

Grade 11

Advanced

Advanced Biology 11
Advanced Chemistry 11
Advanced Physics 11
AP Seminar (English 11)
Biologie 11 Avancée (Immersion)
Pre-Calculus 11

Academic

Accounting 11
Études Africaines Canadiennes 11 (Imm)
African Canadian Studies 11
Biologie 11F (Immersion)
Biology 11
Business Technology 11
Chemistry 11
Communications Technology 11
Contemporary Canadian Studies 11
Culinary Trades 11
Dance 11
Drama 11
English 11
Études Mi'kmaw 11 (Immersion)
Francais 11 (Immersion)
Études Canadiennes Contemporaines 11
Fitness Leadership 11
Life 11
Mathematics 11
Math 11 Extended (Full year)
Mikmaw Studies 11
Music 11 (Band)
Music 11 Strings (Guitar)
Oceans 11
Océans 11 (Immersion)
Tourisme 11 (Immersion)
Physics 11
Visual Arts 11
Yoga 11

Open Category

Child Studies 11
Learning Strategies 11
Physical Education 11 (co-ed)
Physically Active Living 11 (co-ed)
Production Technology 11
Mode de Vie 11 (Immersion)

Graduation

English Communications 11
Human Biology 11
Mathematics at Work 11
Mathematics Essentials 11

Grade 12

Advanced

Advanced Biology 12
Advanced Physics 12
AP Art History 12
AP Chemistry 12
AP Computer Science
AP Environmental Science 12
AP Literature (English 12)
AP Microeconomics 12
AP Psychology 12
AP Research (English 12)
Biologie 12 Avancée
Calculus 12
Pre-Calculus 12

Academic

Biologie 12IMM (Immersion)
Biology 12
Business Management 12
Chemistry 12
Computer Programming 12
Co-operative Education 12
Drama 12
Droit 12 (Immersion)
English 12
English 12: African Heritage
Entrepreneurship 12
Film & Video Production 12
Francais 12 (Immersion)
Geographie Planetaire 12 (Imm)
Geology 12
Global Geography 12
Global History 12
Global Politics 12
Health & Human Services 12
Histoire Planetaire 12 (Imm)
Investment & Finance 12
Law 12
Mathematics 12
Multimedia 12
Music 12 (Band)
Philosophy 12
Phys Ed Leadership 12
Physics 12
Sociology 12
Visual Arts 12

Open Category

Canadian Families 12
Housing & Design 12
Learning Strategies 12
Physical Education 12 (co-ed)
Production Technology 12

Graduation

English Communication 12
Mathematics Essentials 12
Mathematics at Work 12

EDUCATION PLANNING CHART

Name: _____

Career Goal: _____

Educational Program After Completion of High School: _____

Entry Requirements: _____

1. Select the courses you would like to take for the next year(s), keeping in mind:
   - Courses available
   - Course requirements for education and career goals

2. Write in courses that you are certain about, followed by more tentative choices. Place a question mark (?) beside the less certain choices.

Grade 10 Credits Achieved/Planned:	**Grade 11 Credits Achieved/Planned:**	**Grade 12 Credits Achieved/Planned:**
1. _____	**1.** _____	**1.** _____
2. _____	**2.** _____	**2.** _____
3. _____	**3.** _____	**3.** _____
4. _____	**4.** _____	**4.** _____
5. _____	**5.** _____	**5.** _____
6. _____	**6.** _____	**6.** _____
7. _____	**7.** _____	**7.** _____
8. _____	**8.** _____	**8.** _____
Total Credits: _____	Total Credits: _____	Total Credits: _____
Other Possible Courses:	Other Possible Courses:	Other Possible Courses:
_____	_____	_____
_____	_____	_____

REGISTRATION ISSUES

1. **Courses listed in this handbook will be offered as long as staff, facilities and class size permit.**

2. **Course Load**
The minimum number of courses that students are expected to take throughout their high school years is 21:

Grade 10—8 courses
Grade 11—7 courses
Grade 12—6 courses

NOTE: Students are permitted to take up to 8 courses in any given year if they choose to do so.

3. **Advanced Courses**
Advanced courses are designed for students with interest and a strong academic ability in a particular subject area. Please consult Student Services prior to registration and complete an advanced course request form.

4. **New Grade 10 Students**
Parents and students should select courses carefully keeping in mind graduation requirements, interest and possible career path of the individual student. Parents are strongly advised to seek the advice of the junior high staff regarding course registration for their children. Only 7 courses at the grade 10 level can count towards the 18 credit graduation requirement.

5. **Assessment and Evaluation Policy**
The Assessment and Evaluation Policy is outlined in the DHS Plan for Communicating Learning found on our website (dhs.hrce.ca).

6. **Withdrawal / Failure (W/F)**
Students who fail to meet the attendance requirements for a course will be designated as a "Withdrawal/Failure (W/F)" by a vice-principal and an appropriate failing mark will be assigned. This mark will appear on all reports for the year.

7. **Transcripts -The Official High School Record**
A student transcript of marks is confidential and information pertaining to the transcript will not be released to a third party without written permission from the student/graduate. Students/graduates must complete a transcript request form.

8. **Course Change Policy**
Course changes will NOT be permitted except in the following circumstances:

- Student is registered but does not have a timetable.
- Scheduling process has resulted in an incomplete schedule.
- Course is scheduled for which credit has been granted.
- Is in grade 12 and either needs to add/change a course to graduate (must carry at least 3 per semester) or needs a course to meet post-secondary plans.
- Any other change on a case-by-case basis.

It is the responsibility of the student to change course levels due to a failure of a subject at the end of each semester.

9. **Out-of-Area Request**
Parents/guardians may seek placements for students in a school outside their area.
The following criteria apply:

(a) Adequate accommodation is available within the receiving school.
(b) Students will be responsible for their own transportation and lunch provisions.
(c) Under certain circumstances students will be required to pay an annual tuition fee to attend a school supported by supplementary funding.
(d) The RCE will not incur additional costs as a result of the placement.
(e) Parents must secure an Out-of-Area Request Form from the area school in which the student is currently registered. The form must be signed by the student's current school principal.

Out-of-Area requests must be forwarded by the parents/guardians to the receiving school between April 1 and April 30. Decisions on Out-of-Area transfer requests will be made by the principal of the receiving school in the order in which the requests are received. All requests will be processed during the second week of June and no later than June 30 of the year of the request.

ADVANCED PLACEMENT (AP) AT DHS

Co-ordinator: Ms. Cassie Arsenault

The **Advanced Placement Program (AP)** offers grade 12 students the opportunity to take one or more college-level courses while in high school. Based on their performance on rigorous AP examinations (held worldwide on set dates), students may earn credit, advanced placement, or both for university. The program is suited for any student who is willing to accept the challenge of a rigorous curriculum.

AP courses follow guidelines developed and published by the College Board. Each course covers the breadth of information, skills and assignments found in the corresponding college course. For more information, please check the College Board website at www.apcentral.collegeboard.com or the Canadian Website: www.ap.ca

What are the benefits of AP?

There are many benefits to taking AP.

Enrichment:	Challenge yourself with rigorous academic courses.
Flexibility:	Choose courses based on your academic strengths and interests.
Preparation:	Experience university-level expectations and content to help you prepare for university studies.
University Recognition:	Earn credit, advanced placement, or both, based on your performance on rigorous AP examinations.

Who should enroll in AP courses?

- Students who have a demonstrated record of achievement and a desire to attend university.
- Students who have a willingness to meet the challenges of a rigorous academic course.
- Students who have an interest in the subject matter.

Consider the AP challenge if you're ready to explore a subject in greater depth, learn to make connections with larger concepts, develop analytical reasoning skills, and form disciplined study habits that will contribute to your success at university.

Courses:

2025-26: AP Seminar, AP Research, AP Chemistry 12, AP Literature 12, AP Microeconomics 12, , AP Art History, AP Computer Science, AP Environmental Sciences, AP Psychology

THE AP CAPSTONE PROGRAM

AP Capstone™ is a diploma program from the College Board. It's based on two, year long AP courses:

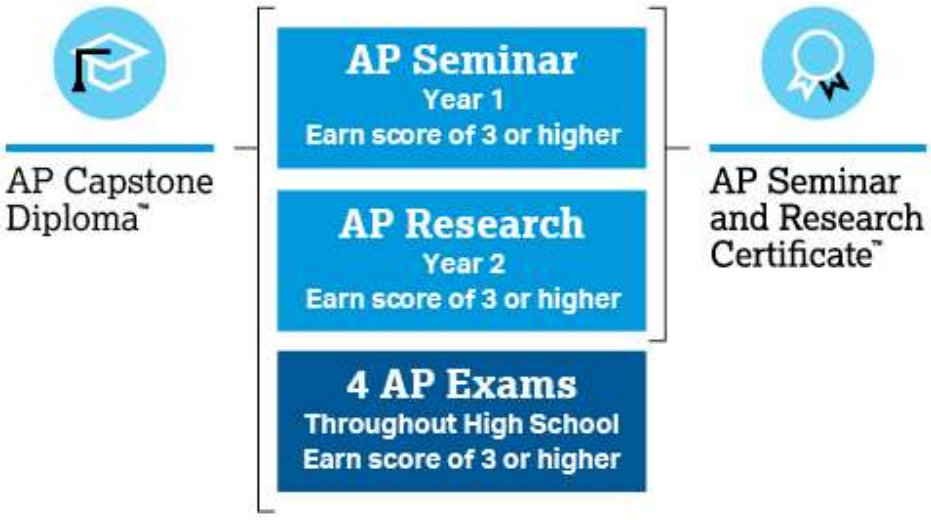
AP Seminar and AP Research.

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by universities around the world.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Students may take individual AP courses, or take a combination of required AP courses to achieve the AP Capstone.



DARTMOUTH HIGH BUSINESS CERTIFICATE

Students who complete a minimum of 4 Business courses are **eligible** to receive a **Dartmouth High School Certificate in Business**. Each student is required to take a minimum of 4 Business courses listed below with at least one grade 10 level and one grade 12 level Business course. Students who are in their grade 11 or 12 year who would like to receive this designation may apply with a list of complete courses. If students have not completed the minimum of 1 grade 10 level business course, they may still apply for special consideration for receiving the Certificate in Business.

