

Dartmouth High School



Student Registration Handbook 2021-22

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DARTMOUTH HIGH SCHOOL DIRECTORY

DHS DIRECTORY 2021-22

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IMPORTANT THOUGHTS

Welcome to Dartmouth High School for the 2021-22 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 most recently, 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 , Music

Science, Mathematics & Technology

- ◆ **3 credits—1 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, Design 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, Phys Ed 11, Dance 11, Yoga 11,, and Phys Ed 12
- ◆ **1 Canadian History credit:** eligible credits to meet this graduation requirement include: Histoire du Canada 11F, ACS 11 (French), Canadian History 11, African Canadian Studies 11 and Mikmaw Studies 11
- ◆ **1 Global Studies credit:** eligible credits to meet this graduation requirement include: Global Geography 12 or Global History 12 or Geographie Planetaire 12F or Histoire Planetaire 12

These requirements will apply to any student who wishes to earn the 20212Nova Scotia High School Graduation Diploma, regardless of the year in which the student registered in grade 10 for the first time.

COURSES OFFERED 2021-22

Grade 10

Academic

Drama 10
 English 10
Francais 10 (Immersion)
 Mathematics 10 (Full Year)
Mathématiques 10 (Full Year)
Mode de Vie Actif 11 (Immersion)
 Music 10
 Music Instrumental 10 (Guitar)
 Science 10
Sciences 10 (Immersion)
 Visual Arts 10

Open Category

Construction Technology 10
 Food For Healthy Living 10 } half
 Foods in Society 10 } credits
 Learning Strategies 10
 Physical Education 10 (co-ed)
 Skilled Trades 10

Graduation

Mathematics Essentials 10
 Mathematics at Work 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 area of post-secondary study

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

Academic: Designed for students 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 English 11
 AP Physics 11
 Biologie 11 Avancée
 Pre-Calculus 11

Academic

Accounting 11
ACS 11 (Immersion)
 African Canadian Studies 11
Biologie 11F (Immersion)
 Biology 11
 Canadian History 11
 Chemistry 11
 Dance 11
 Design 11
 Drama 11
 English 11
Francais 11 (Immersion)
Histoire du Canada 11F (Immersion)
 Mathematics 11
 Mathematics 11 Extended (Full year)
 Mikmaw Studies 11
 Music 11 (Band)
 Music Instrumental 11 (Guitar)
 Oceans 11
 Physics 11
 Visual Arts 11
 Yoga 11

Open Category

Child Studies 11
 Physical Education 11 (co-ed)
 Physically Active Living 11 (co-ed)
 Production Technology 11

Graduation

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

O2 Courses

Career Development 11
 Workplace Health & Safety 11
 Co-op 11

Grade 12

Advanced

Advanced Biology 12
 AP Physics 12
 AP Chemistry 12
 AP English 12
 AP Microeconomics 12
 Biologie 12 Avancée
 Calculus 12
 Pre-Calculus 12

Academic

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

Open Category

Housing & Design 12
 Physical Education 12 (co-ed)

Graduation

English Communication 12
 Math Essentials 12
 Mathematics at Work 12

O2 Courses

2 Co-op Credits

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
 - ◆ The Recommended Prerequisite courses

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	Grade 11	Grade 12
Credits Achieved/Planned:	Credits Achieved/Planned:	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 (www.dhs.ednet.ns.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 and on all final official high school transcripts.

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
- Student does not have the prerequisite for a course he/she is

taking

- Course is scheduled for which a credit has been granted
- Is in grade 12 and either needs to add/change a course to graduate, must carry at least 3 courses per semester, or needs a course to meet post-secondary plans
- Any other changes are on a case by case basis

It is the responsibility of the student to change his or her course level due to 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 Board 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

Advanced Placement (AP) at Dartmouth High School

Co-ordinator: Mr. Anthony Bellis

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

Students who are considering Advanced Placement courses in their grade 12 year should enroll in pre-AP courses in grade 10 and 11.