As part of the Business Certificate, there are a variety of courses available to achieve the minimum 4 business related courses to be eligible for the certification. Course choices for students who wish to have a Certificate in Business to accompany their High School Diploma include:

Business Courses Offered at DHS		
Grade 10	**Grade 11**	**Grade 12**
Career Development 10	**Business Technology 11** **Accounting 11** **Tourisme 11** **AP Microeconomics** (Gr 11 or 12) **Entrepreneurship 12** (Gr 11 or 12)	**Business Management 12** **Investment & Finance 12** **AP Microeconomics** (Gr 11 or 12) **Entrepreneurship 12** (Gr 11 or 12)

Course Selection Example

Grade Levels		
Grade 10	**Grade 11**	**Grade 12**
8 Classes • **Career Development 10** • English 10 • Math 10 • Fine Arts Credit 11 • Science 10 • Phys-ed Credit 10/11 • Elective	**7 classes** • **Business Technology 11** • **Accounting 11** • **AP Microeconomics (Gr 11 or 12)** • **Entrepreneurship 12 (Gr 11 or 12)** • English 11 • Math 11 • 2nd Science Credit • Canadian History Credit	**6 classes** • **Business Management 12** • **Investment & Finance 12** • **AP Microeconomics (Gr 11 or 12)** • **Entrepreneurship 12 (Gr 11 or 12)** • English 12 • Math 12 • Global 12 Credit

PERSONAL DEVELOPMENT CREDITS

Information for Students and Parents/Guardians

Beginning in September 2012, high school students who have gained personal development credits from providers approved by the Department of Education can have these credits recognized on their high school transcripts. One of the student's five **elective credits** required for graduation can be a personal development credit, but the student can also have additional personal development credits recorded on his/her transcript as extra credits beyond the thirteen mandatory and five elective credits required for graduation.

In this guide you will find everything you need to know about Personal Development Credits – what they are, how you can request to have a personal development credit recorded on your high school transcript, and how you can get in touch with the Department of Education if you have questions about credits or approved course and program providers.

The Different Types of Personal Development Credits

The Department of Education's policy recognizes personal development credits in three learning areas – arts, leadership, and languages. In all cases, approved credits are different from courses taught in Nova Scotia's high schools. Only credits approved by the Department of Education will be recognized and students are encouraged to check the Nova Scotia Department of Education and Early Childhood Development website (https://careerpathways.ednet.ns.ca/personal-development-credits) for more information on Personal Development Credits.

Personal Development Credits & Program Planning For High School Students

High school students who have successfully earned a personal development credit through an approved course or program provider can have their credit(s) recognized in two ways:

1. A half or full personal development credit can be applied to meeting the requirements of the five elective credits that all students require for graduation.

2. A half or full personal development credit may also appear as an additional credit on a student's high school transcript, further to the thirteen mandatory and five elective credits required for graduation.

Students who have or plan to pursue personal development credits are encouraged to discuss their options as part of the high school program planning process.

BUSINESS EDUCATION

Accounting 11
Academic, 1 credit
This introductory course will develop an understanding of accounting as it relates to personal and business bookkeeping procedures. Content will include accounting careers, terminology, and accounting concepts, principles and practices. This is an excellent foundation course for students who may one day wish to open their own business or who are considering post-secondary studies in a business-related field. The following topics are covered: the accounting equation, business transactions, journalizing and posting, the processing of cash receipts and payments, financial statements, and the complete accounting cycle for a merchandising firm.

Investment and Finance 12
Academic, 1 credit
This course will prepare students for the rigors of investment and financial security. Topics include financial planning (income tax, banking, budgeting); methods of investment (stocks, bonds, mutual funds, T-bills, RRSPs and RESPs); risk and return; life-stage investing; and investment math (yields, returns, fees and commissions). Resource support would include speakers, periodicals and extensive use of the Internet. Students may have a chance to participate in the JA Business Game simulation and compete against other schools in the province. They will also compete in a stock market simulation. By the end of the course, students will have a solid foundation of investment strategies and will be well prepared to start their own investment portfolio.

Career Development 10
Academic, 1 credit
Career Development 10 is designed to support learners in understanding their personal interests, strengths and weaknesses, skills and values and the role these have in influencing education and career goals. They will be introduced to the importance of employability and essential skills in the workplace and how they are utilized in everyday life. Learners will explore strategies for the development of these skills and investigate their relevance in the education and career planning process. This course also focuses on the importance of being financially literate; learners will investigate and analyse basic money management principles, applying them to their personal spending decisions and planning for achievement of education and career goals.

AP Microeconomics
Advanced, 1 credit
AP Microeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students will have prior knowledge of linear relationships and determining rate of change. This is a one semester course with the AP Exam to be written in May.

Business Management 12
Academic, 1 credit
The Business Management course includes the structure of Canadian businesses, principles of management, the functions of marketing, personnel, production, advertising and finance, as well as an overview of current trends in the Canadian economy and Canadian business management. It presents an overview of the different facets of business organizations in Canada and a managerial context, as well as how Canadian businesses interact in a global sense. Emphasis is placed on current issues, projects and case studies.

Entrepreneurship 12
Academic, 1 credit
Entrepreneurship 12 is designed to offer learners opportunities to engage in real-life decision making and responsible risk taking to bring their business ideas to fruition. The course incorporates a balance of theoretical and practical aspects of entrepreneurship, with a focus on authentic, student driven business development.

CO-OPERATIVE EDUCATION

Co-operative Education 12
Academic, 1 credit

Co-operative Education involves a method of learning that links school and workplace through an active relationship between students, teachers, parents and community. This program provides the opportunity for a student to earn a high school credit when taken in conjunction with his/her other courses. The program integrates in-school content with a 100 hour out-of-school placement. The program enriches, enhances and reinforces knowledge as the student integrates school subjects and workplace learning.

There are many benefits to being in a co-op program. Skills such as time management, organization, punctuality, problem solving, and communication are developed. Useful and marketable skills are developed to help students succeed in post-secondary education and in a career. Students are exposed to up-to-date relevant information and technology in an area that interests them.

The student indicates a career interest and is then matched with a business or institution that can provide a beneficial learning experience. Placements have included law and architectural firms, chemical and marine labs, banks, hospitals, Law Enforcement, tourism, schools, veterinary clinics, small and large business enterprises, photography studios, service agencies, not-for-profit organizations, and many others.

The practical experience provides a unique setting in which to develop maturity, to gain self-knowledge, and to raise self-esteem. After completing a co-operative education program, students are better able to develop a career plan based on realistic, practical information and are better equipped to make a smooth transition from school to post-secondary education or to work.

Many students acquire part-time employment following the completion of their placement. The co-op experience may also assist students in gaining admission to limited enrolment programs at university and at community college.

Prior to the community-based component, students must successfully complete an in-school learning module which is a minimum of 25 hours. This module includes self-assessment, career planning, resume writing, interview process, reflective learning, health and safety. The out-of-school placement component is a **minimum** of 100 hours.

The final evaluation is the presentation of the student's Career Portfolio.

A student will receive a Co-operative Education 12 credit upon the successful completion of learning outcomes directly related to the Employability Skills 2000+ *(Conference Board of Canada).*

ELIGIBILITY & SELECTION

Students must be 16 years of age before the placement begins. Students register for Co-op on the course selection sheet. An application form must be completed and an interview will follow.

Final placement will be decided following discussions with the student, the parent, teachers and employers.

ENGLISH

The English Language Arts program curriculum consists of three outcome-based strands: Speaking and Listening, Reading and Viewing, and Writing and Representing.

All students must take English 10. Grade 11 options include English Communications 11 (graduation credit), English 11 (academic), and AP Seminar (advanced). Grade 12 options include English Communications 12 (graduation credit), English 12 (academic credit), English 12 African Heritage (academic), AP Literature (advanced), and AP Research (advanced)

The curriculum at each level will expand students' knowledge of, and experience with, a wide range of spoken, written, and visual texts, and provide opportunities to enable students' development as thoughtful, articulate and literate people.

English 10

Academic, 1 credit

While all forms of communication - oral, written, and visual, whether expressive or receptive - are regarded as valuable, English 10 encourages proficiency in using oral language for a variety of purposes and develops written expression in a variety of forms.

Learning experiences include:

- Exploratory and informal talk: conversation, focused discussion with an identifiable purpose, such as brainstorming, speculating, and problem solving structured activities.
- Dramatic representations: monologues, role playing, and improvisation
- Performance of texts
- Formal presentations
- Focused listening activities to interpret and evaluate ideas and information from a range of sources

In addition, reading (short stories, poetry, drama, and several novels) and extensive writing are essential parts of the English 10 curriculum; students develop proficiency in editing, revising, and proofreading drafts of their own writing, and are expected to use standard English appropriately in communication situations.

The learning environment for English 10 is flexible enough to accommodate a wide range in students' backgrounds, abilities, and interests.

English 11, English 12

Academic, 1 credit each

English 11 and English 12 are intended for students whose goals include post-secondary study. These courses emphasize literary texts and enable students to study and give detailed accounts of complex and sophisticated texts and issues; to be perceptive and analytical in making sophisticated adult judgments; to be critical readers of literary texts; to be critical viewers; to express themselves precisely when writing for complex purposes; to be capable editors of their own and others' writing; to communicate confidently and effectively in the formal style and language required by some situations; to demonstrate control of language processes.

English 12: African Heritage Literature

Academic, 1 credit

English 12: African Heritage Language Arts is designed to prepare students to meet key stage outcomes for Grade 12 including speaking and listening; reading and viewing; and writing and other ways of representing, through a variety of learning and teaching strategies. This course will engage students in a critical and analytical response to numerous literacy texts, with a focus on African Heritage, including: short fiction, the novel, poetry, spoken word, and various elements of African oral traditions. Students are given increased opportunities to demonstrate their ability as thoughtful, critical readers/viewers of literary and other texts. Effective argument is emphasized in oral, written forms and other ways of representing.

ENGLISH

AP Seminar (English 11)
Advanced, 1 credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The outcomes of this course fulfill the requirements of ELA 11.

AP Literature (English 12)
Advanced, 1 credit

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

English Communications 11&12
Graduation, 1 credit each

English/Communications courses help students prepare for the reading, writing, and speaking demands of adult life. Students become stronger readers by exploring a variety of fiction, information, and media texts. The emphasis is on comprehension, responding personally to text, thinking critically, and sharing ideas with others. Students become more effective writers by writing often for a variety of practical and personal purposes.

Students discuss issues and ideas in fiction, media, popular culture, and film and explore how language is used to inform, persuade, entertain, and manipulate. In English/Communications, a greater emphasis is put on individual choice and matching learning opportunities to students' interests, experiences, and goals. Projects and portfolio assessments allow students to work more often at their own pace. English/Communications courses help prepare students for lifelong learning by engaging them in practical and interesting learning activities closely related to their lives and to the world they will experience after graduation.

ECM 11 and 12 both fulfill the English language arts requirements for graduation. These credits are accepted for admission to most Nova Scotia Community College programs but are not accepted for admission to university.