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:

2020-2021: AP Chemistry 12, AP English 12, AP Microeconomics 12, AP Physics 11,
AP Physics 12

BUSINESS EDUCATION

Accounting 11

academic, 1 credit

This course may be taken in Grade 10.

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.

AP Microeconomics

advanced, 1 credit

Suggested Prerequisites: Math 10 Academic

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 AC

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 (Grade 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 11 or 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), English 11 Creative Writing (academic) and Advanced English 11 (academic credit). Grade 12 options include English Communications 12 (graduation credit), English 12 (academic credit) and Advanced English 12 (academic credit).

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

Prerequisite: English 10 for English 11 and English 11 for English 12

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.

Advanced English 11 *advanced, 1 credit*

Prerequisite: English 10

Recommended Prerequisite: Successful completion of English 10 and demonstrated outstanding performance in relation to the curriculum outcomes prescribed by English 10.

Advanced English 11 extends the learning experiences of the academic program and is intended for students who welcome the challenge of working closely with sophisticated text, engaging thoughtfully with complex ideas, and learning how to write clearly and confidently for academic purposes. Students work independently and collaboratively to explore a range of literary styles and genres, apply the tools of literary criticism, craft academic and creative texts for a variety of purposes, contribute to vibrant classroom discussion, and engage regularly in research that supports a deepening understanding

ENGLISH

of historical context, cultural perspective, and literary theory. Students who are considering AP English 12 and/or a humanities focus at university are encouraged to consider registering for this course.

AP English 12 ***advanced, 1 credit***

Recommended Prerequisites: Advanced English 11 or superior achievement in English 11.

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***

Recommended Prerequisite: English 10 for ECM11 and pass in Grade 11 English or ECM 11 for ECM12

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.

FAMILY STUDIES

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 International Foods 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*

International Foods 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 significant 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 (the infant, the toddler, the preschooler, the school-age child).
- 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).

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.

Module Titles:

- Overview of the Helping Field
- Volunteer Experience
- Health & Human Service Systems
- Career Connections
- Personal & Professional Skills

FINE ARTS

ART AND DANCE

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 of what we are exploring in class.

Visual Arts 11 ***academic, 1 credit***

Recommended Prerequisite: ART 10

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 also 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***

Recommended Prerequisite: ART 11

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

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

Recommended Prerequisite: Drama 10, and/or audition/interview

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

Recommended Prerequisite: Drama 11, and/or audition/interview

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

Recommended Prerequisite: Consultation with Junior High Music teacher or Dartmouth High Music teacher

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

Recommended Prerequisites: none

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

Recommended Prerequisites: Grade 10 Band, or consultation with Dartmouth High music teacher.

Music Instrumental 11 (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

Recommended Prerequisites: Grade 10 Guitar, or consultation with Dartmouth High music teacher.

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

Recommended Prerequisites: Grade 11 Band, or consultation with Dartmouth High music teacher.

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.

FRENCH IMMERSION

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 grad course requirements offered in the French language.

*The DELF exam is developed and administered by the International Centre for French Studies for France's Ministry of Education. It is based on established international standards used in 164 countries. Recognized internationally by francophone post-secondary institutions, a DELF certification offers a lifelong French language proficiency status.

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

This course is designed to allow students to apply the four language skills—reading, writing, speaking and listening to communicate effectively in a French environment. The curriculum enables students to increase their knowledge of French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes,

students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. Potential units of study include: la mode, les fêtes et les traditions, la publicité, and la diversité culturelle. *French is to be the only language spoken in the classroom, so that oral proficiency may be continually improved.*

Mathématiques 10 académique, 2 crédits

See Mathematics 10—same course but in French

Sciences 10IMM académique, 1 crédit

Ce cours est conçu de façon à permettre à l'élève d'apprécier et de comprendre les liens entre les sciences, la technologie, la société et l'environnement. Il offre aux élèves les connaissances et les habiletés nécessaires pour entreprendre les cours spécialisés en physique, en chimie et en biologie en 11e et 12e année.