AP Research (English 12)
Advanced, 1 credit

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. The outcomes of this course fulfill the requirements of ELA 12.

FAMILY STUDIES

Food For Healthy Living 10
Open, 1/2 credit

Food For Healthy Living 10 is a half-credit course that is combined with Food in Society 10 for make a full Family Studies 10 credit. Energy, growth and health are affected by healthy food choices. Students plan and prepare meals that complement healthy life choices. The course explores how life choices and food availability affect diet, and students will learn to identify nutrition issues that require dietary modifications. The impact of food marketing and advertising on people's food choices is also addressed.

Food in Society 10
Open, 1/2 credit

Food in Society 10 is a half-credit course that is combined with Food For Healthy Living 10 to make a full Family Studies 10 credit. Students "travel" on a virtual global foods tour exploring diverse historical, geographical, cultural and nutritional components of international cuisine. The course includes discussions with community guest speakers, demonstrations, and food tasting experiences. Students examine global food issues affecting individuals, families and communities locally and around the world.

Child Studies 11
Open, 1 credit

Child Studies 11 is a course designed to help students explore the meaning and implications of responsible parenthood; to help them acquire current information regarding reproduction, pregnancy, and childbirth; to help them explore issues of early childhood; and to help them apply the understanding of child development to the care and guidance of children. The course is developed around five modules:

- Decisions about Parenthood (the decision to become a parent, parenthood alternatives).
- The Beginning of Parenthood (human reproduction, pregnancy, childbirth, the newborn).
- Early Childhood Development
- Special Concerns in Child Development (daycare, children with special needs, children in crisis, support services, occupational opportunities with children).
- Practical Experiences with Children (in-school or out-of-school).

Culinary Trades 11
Academic, 1 credit

Culinary Trades 11 expands on the scope of culinary skills that students learn in Service Trades 10. Students work in a kitchen setting to develop cooking, baking, food preparation and service skills needed to launch a career in the food service industry. Emphasis is placed on learning about apprenticeship, career paths, communication, safety, and professional food preparation and service practices. Students must successfully complete Service Trades 10 before taking Culinary Trades 11.

Health & Human Services 12
Academic, 1 credit

This course provides students with an introduction to the skills and knowledge involved in careers related to the health and human services domain.

Health and Human Services students will explore human development, ethics, helping process, interpersonal and personal development, wellness, written and verbal communications and related computer applications. Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community Based Education *(volunteer and/or service learning) is a required component used to enhance the knowledge and skills developed in the classroom.

Canadian Families 12
Open, 1 credit

Canadian Families 12 is a course designed for the mature student who is interested in developing skills required for the successful transition into independent living. Students will develop an understanding of the nature of families in historical, social, and cultural contexts to promote awareness of the role played by economics, work, and shelter in maintaining successful families; and to examine the physical, social, and emotional dimensions of family health in adopting a preventive approach to family well-being. Some topics of study include: self-assessment, the family, independent living, relationships (healthy, unhealthy, engagement, common law, marriage), the decision to parent, separation, custody and divorce (legal and emotional implications).

FINE ARTS

Visual Arts 10

Academic, 1 credit

Art 10 is designed to introduce students to different aspects of art in our culture. Students will expand their understanding of materials, skills, processes and cultural history by completing various assignments categorized under different units throughout the year. The ultimate goal for each student is to make their art toolkit heavier, their materials bucket larger and their expressive powers richer by the end of the semester. Students will also be expected to develop an awareness of the role of art and culture in the development of their immediate environment as well as a larger global context. The different units the students might explore are: Drawing 2) Painting 3) 3D work 4) Mixed Media 5) Printmaking 6) Digital Art 7) Pottery 8) Art History. On top of the assigned class work, students will be expected to complete a take-home sketchbook project which will have a list of required artworks to do based off what we are exploring in class.

Visual Arts 11

Academic, 1 credit

Art 11 is designed to build upon the skills and knowledge that students worked on in Art 10. There will be more opportunities for independent work, and as such a higher expectation for thoughtfulness and commitment to the course in general. It will be a year of personal growth and exploration into the materials, techniques, ideas and emotions associated with the creative process. As with Art 10, students will be expected to further develop an awareness of the role of art and culture in the development of their immediate environment as well as a larger global context. The units that students might explore are: 1) Drawing 2) Painting 3) 3D work 4) Mixed Media 5) Printmaking 6) Digital Art 7) Pottery 8) Art History 9) Art Criticism. As in Art 10, on top of the assigned class work, Art 11 students will also be responsible for an independent sketchbook project that will be worked on at home and will make up a significant portion of the mark for the semester.

Visual Arts 12

Academic, 1 credit

Art 12 is a year that builds on ideas, techniques and material exploration that happened in Art 10 and Art 11. Students in Art 12 will still have an opportunity to explore and continue the work that was done in Art 10 and 11, but there will be a bigger emphasis on independent work. Students will be expected to participate with intention during class, reflecting on their own experiences and perspectives and translating that into visual imagery of some kind. Students will also be expected to communicate a deeper understanding about the connection of the self to our surrounding global cultures. The units that might be explored are: 1) Drawing 2) Painting 3) 3D work 4) Mixed Media 5) Printmaking 6) Digital Art 7) Pottery 8) Art History 9) Art Criticism 10) Time based Art 11) Alternative Processes in Art Making

As in Art 10 & 11, on top of the assigned class work, Art 12 students will also be responsible for an independent sketchbook project that will be worked on at home and will make up a significant portion of the mark for the semester.

Dance 11

Academic, 1 credit

Dance 11 is an introductory course in dance, focusing on the personal growth of the student. Through extensive creative work in dance movement, individually and in groups, students will gain confidence as they explore and communicate ideas in a wide range of dance forms. The emphasis is on the process of creating dance through improvisation and presenting dance in various forms. Dance 11 consists of four components: elements of movement, creation and composition, dance and society, and presentation and performance.

Meets Fine Art or Physical Education requirement.

Drama 10

Academic, 1 credit

Drama 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the students. Students will gain confidence as they explore and communicate ideas, experiences, and feelings in drama games and activities. Students will explore a range of dramatic forms such as dramatic movement, mime, dramatization, choral speech, choric drama, group drama and readers theatre. Drama 10 provides a foundation for future course work in drama, theatre and the arts. The course recommends work in collective creation and the development of original scripts by students using research, discussion and improvisation.

Drama 10 provides a foundation for future course work in drama and theatre.

FINE ARTS

Drama 11
Academic, 1 credit
Drama 11 builds on the learning experiences provided through the Drama 10 course and focuses on the students' personal development. Beginning with foundation experiences to develop student confidence and capability, the course allows students to explore movement and speech and to combine these in a greater range of dramatic forms. Selected dramatic forms will be dealt with in depth for presentation.

Drama 11 emphasizes the process of creating script and bringing script to production. Students will create original scripts or theatre pieces from other texts, including script. Students will also explore script using improvisation and other dramatic forms both to understand the original text and to create new script for performance.

The course will also explore the elements of theatre production and the skills required for presentation or performance. They will make and incorporate artistic choices regarding design elements, particularly with regards to lighting and sound, stage movement and blocking, as well as costume (within the limitations of material and equipment at DHS). Available technology will be used to facilitate the creation and production of a theatre piece.

Drama 12
Academic, 1 credit
Drama 12 is an academic performance course that further explores theatre as an art form from the concepts introduced in Drama 10 and 11. Drama 12 students will perform several times for a variety of audiences from elementary school students to adults. They will all write, direct, and act in a piece of theatre. The course is characterized by student leadership and choice in a variety of different projects. Theatre history, children's theatre, and sketch comedy are all theatrical forms which have been explored previously in Drama 12. Students will have the opportunity to be self directive in furthering their own learning experiences in Drama and Theatre studies.

MUSIC
The chief aim of the music program is to develop the student's aesthetic response, musical discrimination, and understanding of as many as possible of those diverse elements embodied in the term "music".
Although all music courses are open to all students, it should be noted that certain skills–especially performance and perceptual skills–are cumulative. The music teacher and/or the school administration should be consulted before the student enrolls in Music Instrumental Band 10 if the student has not been involved in the Junior High Instrumental Program.

Dartmouth High School has a strong reputation for excellence and innovation in its music program. All styles of music are embraced (Jazz, Classical, Rock, World etc.), and all instruments are welcomed. There are many performance opportunities, and many ensembles to participate in at DHS, including Jazz Bands, Concert Bands, flute ensemble, clarinet ensemble, saxophone ensemble, brass ensemble, ska band, cover band, funk band, and guitar ensembles. Students having some or no background in music but are interested in taking the courses offered should consult with DHS's music teacher.

The curriculum provides experiences that integrate history, theory, and ensemble performance throughout the course. Students are encouraged to pursue and share their own musical interests.

Music Instrumental Band 10
Academic, 1 credit
Music Instrumental 10 focuses on expanding each student's knowledge base, building skills in music to provide students with the necessary tools for self-expression, and extending the range of music abilities and strategies each student uses. The course offers many diverse performance opportunities and provides consistent challenge and support to enable students to grow beyond their current level of creativity to one of increasing experience and maturity. The majority of the course time focuses on developing the student's skills, understanding of, and appreciation of music through playing many styles of music. Students are encouraged to pursue and share their own musical interests.

FINE ARTS

Music 10 Instrumental Strings (Guitar)
Academic, 1 credit

Music 10 (Guitar) is open to all students interested in guitar or bass, regardless of previous experience. Those enrolled in this class learn the many elements of music through playing the guitar. Contemporary/modern styles of music are used to gain a better understanding of the instrument. The technical aspect of the course focuses on chords, scales, strumming patterns, soloing, song writing, and reading music through learning various pieces. Recording technology is also incorporated into this course. Many performance opportunities are offered. Students are encouraged to pursue and share their own musical interests. There are several guitars available for those who wish to take the course, but do not have access to an instrument. It is recommended to use your own guitar if you have one.

Music Instrumental Band 11
Academic, 1 credit

Music Instrumental11 (Band) focuses on developing sensitivity toward all music, developing an appreciation and enjoyment of music through listening, performing, and composing, and developing performance skills that enable students to participate in wide a range of musical activities in the school and community. As with Music 10 the majority of course time is spent on developing the student's skills, understanding of, and appreciation of music through playing many styles of music. Students are encouraged to pursue and share their own musical interests.