Le cours académique Sciences 10 comprend les quatre modules suivants :

- la durabilité des écosystèmes (25-30 heures d'instruction)
- les réactions chimiques (25-30 heures d'instruction)
- le mouvement (25-30 heures d'instruction)
- la dynamique des phénomènes météorologiques (25-30 heures d'instruction)

Généralement, les évaluations de ce cours incluent des tests, des travaux, des rapports de laboratoire, des projets et un examen final.

FRENCH IMMERSION

Français 11

académique, 1 crédit

Recommended Prerequisite: Français Immersion 10

Through reading, writing and speaking, students will examine articles, poems, and short stories. Novels and other authentic Francophone writing (both fiction and non-fiction) will be studied independently and in small and large groups. Discussion and written reflections will provide important opportunities for students to explore and to express their opinions as they relate to a variety of situations and topics. Students will continue to develop their writing skills, with a focus on the conventions of various types of text, as well as language structures. Cooperative learning is an essential element of this course. Potential units of study may be built upon the following themes: les droits humains, les costumes et traditions, and les relations sociales. *French is to be the only language spoken in the classroom, so that oral proficiency may be continually improved.*

Histoire du Canada 11IMM

académique, 1 crédit

Please Note: *Histoire du Canada* is one of the two course options made available to DHS students to fulfill the compulsory Canadian History credit for graduation.

This course explores the social, political and economic history of Canada. Canada's place on the world stage and the role of the Atlantic Provinces in Canadian events will be considered. Topics will include the contributions and history of Native people, immigrants, African Canadians and women.

Research and assignments will form an important part in meeting the outcomes of this course. Students will develop their historiographical skills.

Biologie 11 Imm

académique, 1 crédit

La biologie répond aux questions que les élèves se posent sur eux-mêmes et sur l'environnement. Le programme de biologie, au secondaire, comprend deux cours : Biologie 11 et Biologie 12. L'intégration de la technologie et d'autres disciplines à la biologie est une des caractéristiques principales de ce programme. Le contenu et les approches pédagogiques préconisées favorisent le développement de la pensée critique, la pensée créative, la communication et l'acquisition des connaissances et des habiletés de pensée d'ordre supérieur.

La dissection des spécimens est une partie intégrale de ce cours.

Le cours académique Biologie 11 comprend les quatre modules suivants : la matière et l'énergie pour la vie, la continuité génétique, le maintien de l'équilibre dynamique, la biodiversité

Généralement, les évaluations de ce cours incluent des tests, des travaux, des rapports de laboratoire, des tests de laboratoire, des projets et un examen final.

Biologie 11 Avancée

académique, 1 crédit

This course has the same outcomes as Biologie 11 IMM but goes into more depth.

Français 12

académique, 1 crédit

Recommended Prerequisite: Français Immersion 11

In Français 12, immersion students continue to develop their listening and oral skills in French while engaged in a wide range of activities. Reading and literature include many forms and genres, such as articles, poetry, short stories, novels and drama. Students will write informative texts, opinion papers, and expressive texts. The course also explores other technologies for viewing and representing information. Cooperative learning is an essential element of this course. *French is to be the only language spoken in the classroom, so that oral proficiency may be continually improved.*

Droit 12 (Law)

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 méthodes 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 procédures judiciaires.

Les thèmes abordés sont: la Loi sur les jeunes contrevenants, la Charte canadienne 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 exigences de sciences humaines nécessaires à la graduation.

FRENCH IMMERSION

Géographie Planétaire 12 ***académique, 1 crédit***

This course, which focuses on the learning of French through Global Geography explores major themes that helps students better understand the nature and origins of complex humanity/environment relationships and issues they will face in the future in a contemporary world. Guided by fundamental themes and skills of modern geography, students will pursue the exploration of their planet through 6 compulsory units:

1. The Global Geographer
2. Planet Earth
3. World population
4. Essential ressources
5. Urbanization
6. Political and Cultural Geography

Biologie 12 IMM ***académique, 1 crédit***

Préalable : Sciences 10 et Biologie 11.

Ce cours développe les concepts et les notions introduits en Sciences 10 et Biologie 11. Il est conçu pour fournir aux élèves des connaissances et des habiletés qui leur permettent de poursuivre des études postsecondaires dans des disciplines connexes ou de faire carrière en sciences.

La dissection des spécimens est une partie intégrale de ce cours.

Le cours académique Biologie 12 comprend les quatre modules suivants :

- les systèmes de régulation chimique et électrochimique
- la reproduction et le développement
- la génétique et l'évolution
- les interactions chez les êtres vivants

Généralement, les évaluations de ce cours incluent des tests, des travaux, des rapports de laboratoire, des tests de laboratoire, des projets et un examen final.

Biologie 12 Avancée académique, 1 crédit

This course has the same outcomes as Biologie 12 IMM but goes into more depth and has a research project component.

Mode de Vie Actif 11 ***open, 1 crédit***

La composante active du cours est conçue afin d'offrir aux élèves des occasions de vivre des expériences requérant de l'activité et qui les engagent dans diverses formes d'activités physiques traditionnelles et non traditionnelles.

La composante théorique du cours permettra aux élèves d'accroître leurs connaissances en ce qui concerne une alimentation saine, la prévention des blessures, la santé

mentale et émotionnelle, ainsi qu'une sensibilisation relativement aux dangers des substances qui créent une dépendance en mettant en valeur le lien entre un mode de vie sain et l'activité physique.

Histoire Planétaire 12 ***académique, 1 crédit***

Same as Global History 12, taught in French

Expérience Culturelle 12

académique, 1 crédit

(Career Education or Personal Development elective, but not a Phys. Ed substitute).

This course offers an opportunity for FI or Core French students to engage in real life interactions in a French Community. It serves to enhance their understanding and appreciation of the French Culture and to develop their communication skills in the French Language. This course will be credited toward the completion of the 18 required credits for a High School Diploma and FI students may use it as one of the 9 required FI credits in one of the two categories above. EXC12 credit cannot substitute in the place of the three compulsory FI courses required to obtain the FI certificate.

To obtain this credit, students must participate in one of the following two recognized cultural experiences identified by the French Second Language Division of the Department of Education:

1) The Nova Scotia/Quebec Six-Month Student Exchange Program

2) The Explore Program

There are specific criteria and timelines for course and students must complete the required tasks to be submitted to the Dept. of Education. A bursary may be available. For specific information, please visit the Student Services page of the school's website or speak to your Guidance Counsellor.

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.

MATHEMATICS

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.

Grade 10 Mathematics Courses

Math Essentials 10 graduation, 1 credit

This course will be presented as a 110-hour course.

Mathematics Essentials 10 is an introductory high school mathematics course designed for students who do not intend to pursue post-secondary study or who plan to enter programs that do not have any mathematical prerequisites.

Mathematics Essentials courses are designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities.

The typical pathway for students who successfully complete Mathematics Essentials 10 is Mathematics Essentials 11, followed by Mathematics for the Workplace 12.

Students in Mathematics Essentials 10 will explore the following topics: Mental Math, Working and Earning, Deductions and Expenses, Paying Taxes, Making Purchases, Buying Decisions, Probability, Measuring and Estimating, Transformation and Design, and Buying a Car.

Mathematics at Work 10

graduation, 1 credit

This course will be presented as a 110-hour course.

Mathematics at Work 10 is an introductory high school mathematics course which demonstrates the application and importance of key math skills.

The new Mathematics at Work courses are 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.

The typical pathway for students who successfully complete Mathematics at Work 10 is Mathematics at Work 11, followed by Mathematics at Work 12. Some students who successfully complete Mathematics at Work 10 may choose to take Mathematics Essentials 11, followed by Mathematics for the Workplace 12.