Music 11 Instrumental Strings (Guitar)
Academic, 1 credit

Music 11 Guitar builds on the concepts learned in Music Guitar 10. Those enrolled in this class continue to study the many elements of music through playing the guitar and bass. Many contemporary/modern styles of music are used to gain a better understanding of the instrument. The technical aspect of the course focuses on chords, scales, strumming patterns, soloing, and reading music through learning various pieces. Students will continue to work with recording technologies, are encouraged to pursue their own pursue and share their own musical interests. There are several guitars available for those who wish to take the course, but do not have access to an instrument. It is recommended to use your own guitar if you have one.

Music Instrumental Band 12
Academic, 1 credit

Music Instrumental 12 (Band) focuses on three components. These are Music Making (performance, improvisation, and composition), Music Literacy (theory, music writing, and ear development), and Listening and Research (styles of music, music of various cultures). There is a leadership component, and students are strongly encouraged to pursue and share their own musical interests.

AP Art History
Advanced, 1 credit

The AP Art History course emphasizes a deep understanding of art history concepts. Students will view, research, discuss, respond, and interpret art from diverse cultures. Students develop an understanding of global artistic traditions. Students analyze works of art in their historical contexts, considering issues of patronage, gender, politics, religion, and ethnicity. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created. AP Art History is the equivalent of a two-semester introductory college or university art history survey course.

FRENCH IMMERSION

The goal of the French Immersion program is to develop in students a high degree of proficiency in French. Subjects taught in French parallel those offered in the regular program. Early French Immersion students and Late French Immersion students will be together for grades 10, 11, and 12.

To be eligible for the immersion graduation certificate, students at the high school level must:
- take the French language arts course in Grades 10, 11, and 12.
- each year, a minimum of two courses in which the language of instruction is French.
- complete nine or more courses in which the language of instruction is French. French Immersion students are required to take graduation course requirements offered in the French language.

French Immersion Language Arts

The French Immersion language arts program is designed to allow students to:
- communicate effectively in French.
- explore alternate forms of expression and representation.
- read and appreciate a variety of literary forms.
- respond personally and critically to a variety of texts.
- value French language and culture, among others.
- reflect on their experiences and learning.

The outcomes for French language arts are grouped into four main components:
- valuing language and cultural diversity.
- listening and speaking.
- reading and viewing.
- writing and other ways of representing.

Français 10
Académique, 1 crédit

Ce cours est conçu pour permettre aux étudiants d'appliquer les quatre compétences linguistiques : lire, écrire, parler et écouter pour communiquer efficacement dans un environnement français. Le programme permet aux étudiants d'accroître leur connaissance de la langue française, de développer davantage leurs compétences linguistiques et d'approfondir leur compréhension et leur appréciation de la culture francophone à travers le monde. En explorant une variété de thèmes, les élèves développeront et appliqueront leurs compétences de pensée critique dans la discussion, dans leur analyse et leur interprétation de textes, ainsi que dans leur propre écriture. Les unités d'études potentielles comprennent : la mode, les fêtes et les traditions, la publicité et la diversité culturelle.

Le français doit être la seule langue parlée en classe, afin que la compétence orale puisse être continuellement améliorée.

Mathématiques 10
Académique, 2 crédits

Ce cours s'échelonne sur deux semestres pour une durée de 220 heures. Il est conçu afin de préparer les élèves aux cours académiques et avancés de la 11e et de la 12e année.

Les élèves de mathématiques 10 exploreront les thèmes suivants : les systèmes de mesure, aires et volumes, la trigonométrie du triangle rectangle, les exposants et radicaux, les polynômes, les relations et fonctions, les relations linéaires, les systèmes d'équations linéaires et les mathématiques financières

Sciences 10
Académique, 1 crédit

Science 10 répond aux exigences d'un premier crédit en sciences menant à l'obtention du diplôme. Il comprend quatre unités d'étude, dont la dynamique météorologique, les réactions chimiques, le mouvement et la durabilité des écosystèmes. La plupart des élèves choisissent de suivre le cours Sciences 10 au pendant la 10e année avant d'entreprendre des études plus spécialisées en sciences en 11e et 12e années.

FRENCH IMMERSION

Français 11
Académique, 1 crédit
En lisant, en écrivant et en parlant, les élèves examineront des articles, des poèmes et des nouvelles. Les romans et autres écrits authentiques francophones (fiction et non-fiction) seront étudiés de manière indépendante et en petits et grands groupes. Les discussions et les réflexions écrites offriront aux élèves d'importantes occasions d'explorer et d'exprimer leurs opinions sur une variété de situations et de sujets. Les étudiants continueront à développer leurs compétences rédactionnelles, en mettant l'accent sur les conventions de différents types de texte, ainsi que sur les structures linguistiques. L'apprentissage coopératif est un élément essentiel de ce cours. Les unités d'étude potentielles peuvent être construites autour des thèmes suivants : les droits humains, les costumes et traditions et les relations sociales. *French is to be the only language spoken in the classroom, so that oral proficiency may be continually improved.*

Le français doit être la seule langue parlée en classe, afin que la compétence orale puisse être continuellement améliorée.

Études Canadiennes Contemporaines 11
Académique, 1 crédit
Le cours d'études canadiennes contemporaines 11e (ECC 11) est un cours d'histoire contemporaine d'un plein crédit qui répond aux exigences du cours d'études canadiennes 11e. Le cours d'études canadiennes contemporaines 11e offre un examen approfondi d'enjeux multidimensionnels de la société, de la gouvernance et des questions environnementales au Canada. En se penchant sur la période entre 1945 et aujourd'hui, le cours permet aux élèves d'explorer les paysages culturels, politiques et historiques de notre pays. En favorisant le développement de compétences associées à la pensée critique, à la communication et à la citoyenneté, ce cours prépare les élèves à s'engager activement avec les enjeux contemporains à l'échelle du pays et du monde et d'en faire une évaluation critique. Il favorise une compréhension plus approfondie des complexités au sein de la société canadienne et de sa place dans le monde. En menant un projet de recherche indépendant, les élèves qui suivent le cours d'études canadiennes contemporaines 11e développent des compétences de pensée critique, de communication et de recherche dans un domaine de l'histoire canadienne de leur choix.

Études Africaines Canadiennes 11
Académique, 1 crédit
L'histoire riche et complexe des Canadiens d'ascendance africaine commence il y a plus de 400 ans en Nouvelle-Écosse. Ce cours donne aux étudiants l'opportunité d'envisager l'histoire de notre pays dans une perspective afrocentrique. Le cours adopte une approche stimulante, dynamique et intéressante pour aider les étudiants à acquérir une bonne compréhension des expériences mondiales, des réalisations et des contributions des personnes d'ascendance africaine, avec un accent particulier sur l'expérience canadienne et néo-écossaise.

La recherche est un élément clé du cours. La recherche guidée aide les étudiants à atteindre les acquis des connaissances et des compétences du cours. Les étudiants effectuent une variété de devoirs basés sur les idées et les informations présentées dans des articles et des vidéos, lors de conversations avec des conférenciers invités et lors d'un éventuel voyage au Black Cultural Centre. La capacité de travailler de manière autonome ainsi qu'en groupe est un atout.

Études Mi'kmaw 11
Académique, 1 crédit
L'histoire riche et complexe des Mi'kmaq en Nouvelle-Écosse commence bien avant l'arrivée des Européens. Ce cours donne aux étudiants l'occasion d'en apprendre davantage sur les enjeux historiques et contemporains de la société mi'kmaw du point de vue les peuples autochtones. Les événements, les tendances et les traditions de l'histoire des Mi'kmaq sont vus sous l'angle de la culture, de la spiritualité et de la politique. Le cours utilise une approche axée sur les enjeux pour donner aux étudiants une meilleure compréhension des expériences, des réalisations et des contributions des Premières Nations du Canada – avec un accent particulier sur les Mi'kmaq. Les thèmes et sujets comprennent : la justice ; Autodétermination; Autonomie politique ; Éducation et scolarité ; la famille; Organisations sociales et politiques ; Les peuples autochtones du monde entier ; Droits des autochtones ; Principes spirituels ; Identité personnelle et collective

FRENCH IMMERSION

Biologie 11

Académique, 1 crédit

Le cours Biologie 11 répond aux exigences d'un premier crédit en sciences menant à l'obtention du diplôme. Biologie 11 met l'accent sur la nature des thèmes scientifiques: changement, diversité, énergie, équilibre, matière et systèmes. Biologie 11 élabore les explications des élèves sur la nature de la science et de la technologie et sur l'interaction entre la biologie et la technologie. Les étudiants étudient l'impact de la biologie et de la technologie associée sur la société ainsi que les limites des sciences biologiques, de la science en général et de la technologie dans la résolution des problèmes de société. La biologie 11 couvre quatre unités principales de l'étudiant, à savoir la matière et l'énergie pour la vie, la biodiversité, le maintien de l'équilibre dynamique et les interactions entre les êtres vivants.

Notez - Les travaux de laboratoire font partie intégrante du cours Biologie 11, y compris diverses dissections.

Biologie 11 Avancée

Avancée, 1 crédit

Biologie Avancée 11 répond aux exigences d'un premier crédit scientifique menant à l'obtention du diplôme. Biologie Avancée 11 s'appuiera sur les thèmes majeurs de Biologie 11 et en plus, les étudiants doivent saisir des occasions de construire des concepts majeurs en biologie et de démontrer et appliquer ces concepts dans de nouvelles situations. Les sujets de contenu de ce cours devraient être parallèles à ceux de Biologie 11, mais le programme devrait être de nature plus exploratoire et prévoir un traitement plus approfondi. Les étudiants doivent effectuer plusieurs recherches documentaires liées au contenu du cours et participer à des discussions en classe pour partager ce qu'ils ont appris et établir des liens.

Notez - Les travaux de laboratoire font partie intégrante du cours Biologie 11 Avancée, y compris diverses dissections.

Océans 11

1 crédit, academique

Océans 11 peut servir comme deuxième crédit de sciences envers la réception du diplôme, ainsi qu'un cours comptant pour le certificat d'immersion française. Océans 11 offre aux étudiants la possibilité d'explorer les aspects de l'océanographie mondiale et locale et les problèmes actuels liés aux océans. Le cours est conçu pour être flexible et répondre les besoins et les intérêts des étudiants de la Nouvelle-Écosse en reliant l'étude de l'océanographie aux intérêts économiques et les communautés locaux.

Tourisme 11

Académique, 1 crédit

Tourisme 11 donne aux étudiants une introduction à l'industrie du tourisme. Le cours offre la possibilité de développer les connaissances et les compétences nécessaires pour accéder à l'industrie du tourisme ou aux programmes touristiques postsecondaires. Les étudiants développent leurs compétences en communication, de résolution de problèmes, d'organisation, de recherche, de travail avec des autres, ainsi que d'utilisation et d'adaptation aux nouvelles technologies.