Students in Mathematics at Work 10 will explore the following topics: Measurement, Area, Pythagorean Theorem, Trigonometry, Geometry, Unit Pricing and Currency Exchange, Income, and Basic Algebra.

Mathematics 10 academic, 2 credits

This course will be presented as a 220-hour course. (This means that students will have mathematics class every day for their grade 10 year.)

Mathematics 10 is an academic high school mathematics course which is a prerequisite for all other academic and advanced mathematics courses. Students who select Mathematics 10 should have a solid understanding of mathematics from their junior high years. This means that students would have demonstrated satisfactory achievement of learning outcomes in grade 9 mathematics.

All students following the academic or advanced pathway will need to take Mathematics 10 followed by Mathematics 11 and then Mathematics 12. (Mathematics 11 and Mathematics 12 are 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.)

MATHEMATICS

For those students intending to follow the advanced pathway, Mathematics 10 will be followed by Mathematics 11, then Pre-Calculus 11, Pre-Calculus 12 and Calculus 12 (not required). Alternatively, students who successfully complete Mathematics 10 may choose to select a graduation credit in grade 11. Students in Mathematics 10 will explore the following topics: Measurement Systems, Surface Area and Volume, Right Triangle Trigonometry, Exponents and Radicals, Polynomials, Linear Relations and Functions, Linear Equations and Graphs, Solving Systems of Equations, and Financial Mathematics.

Grade 11 Mathematics Courses

Math Essentials 11* *graduation, 1 credit

Prerequisite: Successful completion of Math Essentials 10 or Mathematics at Work 10

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.

The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

The typical pathway for students who complete Mathematics Essentials 11 is Mathematics for the Workplace 12. Students in Mathematics Essentials 11 will explore the following topics:

- 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

Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10

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

The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. Some students who successfully complete Mathematics at Work 11 may choose to take Mathematics for the Workplace 12.

Students in Mathematics at Work 11 will explore the following topics:

- 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

Prerequisite: Successful completion of Mathematics 10.

Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum. Mathematics 11 is a pre-requisite for Pre-Calculus 11. These courses are to be taken consecutively, not concurrently.

There are 2 typical pathways for students who successfully complete Mathematics 11:

- For those students intending to follow the academic pathway, Mathematics 11 will be followed Mathematics 12. (Mathematics 11 & 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require an academic or Pre-calculus mathematics credit).

- For those students intending to follow the advanced pathway, Mathematics 11 will be followed by Pre-calculus 11, and then Pre-calculus 12.

Students in Mathematics 11 will explore 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, and quadratic functions.

Mathematics 11 Extended* *academic, 2 credits

This course will be presented as a 220-hour course. Prerequisite: Successful completion of Mathematics 10

Extended Mathematics 11 satisfies the prerequisite for both Mathematics 12 and Pre-calculus 11. The majority of students who take Extended Mathematics 11 will pursue the academic pathway and continue on to Mathematics 12 in their grade 12 year.

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.

MATHEMATICS

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***

Prerequisite: Successful completion of Math 11

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. Pre-calculus 11 is a pre-requisite for Pre-calculus 12. These courses are to be taken consecutively, not concurrently.

The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. (Courses in the Pre-calculus pathway are 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.) Some students who successfully complete Pre-calculus 11 may choose to take Mathematics 12. Alternatively, students who successfully complete Pre-calculus 11 may choose to select a graduation credit in grade 12.

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.

Grade 12 Mathematics Courses

Math Essentials 12 ***graduation, 1 credit***

Prerequisite: Successful completion of Math Essentials 11 or Math at Work 11.

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***

Prerequisite: Successful completion of Math at Work 11 or Math 11

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***

Prerequisite: Successful completion of Mathematics 11 or Pre-Calculus 11.

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

Prerequisites: Successful completion of Pre-Calculus 11, which MUST be taken before starting this course.

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

Prerequisite: Successful completion of Pre-Calculus Mathematics 12

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:

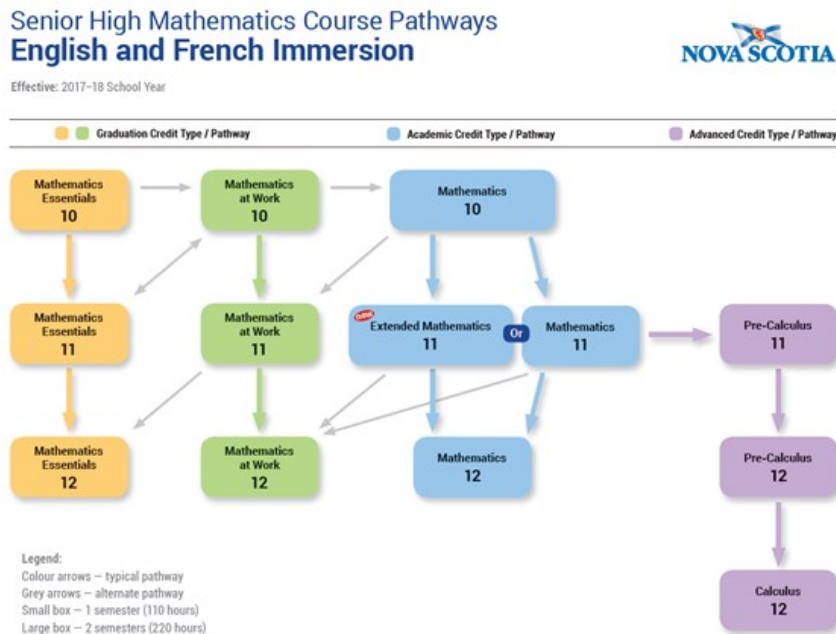
- Limits and Continuity
- Derivatives
- Applications of Derivatives
- The Definite Integral
- Differential Equations and Mathematical Modeling
- Application of Definite Integrals

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:	Math 10 at Work Math 10 Ess	Math 11 at Work Math 11 Ess	Math 12 at Work Math 12 Ess		

Suggested Mathematics Course Sequence for Students entering in 2020-21:

****NOTE: Math for the Workplace 12 is now Math Essentials 12**



OPTIONS & 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.

Program components

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:

Community Based Learning 11
Career Development 10
Career Development 11 (1/2 credit)
Workplace Health and Safety 11 (1/2 credit)
3 Co-op Education credits

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

** Used to be CBL 10*

Career Development 10 and 11 ***academic, 1 credit each***

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.

Career Development 10

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)

In Career Development 11 students can expect an increased emphasis on Workplace Readiness, Financial Management and Work Cultures with a (1/2) credit devoted to Workplace Health and Safety for full credit completion.

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.

In Addition, three O2 Co-op courses are required prior to grade 12 graduation.

PERSONAL DEVELOPMENT CREDIT

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 "Approved Provider and Course List 2012" (<http://pdc.ednet.ns.ca>) on this website before submitting a personal development credit to their school registrar.

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.

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.

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

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The aim of science education, as defined in *Foundation for the Atlantic Science Curriculum*, is to develop scientific literacy. Science literacy is an evolving combination of the science-related attitudes, skills, and knowledge students need to develop inquiry, problem-solving and decision-making abilities; to become lifelong learners; and to maintain a sense of wonder about the world around them. To develop scientific literacy, students require diverse learning experiences that provide opportunities to explore, analyze, evaluate, synthesize, appreciate and understand the interrelationships among science, technology, society and the environment that will affect their personal lives, their careers and their future.

Science 10 *academic, 1 credit*

The senior high science program builds on a foundational science course, Science 10. It is strongly recommended that **all** students take Science 10 as a prerequisite to more specialized study in science(s) in grades 11 and 12.