Le cours se concentre sur la planification de carrière et les compétences en matière d'employabilité ainsi que sur la conception et le développement de l'industrie (par exemple, développer un plan pour l'écotourisme en Amérique du Sud). Les étudiants appliquent leur apprentissage dans un environnement communautaire ou professionnel grâce à l'observation au travail et des voyages scolaires. Les expériences d'apprentissage sont fortement axées sur l'application, encourageant les étudiants à utiliser leurs expériences et compétences antérieures.

Mode de Vie Actif 11

Open, 1 credit

Ce cours donnant droit à des crédits complets est conçu pour engager les étudiants dans un large éventail d'expériences physiquement actives, avec pour thème général l'exploration des options et des opportunités pour être actif toute la vie, tant à l'école que dans leur communauté. Mode de vie actif 11 comprend une composante d'activité et une composante théorique, en mettant l'accent sur la participation aux activités physiques. La composante activité du cours est conçue pour offrir aux étudiants la possibilité de vivre des expériences actives qui engagent les jeunes dans des formes d'activité physique traditionnelles et non traditionnelles. La composante théorique du cours améliorera la compréhension des étudiants en matière d'alimentation saine, de prévention des blessures, de santé mentale et émotionnelle et de prévention des dépendances, en soulignant le lien entre un mode de vie sain et l'activité physique

FRENCH IMMERSION

Droit 12
Académique, 1 crédit
Ce cours sera offert aux étudiants de 12e année (secondaire V). Ce cours pourrait être offert aux étudiants en 11e année avec l'approbation de l'enseignant et du conseiller pédagogique. Le cours vise l'acquisition des methods et des connaissances de base du droit. Les étudiants exploreront l'impacte que le droit et le système judiciaire possèdent sur la société canadienne. Ce cours démontrera aux étudiants, par moyens des études de cas, des solutions possibles pour résoudre certains problèmes dans les procedures judiciaires.

Les thèmes abordés sont: la Loi sur les jeunes contrevenants, la Charte canadianne des droits et libertés, la loi criminelle: le système de jugement par jury, l'imposition d'une condamnation, etc., le droit civil: préjudices et actions; et les relations familiales. Il y aura des conférenciers invités en classe pour partager leurs expériences dans le domaine du droit. Ce cours ne répond pas aux exigeances de sciences humaines nécessaires à la graduation.

Biologie 12
Académique, 1 crédit
Le cours Biologie 12 répond aux exigences d'un premier crédit en sciences menant à l'obtention du diplôme. Biologie 12 met l'accent sur la nature des thèmes scientifiques : changement, diversité, énergie, équilibre, matière et systèmes. Biologie 12 affine les explications des élèves sur la nature de la science et de la technologie et sur l'interaction entre la biologie et la technologie. Les étudiants étudient l'impact de la biologie et de la technologie associée sur la société ainsi que les limites des sciences biologiques, de la Science en général et de la technologie dans la résolution des problèmes de société. La biologie 12 couvre quatre unités d'étude principales, notamment le maintien de l'équilibre dynamique, la reproduction et le développement, la continuité et l'évolution génétiques, le changement et la diversité.
Notez - Les travaux de laboratoire font partie intégrante du cours Biologie 11, y compris diverses dissections.

Français 12
Académique, 1 crédit
En Français 12, les élèves d'immersion continuent de développer leurs compétences d'écoute et d'expression orale en français tout en participant à un large éventail d'activités. La lecture et la littérature comprennent de nombreuses formes et genres, tels que les articles médiatiques, la poésie, les nouvelles, les romans et le théâtre. Les étudiants rédigeront des textes informatifs, des articles d'opinion et des textes expressifs. Le cours explore également d'autres technologies de visualisation et de représentation de l'information. L'apprentissage coopératif est un élément essentiel de ce cours. Le français doit être la seule langue parlée en classe, afin que la compétence orale puisse être continuellement améliorée.

Biologie 12 Avancée
Avancée, 1 crédit
Biologie Avancée 12 répond aux exigences d'un premier crédit scientifique menant à l'obtention du diplôme. Biologie Avancée 12 s'appuiera sur les thèmes majeurs de Biologie 12 et, en aussi, les étudiants doivent participer aux opportunités de construire des concepts majeurs en biologie et de démontrer et d'appliquer ces concepts dans de nouvelles situations. Les sujets de contenu de ce cours devraient être parallèles à ceux de Biologie 12, mais le programme devrait être de nature plus exploratoire et prévoir un traitement plus approfondi. Les étudiants doivent effectuer plusieurs recherches documentaires liées au contenu du cours et participer à des discussions en classe pour partager ce qu'ils ont appris et établir des liens.
Notez - Les travaux de laboratoire font partie intégrante du cours Biologie 12 Avancée, y compris diverses dissections.

FRENCH IMMERSION

Géographie Planetaire 12
Académique, 1 crédit

Ce cours explore les grands thèmes qui nous aident à comprendre la nature et les origines des relations complexes entre l'humanité et l'environnement dans le monde contemporain. Guidés par les thèmes fondamentaux et les compétences de la géographie moderne, les étudiants poursuivront cette exploration à travers huit unités obligatoires : Notre planète fragile : Une perspective géographique ; Processus périlleux : Notre planète en danger ; La planète peuplée : Pas de place pour tout le monde ? Nourrir la planète : De la matière à réflexion ; Ressources mondiales : La Terre nourricière ; Usine mondiale : Au profit de qui ? ; Urbanisation : Une bénédiction partagée ; et La planète de demain : Sous une nouvelle direction. En utilisant des compétences et des techniques géographiques, les étudiants deviendront des étudiants en géographie mondiale éclairés.

Histoire Planetaire 12
Académique, 1 crédit

Ce cours examine les grands thèmes de l'histoire de l'ère post-Seconde Guerre mondiale. Les étudiants analyseront ces thèmes à travers cinq unités obligatoires : Est-Ouest : Le rôle des superpuissances dans l'ère post-Seconde Guerre mondiale ; Nord-Sud : Les origines et les conséquences de la disparité économique ; La recherche de la justice ; Changement sociétal et technologique ; et Reconnaître l'interdépendance mondiale : L'héritage du vingtième siècle. Les étudiants étudieront l'histoire sous trois angles : social, économique et politique, et utiliseront les compétences de recherche et d'enquête de l'historien. De même, ils seront capables de proposer des réponses raisonnables à la question « Comment le monde est-il arrivé à son état actuel

LEARNING STRATEGIES

Learning Strategies 10

Open, 1 credit

Learning Strategies 10 is an open course designed to assist students enhance and develop their learning skills and strategies. Learning Strategies 10 will assist students with the transition into the high school credit system and students will better understand themselves as a learner. Topics to be covered in this course include self-awareness, time management, organization, communication skills and test and examination preparation. Strategies will be explicitly taught and will then be reinforced by integrating the curriculum from the student's other subject areas. Students will be encouraged to use appropriate technology to support their learning.

Learning Strategies 11

Open, 1 credit

Learning Strategies 11 is an open course which continues to build on the learning outcomes and skills attained through Learning Strategies 10. This course is for students who have successfully completed Learning Strategies 10 and/or who have been identified through the program planning process. An examination of post-secondary goals is a major component of this course, and the lessons will build on the skills and strategies identified in Learning Strategies 10 as those necessary for the successful transition to work or studies beyond high school. As in Learning Strategies 10, assistive technology will be a key component of support for students.

Learning Strategies 12

Open, 1 credit

Learning Strategies 12 is an open course which continues to build on the learning outcomes and skills attained through Learning Strategies 10. This course is for students who have successfully completed Learning Strategies 10 and/or who have been identified through the program planning process. An examination of post-secondary goals is a major component of this course, and the lessons will build on the skills and strategies identified in Learning Strategies 10 & 11 as those necessary for the successful transition to work or studies beyond high school. As in Learning Strategies 10 & 11, assistive technology will be a key component of support for students.

MATHEMATICS

The mathematics courses taken and the level of achievement in those courses are important factors in gaining success in high school. This is true for both university and non-university bound students.

Students and parents should take care in choosing the mathematics courses that meet students' interests and abilities, along with career and educational plans.

Students should be aware of the spiral nature of the mathematics curriculum in which ideas are introduced early and extended through periodic reviews that consider them in greater depth.

SEE SUGGESTED MATH PATHWAYS AT THE END OF THE MATH WRITEUPS.

Inquiry Math 10

Graduation, 1 credit

This new math course is focused on student centered, inquiry based, and experiential learning and is designed to be more relevant to students with a heavier focus on data and financial literacy. Learning will be more hands-on, collaborative, will include math skills and tools that will be used regularly outside the classroom setting, and will incorporate the use of technology to help students learn while providing opportunities to demonstrate their learning in a variety of different ways and contexts.

Students in Inquiry Math 10 will study the following topics: Measurement, Data Management, Financial Literacy, and Trigonometry.

Mathematics 10

Academic, 2 credits

Mathematics 10 is an academic credit type high school mathematics course presented in 220 hours. Upon successful completion, student will receive 2 academic credits; one in Mathematics 10, and another in math, science, or technology.

Student in Math 10 will explore the following topics: measurement systems, surface are and volume, right triangle trigonometry, exponents and radical, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics,

Math Essentials 11

Graduation, 1 credit

Math Essentials 11 is designed for students who either do not intend to pursue post-secondary study or plan to enter post-secondary programs that do not have any mathematics pre-requisites.

Topics include mental mathematics; collecting, organizing and graphing data; borrowing money; renting or buying; household budgets; investing money; measuring; and 2-D and 3-D design, mathematics in content areas such as science and social studies.

Math at Work 11

Graduation, 1 credit

Mathematics at Work 11 demonstrates the application and importance of key mathematical skills.

Topics include measurement systems volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and formula manipulation for various contexts.

Mathematics 11

Academic, 1 credit

Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum.

Topics include applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions.

MATHEMATICS

Mathematics 11 Extended
Academic, 2 credits
This course will be presented as a 220-hour course.

Students in Extended Mathematics 11 will study the following topics: applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, quadratic functions and big data/data analytics.

While studying the topics in an academic mathematics course, the pace for Extended Mathematics 11 will allow more time for students to activate prior knowledge, engage in sense making tasks and projects and consolidate their understanding. Extended Mathematics 11 will be counted as one academic mathematics credit and one technology credit.

Pre-Calculus 11
Advanced, 1 credit
Pre-calculus 11 is an advanced high school mathematics course. Students who select Pre-calculus 11 should have a solid understanding of the Mathematics 11 curriculum.