Science 10 comprises four compulsory units, each requiring 25–30 hours of instructional time:

- Sustainability of Ecosystems (25%)
- Chemical Reactions (25%)
- Weather Dynamics (25%)
- Motion (25%)

Evaluation components typically include tests, assignments, labs, projects and a final examination.

Human Biology 11 *graduation, 1 credit*

Recommended Prerequisite: Science 10 (or Sciences 10 Immersion)

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

This course examines the systems of the human body in 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.

Evaluation components typically include tests, assignments, labs, projects and a final examination.

Oceans 11 *academic, 1 credit*

Recommended prerequisite: Science 10 (or Sciences 10 IMM)

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. Evaluation components typically include tests, assignments, labs, projects and a final examination.

Biology 11 *academic, 1 credit*

Recommended prerequisite: Science 10

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

The cell is the basic unit of life. This course looks at the great diversity that exists among all the organisms in the biosphere, as well as the unity that exists among them. All forms of life need energy and the processes of photosynthesis and cellular respiration are examined. Special attention will be given to the digestive system, circulatory system, nervous system, immune system and excretory system. These systems will be studied in the simplest form of animal life to the most complex animal. Representative organisms will be examined within their ecosystems and we will see how matter and energy flow through these particular ecosystems.

Advanced Biology 11 *advanced, 1 credit*

Recommended prerequisite: Superior achievement in Science 10 and approval of the Science Department Head

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

In Advanced Biology 11, 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 of cellular processes and mental health. Students should also have more opportunities for an independent study project involving a literature search.

Chemistry 11 *academic, 1 credit*

Recommended prerequisites: Science 10 (or Sciences 10 IMM) and Mathematics 10

The purpose of this course is to stimulate an interest in chemistry, to encourage students to think independently, to develop facility in analytical and logi-

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cal thinking and to further scientific studies. Emphasis is placed on proficiency in basic lab skills.

Topics include: stoichiometry (quantitative aspect to chemistry and the mole relationship in a balanced chemical equation); from structures to properties (bonding and its influence on physical and chemical properties of matter); and organic chemistry (study of molecular compounds of carbons).

Advanced Chemistry 11 (pre-AP Chemistry 12) ***advanced 1 credit***

Recommended prerequisites:

Superior achievement in Science 10 (or Sciences 10 Immersion) and Mathematics 10.

Advanced Chemistry 11 is an excellent introduction to chemistry for those students who have an above average interest and proven ability in science and mathematics. Like AP Chemistry 12, this course is structured around the six big idea articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. This course is highly recommended for students considering careers in the physical or engineering sciences.

Physics 11 ***academic, 1 credit***

Recommended prerequisites: Science 10 (or Sciences 10 IMM) and Mathematics 10.

Physics 11 expands on prior knowledge of the physical laws of the universe, dealing specifically with motion. Physics 11 primarily follows a historic approach to the development of physical laws and begins with exploring the concepts introduced in Science 10 of position, velocity, acceleration and time. This introductory course includes kinematics, dynamics, momentum, energy and waves.

Biology 12 ***academic, 1 credit***

Recommended prerequisite: Biology 11

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

Biology 12 emphasizes the science themes: change, diversity, energy, equilibrium, matter and systems. These themes allow students to examine the connections within the science program and to understand ways in which individual sections of the program relate to the big ideas in science.

Topics such as organic chemistry, DNA and protein synthesis, cell reproduction, Mendelian genetics, molecular genetics, evolution, human reproduction and development, and regulatory systems of the human body are covered throughout the semester.

Advanced Biology 12 ***advanced, 1 credit***

Recommended prerequisites: Adv Biology 11 or superior achievement in Biology 11 and approval of the Science Department Head

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

Students enrolled in this course will have multiple opportunities for independent study of topics in depth, and will be required to relate the ideas and processes of biological sciences to those of the physical sciences and the mathematical disciplines. The content topics parallel those in Biology 12, but the curriculum allows for greater depth of treatment. Finally, it is mandatory that students in Advanced Biology 12 complete a significant independent research project that is focused on experimental investigation. It is highly recommended for students considering a career in biology or the health sciences.

Chemistry 12 ***academic, 1 credit***

Recommended prerequisites: Chemistry 11 and Mathematics 11

Chemistry 12 builds on the fundamental knowledge and skills acquired in Chemistry 11, while providing a more “in depth” exploration of various topics intended for students pursuing post-secondary chemistry. Students have many opportunities to connect chemistry to technology, society and the environment.

Topics include: thermochemistry (energy changes that occur with physical and chemical processes); from solutions to kinetics to equilibrium (factors that

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affect the rate of reaction); acids and bases; and electrochemistry (electric forces, matter, and energy in chemical changes and quantitative relationships in chemical changes).

AP Chemistry 12 ***advanced, 1 credit***

Recommended prerequisites: Advanced Chemistry 11 or superior achievement in Chemistry 11

AP Chemistry 12 is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry 12 is open to all students who have completed a year of chemistry who wish to take part in a rigorous and academically challenging course. This course is highly recommended for students considering careers in the physical or engineering sciences.

Physics 12 ***academic, 1 credit***

Recommended prerequisites: Physics 11 or Advanced Physics 11

Physics 12 primarily follows a historic approach to the development of physical laws, beginning with the knowledge of Physics 11 extended into two dimensions. The course expands kinematics and dynamics into two dimensions before moving into fields, modern and nuclear physics.

AP Physics 1 ***advanced, 1 credit***

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. In order to complete the course material, students will need to attend lunch sessions during the second semester. Students will write the AP Physics 1 Exam in early May. This course is open to both grade 11 and 12 students.

AP Physics 2 ***advanced, 1 credit***

Prerequisite: AP Physics 1

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves and probability. Students will write the AP Physics 2 Exam in early May.

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. *This course does not qualify as a "first science" credit. Recommended Prerequisite: At least one previous science course*

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.

CANADIAN STUDIES CREDIT

Every student must have 1 of 3 credits to graduate: Mikmaw Studies 11, African Canadian Studies 11, and Canadian History 11

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'kmaq 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

African Canadian Studies 11

academic, 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. Students will explore topics such as:

- Culture and Afrocentricity
- Pre-colonial African societies
- The Atlantic slave trade
- The African diaspora
- Empowerment and the civil rights movement
- Local communities
- Challenges facing today's youth

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.

Canadian History 11

academic, 1 credit

Canada has a rich and complex history, in many ways because of its people, their perspectives, and our geography. Canadian History 11 offers students a general overview of the country's history from the First Nations to the present. Challenging material is addressed from a variety of perspectives to help students understand the experiences and achievements of previous generations of Canadians and the historical roots of present-day concerns. The course is organized around five key themes: development, governance, sovereignty, globalization, and justice. Specific topics of study include: First Nations; Colonialism; Confederation; The World Wars; Free Trade; Constitutional issues and governance; Canada's role in the global community; Industrialization; Immigration/migration

Research is a key component of the course. Students will work independently and with others to develop their historiographical skills and meet the required outcomes. Good organizational skills are an asset.

SOCIAL STUDIES

Global Geography 12 academic, 1 credit

Recommendation: Grade 12 students only.

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, learning and applying a body of skills and techniques, learning and applying a body of geographic knowledge, and developing their own planet management awareness, students will become informed global geography students.

The student's development of geographic skills, techniques and geographic literacy will build upon the base established in Geography 10.

Global History 12 academic, 1 credit

Recommendation: Grade 12 students only.

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. Throughout their studies, students will address the focus questions about the course. Likewise, they will be able to propose reasonable answers to the question upon which Nova Scotia's global studies courses are built: "How did the world arrive at its current state?"

Research work will be required of students.

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 con-

cepts, 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.

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.

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. Course participants will become members of an international collaborative culture. 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.

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.