Students in Pre-calculus 11 will explore the following topics: absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

Math Essentials 12
Graduation, 1 credit
This course is designed for students who either do not intend to pursue post-secondary programs that do not have any mathematics pre-requisites. The content of this course will help students work toward improving the mathematical knowledge base needed for work directly related to the trades. This course will be modular based and project oriented. Students in Mathematics Essentials 12 will do the following modules:

- Module 1: Measurement
- Module 2: Mini-project: Math and Career Exploration
- Module 3: Ratio, Rate and Proportion
- Module 4: Major Project: Math Prep for the Workplace

Mathematics at Work 12
Graduation, 1 credit
The Math at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.

Students in this course will study the following topics: Measurement & Probability, Measures of Central Tendency, Scatterplots, Linear Relationships, Owning & Operating a Vehicle, Properties of Polygons, Transformations and Trigonometry

Mathematics 12
Academic, 1 credit
The Mathematics pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus.

Students in Math 12 will explore the following topics: Borrowing Money, Investing Money, Set Theory, Logical Reasoning, Counting Methods, Probability, Polynomial Functions, Exponential & Logarithmic Functions and Sinusoidal Functions.

MATHEMATICS

Pre-Calculus 12
Advanced, 1 credit

The Pre-Calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.

Students in this course will study the following topics: Transformations, Radical Functions, Polynomial Functions, Trigonometry, Exponential & Logarithmic Functions, Rational Functions, Function Operations and Permutations, Combinations & Binomial Theorem

Calculus 12
Advanced, 1 credit

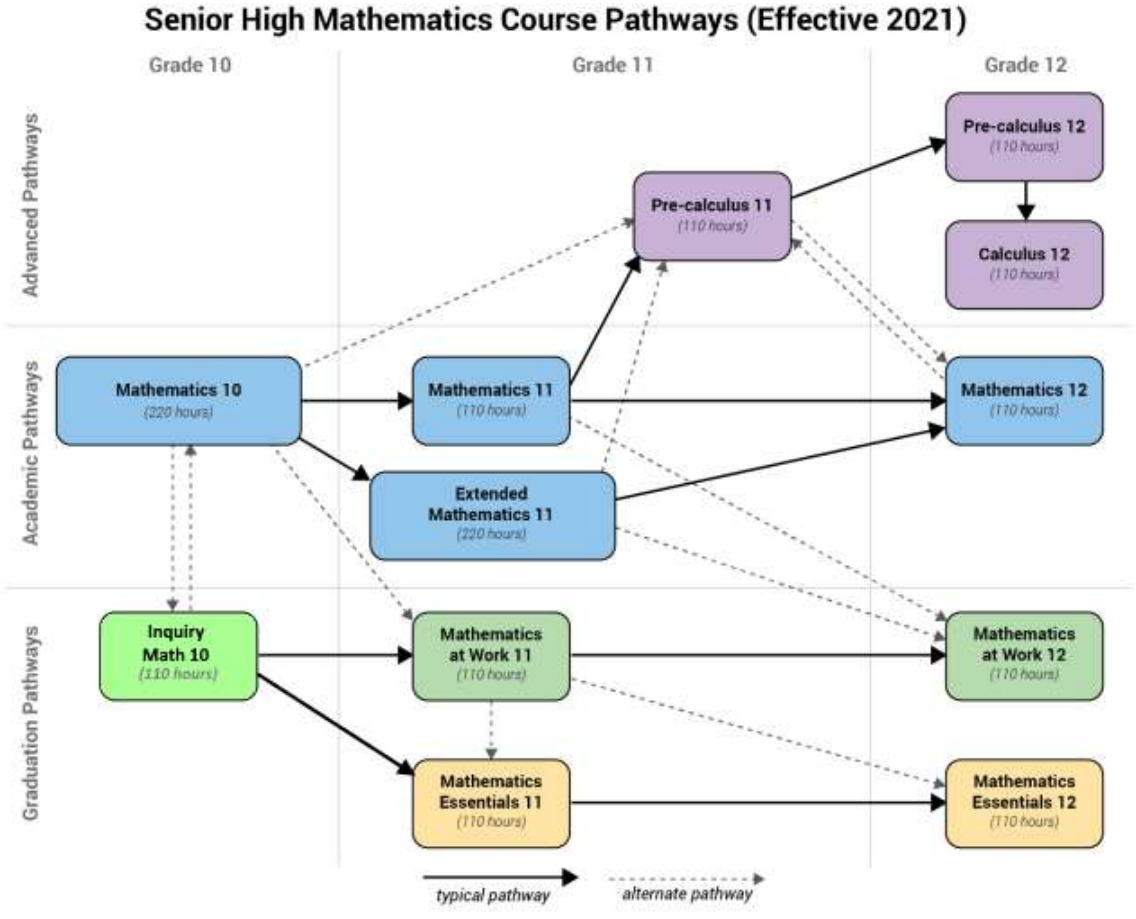
Note: This course is designed for students who are going to continue their studies in science and mathematics at the university level.

Calculus 12 will explore the following:

- Limits and Continuity
- Derivatives
- Applications of Derivatives
- The Definite Integral
- Differential Equations and Mathematical Modeling
- Application of Definite Integrals

Suggested Mathematics Course Sequences:

Advanced:	Math 10	Math 11	Pre-Calculus 11	Pre-Calculus 12	Calculus 12
Academic:	Math 10	Math 11	Math 12		
Graduation:	Inquiry Math 10	Math 11 at Work Math 11 Ess	Math 12 at Work Math 12 Ess		



OPTIONS AND OPPORTUNITIES (O2)

Options and Opportunities (O2) is a program designed to help students work towards a career or occupation in learning contexts that responds to their learning needs that provides linkages to the workplace and other post-secondary destinations.

O2 consists of the following eight components:

- Community Partnership Learning
- Integrated Career Education and Planning
- Skills for the Workplace
- Flexible Design and Delivery for Grade 9-12
- Career Academics
- Instructional Teaming
- Expanded Course Options
- Head Start in a Career
- Connecting with Families

Students in the O2 program must take:
Career Development 10
Community Based Learning 11
3 Co-op Education credits (one in grade 11, two in grade 12)

O2 Required Courses

Community Based Learning 11
Academic, 1 credit

The senior high program should offer opportunities for students to enhance and apply Employability Skills and Skills 2000+, to explore a range of career options and to clarify their strengths and interests through active learning in the community. Is it important for students to see educational plans as relevant to their future life outside the classroom, and in doing so, students should see linkages among the curriculum, their own lives and their community. In CBL students will have exposure to a variety of community-based learning experiences and opportunities as a means of highlighting the relevance of this style of learning. Through this program students will come to view knowledge, skills and attitudes developed through the curriculum as practical and valuable preparation for specific post secondary destinations and for meaningful participation in the community and the workplace in preparation for the complex demands of adult life.

Opportunities included in the CBL program could be:
· Shared initiatives with community agencies and organization
· Field trips to community sites-local businesses, industries, organizations, cultural and recreation facilities, etc.
· Entrepreneurial related projects conducted in the community
· Community economic development projects
· Projects that include advise and feedback from a mentor in the community
· Job shadows
· Work placements/Co-operative education placements

Career Development 10
Academic, 1 credit

Career Development 10 is a full credit course designed to be offered at the grade 10 and 11 levels. In CD 10, students will extend their knowledge and refine the skills developed in Healthy Living grade 7, 8, and 9. Career Development has five key modules that are closely related. The time frames provided are guidelines for teachers to use or adapt to meet the individual needs of their students and learning environments.

Modules include:
Module 1: Personal Development (30 hrs)
Module 2: Career Awareness (25 hrs)
Module 3: Workplace Readiness (20 hrs)
Module 4: Financial Managements (25 hrs)
Module 5: Lifeworks Portfolio (10 hrs)

Career Development is designed to help young people understand and manage themselves, to manage their personal lives and resources (including financial resources), and to develop their ability to organize themselves and to help shape their future career choices.

Students in CD 10 will develop their ability to think and communicate effectively, and to deal with their feelings in a mature and responsible manner. They will explore realistic personal goals, assess their own abilities, and realize how these actions can affect their learning and decision making process. They will develop increased awareness of their place in the community and the value to their personal growth of giving service to the community.

Through increased knowledge and understanding students will begin to see the connections between relationships, health, careers and resources that affect their lives and influence their careers and the workforce around them. With increased awareness of themselves, students will be able to contribute more positively to their community and to the wellbeing of those around them.

PHYSICAL EDUCATION

Physical Education 10
Open, 1 credit
This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Phys-Ed 10 includes theory components, coupled with active experiences whereby students will have the opportunity to participate in a variety of indoor and outdoor fitness, sport, and recreational experiences. The emphasis of the curriculum is to provide students with experiences that require them to reflect on their personal responsibility for active, healthy living now and throughout life. The course is divided into four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

Physical Education 11
Open, 1 credit
This full-credit course was designed to focus on sport experiences through a Teaching Games for Understanding model, which is a means to provide students with more enjoyment as they get to play modified games (in this course, sports-related games) in conjunction with learning the skills and tactics. Throughout this course, modified sports games will be taught within four categories (invasion/territory, target, net/wall and striking/field). The emphasis throughout this course is on the tactical and strategic game play (the first module) whereby students make appropriate decisions in modified sports setting. This course also includes an additional two modules, interwoven within the first module, which focus on fostering life skills through sport and looking critically at the nature of sport and society, including injustices that often coincide within the context of sport.

Physically Active Living 11
Open, 1 credit
This full-credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. Physically Active Living 11 encompasses both an activity and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

Yoga 11
Academic, 1 credit
Yoga 11 will introduce students to the tradition of Yoga with its various forms and styles. The intention is that students will develop a lifelong personal practice of yoga to maintain vibrant health and develop healthy relationships with self and others while enjoying it as a regular form of physical and leisure activity. Students will be participating in various activities that will include physical practice, personal reflection, group discussion, and classroom theory. The physical aspect of yoga will include the acquisition and development of skills including strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing, and mental focus. All of these skills are of great benefit to overall health and to other physical pursuits.

The course is divided into three modules: Proper Breathing and Asana Practice; The Origins and Philosophy of Yoga; and Integrating a Mindful Practice.

Fitness Leadership 11
Academic, 1 credit
Fitness Leadership 11 provides students with opportunities to participate in a variety of group fitness experiences; assess their own level of personal fitness; broaden their understanding of human anatomy and exercise physiology; examine the benefits of active, healthy living; foster leadership apply the principles of conditioning to design; and foster leadership skills to deliver safe group fitness experiences to children and youth. Upon successful completion of this full-credit course, students will receive Level-C CPR certification.

PHYSICAL EDUCATION

Physical Education 12
Open, 1 credit

This physical education course concentrates on fitness opportunities, outdoor pursuits, and individual and dual games. Many opportunities should be offered to learn and practise leadership skills.

Physical Education Leadership 12
Academic, 1 credit

Physical Education Leadership 12 involves students in the pedagogy of youth leadership development that will enable them to understand and demonstrate the necessary skills and characteristics to aid in their development as leaders, particular to the provision of physically active experiences within the school and/or surrounding community. Students will explore various leadership styles, analyze the responsibilities and characteristics of effective leaders, demonstrate an understanding of group dynamics and its connection to effective leadership, and provide students with authentic environments for students to serve and further develop as youth leaders. Students will work through the process and complete a service-learning project.

Physical Education Leadership 12 modules include Defining Leadership, Effective Leaders, and Leading through Service.

SCIENCES

SCIENCE

The science courses available to our students span many of the topics that students may be curious about in relation to science as well as disciplines that they may be considering taking further study after they complete high school. Students are encouraged to review course requirements for programs of further studies as well as speak to their to guidance counselor and current or previous science teachers when making selections for the next year of study.

Science courses will be assessed using a variety of tools and will typically include assignments, lab investigations, projects, tests and an exam. Laboratory work is an essential component of all science courses.

Science 10

Academic, 1 credit

Science 10 meets the requirements of a first science credit towards graduation. It comprises four units of study including Weather Dynamics, Chemical Reactions, Motion and Sustainability of Ecosystems. Most students opt to take Science 10 during their grade 10 year prior to more specialized study in science(s) in grades 11 and 12.

Human Biology 11

Graduation, 1 credit

Human Biology 11 meets the requirements of a second science credit toward graduation. This course examines the systems of the human body in a way that allows the student to gain a personal understanding of his or her own body. The program focuses on the individual but also examines how society affects personal decision-making as it relates to issues surrounding the major systems of the human body. The major systems covered will include digestive, respiratory, skeletal muscular, circulatory, excretory, nervous and reproductive systems.

Specimen dissection is an integral part of all DHS Biology courses.

Oceans 11

Academic, 1 credit

Oceans 11 meets the requirements of a second science credit toward graduation. Oceans 11 offers students the opportunity to explore aspects of global and local oceanography and current ocean related issues. The course is designed to be flexible and meet the needs and interests of Nova Scotian students by connecting the study of oceanography with local economic and community interests.

Biology 11

Academic, 1 credit

Biology 11 meets the requirements of a first science credit towards graduation. Biology 11 emphasizes the nature of science themes: change, diversity, energy, equilibrium, matter, and systems. Biology 11 refines students' explanations of the nature of science and technology and the interaction between biology and technology. Students elaborate the impact of biology and associated technology on society and of the limitations of the biological sciences, science in general, and technology in solving societal problems. Biology 11 covers four main units of student including Matter and Energy for Life, Biodiversity, Maintaining Dynamic Equilibrium and Interactions Among Living Things.

Note - Laboratory work is integral to Biology 11 including various dissections.

Advanced Biology 11

Advanced, 1 credit

Advanced Biology 11 meets the requirements of a first science credit toward graduation. Advanced Biology 11 will build off the major themes of Biology 11 and in addition, students are expected to engage in opportunities to construct major concepts in biology and to demonstrate and apply these concepts in new situations. The content topics for this course should parallel those in Biology 11, but the curriculum should be more investigative in nature and provide for greater depth of treatment. Students are required to do an independent study project and literature search.

Specimen dissection is an integral part of all DHS Biology courses.

SCIENCES

Chemistry 11
Academic, 1 credit

Chemistry 11 meets the requirements of a first science credit toward graduation. Chemistry is the study of the composition, properties, and interactions of matter. Chemical knowledge advances within a societal context, and it is important for students to realize that the principles and laws of chemistry are the results of extensive scientific observations and analysis. The chemistry program emphasizes the nature of science themes: change, diversity, energy, equilibrium, matter, and systems. These themes provide a means for showing the connections within the science programs. Chemistry 11 will explore three major units; Stoichiometry, From Structures to Properties and Organic Chemistry.

Advanced Chemistry 11 (pre-AP Chem 12)
Advanced, 1 credit

Advanced Chemistry 11 meets the requirements of a first science credit toward graduation. Advanced Chemistry 11 builds off some major themes of Chemistry 11, and, in addition, learners will engage in opportunities to explore major concepts in chemistry more deeply and to demonstrate and apply these concepts in new and novel contexts. As Advanced Chemistry 11 is designed to prepare students for AP Chemistry 11, the following units will be covered; Stoichiometry, Atomic Structures and Properties, Compound Structure and Properties and Intermolecular Forces.

Physics 11
Academic, 1 credit

Physics 11 meets the requirements of a first science credit toward graduation. Physics is the branch of knowledge that studies the processes and structures of the natural world at the most fundamental level. Objects as small as atoms and as large as galaxies are investigated to explain their underlying principles and structures. Physics is both descriptive and predictive: it can often explain how something works and predict how its related technologies can be improved. Physics 11 will explore three main units throughout the course; Kinematics and Dynamics, Momentum and Energy and Wave Phenomenon.

Advanced Physics 11
Advanced, 1 credit

Advanced Physics 11 meets the requirements of a first science credit toward graduation. Advanced Physics 11 will build off the major themes of Physics 11 and, in addition, students are expected to engage in opportunities to develop major concepts in physics and to demonstrate and apply these concepts in new and novel contexts. The content topics for this course should parallel those of Physics 11 but should provide for greater depth of treatment. In addition, students are required to do an independent study.

Biology 12
Academic, 1 credit

Biology 12 meets the requirements of a first science credit toward graduation. Biology 12 emphasizes the nature of science themes: change, diversity, energy, equilibrium, matter, and systems. Biology 12 refines students' explanations of the nature of science and technology and the interaction between biology and technology. Students elaborate the impact of biology and associated technology on society and of the limitations of the biological sciences, science in general, and technology in solving societal problems. Biology 12 covers four main units of study including Maintaining Dynamic Equilibrium, Reproduction and Development, Genetic Continuity and Evolution, Change and Diversity.

Note - Laboratory work is integral to Biology 11 including various dissections.

Advanced Biology 12
Advanced, 1 credit

Advanced Biology 12 meets the requirements of a first science credit toward graduation. Advanced Biology 12 will build off the major themes of Biology 12 and in addition, students are expected to engage in opportunities to construct major concepts in biology and to demonstrate and apply these concepts in new situations. The content topics for this course should parallel those in Biology 12, but the curriculum should be more investigative in nature and provide for greater depth of treatment. Students are required to do an independent study project and literature search.

Note - Laboratory work is integral to Biology 11 including various dissections.

SCIENCES

Chemistry 12
Academic, 1 credit
Chemistry 12 meets the requirements of a first science credit toward graduation. Chemistry is the study of the composition, properties, and interactions of matter. Chemical knowledge advances within a societal context, and it is important for students to realize that the principles and laws of chemistry are the results of extensive scientific observations and analysis. The chemistry program emphasizes the nature of science themes: change, diversity, energy, equilibrium, matter, and systems. These themes provide a means for showing the connections within the science programs. Chemistry 12 will explore four major units of study; Thermochemistry, From Solutions to Kinetics to Equilibrium, Acids and Bases and Electrochemistry.

AP Chemistry 12
Advanced, 1 credit
AP Chemistry 12 meets the requirements of a first science credit towards graduation. AP Chemistry 12 will build off the foundations students have built during the Advanced Chemistry 11 course. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Physics 12
Academic, 1 credit
Physics 12 meets the requirements of a first science credit toward graduation. Physics is the branch of knowledge that studies the processes and structures of the natural world at the most fundamental level. Objects as small as atoms and as large as galaxies are investigated to explain their underlying principles and structures. Physics is both descriptive and predictive: it can often explain how something works and predict how its related technologies can be improved.
Physics 12 will consider three major units throughout the course, including; Force, Motion, Work and Energy, Fields and Modern and Nuclear Physics

Advanced Physics 12
Advanced, 1 credit
Advanced Physics 12 meets the requirements of a first science credit toward graduation. Advanced Physics 12 will build off the major themes of Physics 12 and, in addition, students are expected to engage in opportunities to develop major concepts in physics and to demonstrate and apply these concepts in new and novel contexts. The content topics for this course should parallel those of Physics 12 but should provide for greater depth of treatment. In addition, students are required to do an independent study.

Geology 12
Academic, 1 credit
This course is designed to explore the processes at work on Earth today, how they contribute to the landforms we see around us, and the impact of the interactions between people and Earth. The topics included are the structure and history of the Earth, minerals, rocks and the rock cycle, the internal and external processes that contribute to the development of mineral resources, mountains, glaciers, groundwater, volcanoes and earthquakes, the theories geologists have developed to explain their observations, geologic time, and the impact of human decisions on our mineral resources and our environment. Whenever possible, the local geology will be used to illustrate the topics. Laboratory work and independent projects will enhance the topics being studied.

AP Environmental Science 12
Advanced, 1 credit
AP Environmental Science 12 meets the requirements of a second science credit toward graduation. The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

SOCIAL STUDIES

DUKE OF EDINBURGH AWARDS

High School students who receive the prestigious Duke of Edinburgh award levels could receive up to three elective credits toward graduation.

Bronze Award—Duke of Edinburgh
Silver Award—Duke of Edinburgh
Gold Award—Duke of Edinburgh

SOCIAL STUDIES

At the senior high level, students have the opportunity to pursue the following disciplines: history, geography, sociology and political science.

In the senior high social studies program, students are given the opportunity to enlarge their body of knowledge and to continue to develop their range of appropriate skills. Through the independent use of libraries and of print, photographic, electronic, and other media, students will be given the opportunity to pursue research projects that supplement the classroom experience.

African Canadian Studies 11

***A*cademic, 1 credit**

The rich and complex history of Canadians of African descent begins over 400 years ago in Nova Scotia. This course gives students the opportunity to consider our country's history from an Afrocentric perspective. The course takes a challenging, dynamic, and interesting approach to help students gain a sound understanding of the global experiences, achievements, and contributions of people of African descent, with a particular focus on the Canadian and Nova Scotian experience.

Research is a key component of the course. Guided research helps students meet the knowledge and skills outcomes of the course. Students complete a variety of assignments based on the ideas and information presented in articles and videos, in conversations with guest speakers, and during a possible trip to the Black Cultural Centre. The ability to work independently as well as in groups is an asset.

Contemporary Canadian Studies 11

Academic, 1 credit

Contemporary Canadian Studies 11 (CCS 11) is a full-credit contemporary history course that meets the requirements
of Canadian Studies 11. Contemporary Canadian Stu dies 11 offers an in-depth examination of Canada's complex social, governance, and environmental issues. Examining 1945-present, the course provides students with opportunities to explore our country's cultural, political, and historical landscapes. By fostering competencies in critical thinking, communication, and citizenship, this course prepares students to actively engage with and critically assess contemporary Canadian and global issues, encouraging a deeper understanding of the complexities within Canadian society and its place in the wider world. Throughout the course, learners will develop skills that will allow them to explore an independent study, using the research and writing processes, in an area of Canadian history of their choosing.

Mikmaw Studies 11

Academic, 1 credit

The rich and complex history of the Mi'kmaq in Nova Scotia begins well before the arrival of the Europeans. This course gives students the opportunity to learn about historical and contemporary issues in Mi'kmaw society from a First Nations perspective. Events, trends, and traditions in the history of the Mi'kmaq are viewed through the lenses of culture, spirituality, and politics. The course uses an issues-based approach to give students a better understanding of the experiences, achievements, and contributions of the First Nations in Canada – with a particular emphasis on the Mi'kmaq. Themes and topics include: Justice; Self-determination; Political autonomy; Education and schooling; the family; Social and political organizations; Indigenous peoples around the world; Native rights; Spiritual principles; Personal and group identity

Global Politics 12

Academic, 1 credit

Global Politics 12 explores a cross-section of global political issues through a critical inquiry process. Global Politics 12 is organized into five units: The Global Citizen, Political Systems, The Canadian Political System, Comparative Politics, and International Relations. Students will develop research and critical thinking skills by examining a range of global political ideologies, political organizations, and political systems, including indigenous, domestic and international models, as well as interconnectedness.

SOCIAL STUDIES

Global Geography 12
Academic, 1 credit

This course explores major themes that help us to understand the nature and origins of complex humanity/ environment relationships in the contemporary world. Guided by the fundamental themes and skills of modern geography, students will pursue this exploration through eight compulsory units: Our Fragile Planet: A Geographical Perspective; Perilous Processes: Our Planet at Risk; The Peopled Planet: Standing Room Only? Feeding the Planet: Food for Thought; Global Resources: The Good Earth; Global Factory: For Whose Benefit?; Urbanization: A Mixed Blessing; and The Future Planet: Under New Management. By using geographic skills and techniques, students will become informed global geography students.

Global History 12
Academic, 1 credit

This course examines major themes in the history of the post World War II era. Students will examine these themes in five compulsory units: East-West: The Role of Super Power in the Post-World War II Era; North-South: The Origins and Consequences of Economic Disparity; The Pursuit of Justice; Societal and Technological Change; and Acknowledging Global Interdependence: The Legacy of the Twentieth Century. Students will examine history from three perspectives: social, economic, and political and will use the research and inquiry skills of the historian. Likewise, they will be able to propose reasonable answers to the "How did the world arrive at its current state?

Law 12
Academic, 1 credit

The Canadian law course is designed to provide students with knowledge of law and its function in society and the skills and attitudes that will enable students to understand the legal process. Course content includes the Canadian legal system, crimes and crime control, injuries and wrongs, human rights, property rights, promises and agreements, business relations, family relations, and courts and trials. Legal case studies assist students to recognize legal problems, to apply legal concepts, and to participate in class discussions. Students are given the opportunity to visit Small Claims court, Provincial court and/or the Supreme Court. Each semester guest speakers from the Criminal Justice System (police, probation, lawyer, judge/justice, etc.) visit the class. Students also participate in group projects and a mock trial if time permits.

Philosophy 12
Academic, 1 credit

This course is designed to introduce students to philosophy by exposing them to a variety of thinkers from different time periods and cultures. Selected works from Plato, Aristotle, Lao Tzu, Confucius, Descartes, Locke, Berkeley, Hume, and Russell will be used. Separate units on Logic, Environmental Philosophy and African Philosophy will also be part of the course. Additionally, students will share their ideas in weekly Forums, and learn the Socratic approach to argument. "*The aim of argument, or of discussion, should not be victory, but progress."* (Joseph Joubert). Some Forum topics from the past include: Why do we exist? Why be moral? Do we have a soul? What is intelligence? What is insanity? What is friendship? What is happiness? What is the self?

At its core, Philosophy is an examination of beliefs, and what makes them credible. This course aims to develop the critical skills necessary to examine beliefs through participation in research, text work, class discussion, forums, field trips and guest speakers.

SOCIAL STUDIES

Life 11
Academic, 1 credit

Life 11 gives students an opportunity to explore how society and circumstances impact life choices, as well as examine how the social determinants of health and human rights impact individuals. Students will also identify and develop skills and behaviours promoting healthy approaches to work and life.

Sociology 12
Academic, 1 credit

This course is designed to be the 'knot' that binds all of the social sciences together from a 'people' point of view. Sociology 12 is designed to give students an understanding of the various aspects of sociology. It will give students an opportunity for self-awareness from the perspective of human behaviour and social interaction. This course will help students develop an understanding and appreciation for differing personalities, behaviours, cultures, and social issues. Evaluation will take many forms. Students are expected to take an active role in this course. There is no prerequisite for this course.

AP Psychology 12
Advanced, 1 credit

AP Psychology is an introductory first year college level course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes. Students will explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. There will be a combination of teaching styles employed such as, direct teaching, group work, and inquiry-based investigations.

TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION

Technology Education is an integral part of the total program of education in our high schools. The combination of Technology Education subjects with other course selections will enable the student to develop the necessary knowledge, abilities, attitudes, skills and understanding to effectively function and develop as individuals, employees, and members of the community. Because technology is constantly evolving, course content will reflect recent advancements and how these advancements affect today's society. Students are encouraged to explore through experimentation and research.

Construction Technology 10

Open, 1 credit

The course will provide students with an introduction to construction safety, applied construction measurement skills and a variety of construction tools, materials and machines needed to complete practical construction projects. The course uses construction activities as the canvas through which knowledge, problem solving, and critical thinking is explored and developed. Students can expect to be working hard in an active hands-on learning environment while machines and tools are being used in a busy shop environment in order to develop hands-on skills, maturity and effective working attitudes.

Skilled Trades 10

Open, 1 credit

Skilled Trades 10 is structured to emulate a trades environment as much as it is feasible in a school shop / lab environment. Skilled Trades 10 is designed to engage students in a hands on practical investigation and application of industry skills and building code knowledge found only in the areas of Skilled Trades. Skilled Trades 10 will explore the impact that trades has on society, and will uncover opportunities that exist in multiple careers within the trades. Skilled Trades 10 will offer students multiple opportunities to practice and learn a range of skills that have direct connection to a number of trades and career opportunities, and will teach students the purpose and benefits of adopting an increased measure of maturity and responsibility in their working practices.

Service Trades 10

Open, 1 credit

Service Trades 10 is in the family of skilled trades classes and maintains a focus on the food service industry. Students will be trained and hopefully certified in their level 1 Food Safe training. Service Trades is designed to give students a hands on approach to learning about food and how it is properly served. The class involves many skill based food labs that culminate students food knowledge to eventually compete in class based challenges. Students also get a chance to look into the food industry at potential careers with an emphasis on resume building, interview skills and food service ethics.

Production Technology 11

Open, 1 credit

Production Technology has an emphasis on custom production in the wood lab. This course provides students with a firm foundation in the principles of product design. Emphasis will be on design, planning, machines, tools and techniques used in sound product manufacturing. Students will be required to perform certain tasks on machines as well as constructing a small project of their choice. This is primarily an activities-based course. Class attendance is very important in achieving the goals of the course. Students who are interested in entrepreneurship and manufacturing may wish to continue with Production Technology 12.

Business Technology 11

Academic, 1 credit

Business Technology 11 gives students an opportunity to develop their skills with a variety of types of software commonly used in business and other applications.

Topics include keyboarding, document processing, presentations, and spreadsheets

TECHNOLOGY EDUCATION

Communication Technology 11
Academic, 1 credit

Communication Technology 11 gives students an opportunity to develop skills in a variety of digital communication tools, such as digital photography and photo editing, web design, graphic design, video and audio editing, 3D modeling, and others. No previous art or technology experience is necessary.

Film and Video Production 12
Academic, 1 credit

Film and Video Production 12 involves students in the production of a film or video. Students work independently and as part of a production team to explore roles in the film industry, develop skills required in production roles, develop a critical awareness of historical and cultural aspects of film, and work through the process of producing a film or video from script development to final edit. Modules for this course include Fundamentals, Production Team Skills, Film Industry Disciplines and Careers, and Film Development and Production.

Housing and Design 12
Academic 1 credit

Housing and Design 12 will be taught through project-based learning and community connections. It is designed to be practical and interactive. Students will learn skills and awareness related to housing and living environments, interior design, the functions of housing, housing ecosystems, innovations in planning and development, and the analysis of physical living spaces.

Multimedia 12
Academic, 1 credit

The main focus for this course is to explore different ideas and processes associated with creative communication. How are modern media constructions such as movies, computer graphics and animation made? Multimedia 12 explores this question by examining media communication through lessons that are creative and explorative in nature. Students will make images, animations and web associated products using both traditional and digital techniques. Students will learn through a hands-on approach using software like Gimp (a photo-shopping program), Flash, 3D modeling, sound and video editors. Students will learn traditional art techniques and concepts. Students will create a variety of still imagery as well as animation. Students will also learn webpage design skills, as well as composition tips and tricks. Students will also experiment with sound and photography.

Production Technology 12
Academic, 1 credit

Production Technology 12 is designed to introduce students to the concepts of Entrepreneurship from a manufacturing and fabrication perspective. The central, driving concept of the course is to have students create a business model around a fabricated product. Students will work in a team-centred environment to design, fabricate, market, and sell a product. While the course will be based in the wood lab facilities, the products will not be limited to woodworking, and may include a variety of products such as textiles (clothing and other fabric work), jewelry, plastics, metals, or other types which students may indicate. Areas of focus include safe work practices, technical drawings, cost and resource management, process optimization, fabrication processes, and business practices and ethics.

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TECHNOLOGY EDUCATION

Computer Programming 12
Academic, 1 credit

Computer Programming 12 is intended for those students who wish to become skilled problem solvers and who have an interest in the study of computers and programming languages. Students will learn to apply the principles of effective programming to analyse and solve real world problems. Students will become critical and principled creators with a desire to maximize the use of solutions in information technology. The course will require students to create and document programs and share their creations with fellow students. This course may assist students planning to pursue post-secondary studies in Computer Programming or in other computer related areas. The focus of this course is on students developing the ability to formulate and solve real-world problems using a structured problems approach. Students develop this ability by creating programs using a structured programming language.

AP Computer Science
Advanced, 1 credit

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.